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THE ROLE OF PROFESSIONAL IDENTITY IN MEDIATING THE INFLUENCE OF TEACHING ENTHUSIASM ON TEACHING CREATIVITY

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Abstract

Creativity plays a crucial role in solving problems through innovation, which enhances self-development, decision-making, and problem-solving abilities. In the field of education, teaching creativity enables teachers to design diverse and engaging learning experiences that cater to different student needs and learning styles. However, the effectiveness of teaching creativity is influenced by various factors, including teaching enthusiasm and professional identity. This study aims to investigate the mediating role of professional identity in the relationship between teaching enthusiasm and teaching creativity. Using a quantitative research design, data were collected from 170 pre-service teachers through questionnaires measuring Teaching Enthusiasm (TE), Professional Identity (PI), and Teaching Creativity (TC). Path Analysis was employed to examine the direct and mediating effects of professional identity. The findings indicate that professional identity plays a full mediating role between teaching enthusiasm and teaching creativity. While teaching enthusiasm alone does not significantly impact teaching creativity, the presence of a strong professional identity enhances this relationship. Teachers with high enthusiasm and a well-established professional identity are more likely to implement creative teaching methods, fostering an engaging and effective learning environment. This study underscores the importance of strengthening professional identity to optimize the benefits of teaching enthusiasm in fostering creativity. Educational institutions should implement continuous training and professional development programs to enhance teachers' professional identity, ultimately improving student learning outcomes. Future research could explore additional factors that contribute to teaching creativity, such as institutional support and teaching experience.

Keywords: Teaching Enthusiasm, Professional Identity, Teaching Creativity, Teacher Development, Educational Innovation

INTRODUCTION

Creativity is the ability to solve problems through innovation and original discoveries that yield new outcomes or modify existing findings. It contributes to self-development, decision-making, and problem-solving skills (Hidayat et al. 2021). Teaching creativity refers to a teacher's ability to enhance their ideas, thereby creating diverse learning activities that cater to various student abilities, types, and learning (M et al. 2023).

A teacher's creativity is essential for fostering an enjoyable teaching and learning atmosphere. Teachers can employ various approaches during instruction to make classroom learning more varied and engaging. Creativity remains a topic of significant interest among stakeholders within the global education system (Haydon 2015). The creativity employed by teachers in their lessons can help create an effective learning environment, increase student interest, and maintain a stable learning atmosphere. Additionally, this benefit encompasses improvements in school attendance, academic performance, self-esteem, resilience, motivation, engagement, and the development of social and emotional skills. Therefore, it is crucial for teachers to utilize their creativity in teaching while ensuring educational objectives are met (Haydon 2015).

According to research (Hidayat et al. 2021), several efforts can enhance teacher creativity in the classroom: focusing on lesson planning, adapting to changes occurring in class, being prepared for collaboration, connecting with students, and working together to create creative and effective learning experiences. Creativity is generally influenced by various skills development factors, interests, and a strong positive attitude towards the field pursued (Monawati. and Fauzi. 2018). As explained by Sastradiharja et al. (2022), the development of creativity among teachers is influenced by several factors: first, providing opportunities for teachers to participate in school policy formulation; second, granting sufficient authority to teachers in executing tasks and finding solutions to challenges faced; third, instilling trust in teachers to enhance their quality and showcase creative ideas; fourth, encouraging positive efforts through motivation and recognition; fifth, fostering good cooperation among educational personnel to address problems; and lastly, creating a work environment that enables teachers to improve their skills and knowledge for task execution (Sastradiharja et al., 2022).

According to (Primasasti et al. 2022) enthusiasm is an increase in the willingness to learn that is productive, proactive, and creative through the provided learning process. According to research by (Puspasari et al., 2022), the formation of professional identity (Professional Identity Formation - PIF) is a complex process in which individuals not only learn the necessary knowledge and skills, but also develop a deep understanding of themselves in the context of their chosen profession. Professionalism arises not only from the demands of modern development but is fundamentally necessary for individuals within the framework of improving human quality. Professionalism requires seriousness and adequate competence so that individuals are deemed fit to perform tasks. The enhancement of teacher professionalism is influenced by compensation factors. Compensation levels determine lifestyle choices, status, self-esteem, and employees' attitudes toward organizations. Furthermore, compensation can significantly impact recruitment, motivation, productivity, and employee turnover rates (Gultom 2017).

Teaching enthusiasm and professional identity are critical factors in enhancing teaching creativity. This study indicates that teachers with high enthusiasm and strong professional identity can create conducive and engaging learning environments for students. Therefore, it is essential for educational institutions to enhance teaching enthusiasm and professional identity through regular training and supervision. Consequently, the quality of education and student learning outcomes can be improved consistently (Djuanda 2022).

Teaching enthusiasm and professional identity serve as mediators in the influence of teaching enthusiasm on teaching creativity. Teachers with high enthusiasm and strong professional identity are better equipped to create conducive and engaging learning environments for students. Research shows that enthusiastic teachers with a robust professional identity tend to innovate more in their teaching methods.

Research on Professional Identity (PI), Teaching Enthusiasm (TE), and Teaching Creativity (TC) is vital because these three aspects are interconnected in creating effective, innovative learning processes that engage students. In education, TC not only contributes to achieving learning objectives but also fosters character development and student skills. Teachers with a strong PI possess a deep understanding of their roles in education, enabling them to adapt to diverse challenges and needs within the classroom. Meanwhile, TE acts as a driving force that helps teachers create a vibrant learning atmosphere that enhances student engagement and motivation.

REVIEW OF LITERATURE

Theory of Creativity

Creativity is a process involving the emergence of ideas or concepts from an individual's mind aimed at stimulating both independent and collaborative learning (Mi et al. 2024). Generally speaking, creativity is influenced by various skill developments as well as interests and positive attitudes towards specific fields (Sastradiharja et al., 2022).

Moreover, creativity theory is also influenced by psychoanalytic perspectives. According to Suler's analysis of psychoanalytic theory explains creativity is explained as a unique interaction between primary thinking processes and secondary thinking processes. New ideas emerge through illogical thinking derived from primary processes, then shaped through secondary processes within contexts aligned with social values (Ii 2020).

Factors influencing teacher creativity include educational support facilities and conducive environments. This emphasizes that teacher creativity may be hindered by insufficient resources or institutional support. Therefore, it is crucial for schools to provide adequate infrastructure while offering training for teachers so they can continue developing their teaching creativity. By creating supportive environments, it is hoped that learning processes will be more effective leading to more creative, innovative students (Ii et al).

Theory of Professional Identity

Professional identity theory explains how individuals internalize and express norms values behaviors expected within their professional contexts. Professisonal identity forms through social interactions experiences individuals encounter within work environments. According to research conducted by (Puspasari Kiay Demak and Sulistiana 2022), professional identity formation (PIF) is a complex process where individuals not only learn necessary knowledge skills but also develop profound understandings about themselves within chosen professions. This process involves reflection, interpretation personal social

experiences which help individuals build ownership over their professions while preparing them for ethical moral challenges faced during professional practice.

Furthermore, professional identity theory highlights the importance of institutional support in shaping robust professional identities. (Reissner and Armitage-Chan 2024) shows well-designed educational interventions can enhance students' professional identity development through structured learning experiences such as practice-based learning collaboration with mentors enabling students better comprehend roles within professions while developing requisite skills needed for success in fields thus educational institutions play vital roles supporting students effectively navigate PIF processes.

Teaching Enthusiasm

Teaching enthusiasm represents an essential element in creating positive productive learning environments. This enthusiasm can arise from various factors including pedagogical approaches employed by teachers interactions with students as well as support from educational settings. Research conducted by (Khosiyati 2022) indicates that teacher enthusiasm significantly contributes towards student motivation levels; enthusiastic passionate educators not only capture student attention but also encourage active participation throughout lessons demonstrating how teacher enthusiasm directly influences student engagement academic performance.

Moreover the impact of teaching enthusiasm extends beyond mere motivation; it can elevate overall quality within classrooms according to (Yossinta Intaniasari 2022) which suggests innovative instructional media such as information technology video lessons can boost student enthusiasm when engaged in enjoyable interactive activities they tend exhibit greater interest towards taught materials thus integrating technology creative methodologies into instruction serves as effective strategies enhancing both teacher student enthusiasm.

In conclusion fostering teaching enthusiasm stands pivotal towards establishing effective enjoyable educational experiences where educators cultivate positive attitudes employing creative strategies actively involving learners throughout sessions while considering social interactions utilization engaging media this approach aims improve overall instructional quality yielding motivated knowledgeable learners eager pursue further knowledge acquisition (Fitriyani, Supriatna, and Sari 2021)

RESEARCH METHOD

This study involved pre-service teacher education students from Faculty of Teacher Training and Education Muhammadiyah University of Surakarta totaling 170 participants utilizing simple random sampling techniques questionnaires were distributed among pre-service teacher education students across several programs including Information Technology Education Biology Education Mathematics Education English Language Education Indonesian Language Education Moral Education Primary School Education with female participants numbering 139 male participants totaling 39 this research adopts quantitative methodology data collection methods employed questionnaires measuring variables Teaching Creativity assessed using quizzes consisting thirteen questions Teaching Enthusiasm evaluated via quizzes comprising twenty-two questions encompassing seven indicators Interest Engagement Interaction Students Passion Teaching Creativity Innovation Professional Development Subject Knowledge Enrichment Professional Commitment Professional Identity serving mediating role measured through twelve questions four

indicators Cultural Knowledge Blending Interpersonal Skills Active Professional Communities Path Analysis was employed for data analysis.

Table 1.
Respondents

Frequency		Valid Present	Cumulative Percent
Male	31	18.2%	18.2
Female	139	81.8%	100.0
Total	170	100.0%	

Data Corrected

Table 1 reveals majority respondents identified as female numbering one hundred thirty-nine while thirty-one identified as male based upon collected data modeling utilized Path Analysis.

Research Design Procedures

This quantitative research employs Path Analysis beginning model development grounded theory instrument adaptation existing instruments data collection via online surveys model analysis model revision fit analysis mediation testing.

Instruments

Data were gathered via online surveys utilizing diverse instruments previously developed by researchers assessing Professional Identity (PI) utilized instruments designed by (Fahmi et al. 2024) encompassing four components namely Cultural Knowledge Blending Interpersonal Skills Active Professional Communities sample questions include "I understand cultural habits through school-based learning," "I adapt quickly." Measuring Teaching Creativity involved thirteen questions developed by Awaliah et al., (2023) sample inquiries include "I emphasize importance mastering knowledge," "I encourage my students take time think differently." Teaching Enthusiasm assessed employing instruments created by (Punia and Bala 2021) consisting seven factors exemplifying inquiries such as "When I try new things teaching it usually fails," "I believe attending professional development programs wastes time money."

Data Analysis

This research represents associative study employing Path Analysis methodology consisting five SEM stages: developing theory-based models constructing flow diagrams selecting input matrix types estimating proposed models utilizing maximum likelihood methods identifying structural models meeting minimum factor loadings evaluating model fit based criteria fit indices.

Two steps mediation testing exist Schuberth's framework established individual relationships testing direct links PI to TE PI to TC TE to TC estimating initial models solely based direct relationships subsequently estimating second models incorporating mediation variables three rules apply: (a) If TE-PI relationship remains significant largely unchanged post-PI inclusion mediation unsupported; (b) If TE-PI relationship diminishes yet remains significant upon PI inclusion partial mediation supported; (c) If TE-TC relationship diminishes until statistically insignificant after PI acts mediating construct full mediation support granted based upon estimation analysis yielding satisfactory fit results conclusions drawn examining regression coefficients factor loadings alongside values appearing across three fit criteria absolute incremental parsimonious indices.

RESULTS AND DISCUSSION

The data collected through this online form can reveal the gender of the respondents. Descriptive Data

Table 2. Gender

	Frequency	Valid Present	Cumulative Percent
Male	31	18.2	18.2
Female	139	81.8	100.0
Total	170	100.0	

Data Corrected

Table 2 displays that 81.8% of the respondents are female. Statistically, in Indonesia, the majority of prospective teachers are women.

Table 3
Academic Background

No	Academic Background	Precent
1	Information Technology Education	2.2%
2	Biology Education	2.2%
3	Mathematics Education	8.1%
4	English Education	8.6%
5	Indonesian Education	12.4%
6	Moral Education	17.7%
7	Elementary school education	48.9%

Data Corrected

Meanwhile, Table 3 indicates that nearly half of the respondents come from elementary education backgrounds. The results from the questionnaire indicate that there are 4 students from Information Technology Education, 4 from Biology Education, 13 from Mathematics Education, 15 from English Language Education, 21 from Indonesian Language Education, 30 from Moral Education, and 83 from Elementary School Education.

The results of the univariate normality test show that the skewness and kurtosis values for each manifest variable fall within a reasonable range of less than 2 (Schuberth 2021). However, the multivariate normality value is 24.049, necessitating the removal of some respondents identified as significant outliers. Structural equation modeling requires multivariate normality to ensure that the analysis provides valid model results. Therefore, after multivariate normality is not achieved, Mahalanobis distance testing is needed to eliminate certain outlier respondents. Outliers can lead to bias in the final results; thus, their removal is crucial. The Mahalanobis distance results indicate that 11 respondents need to be excluded from the analysis due to having p-values of 0.005 or less.

Partial Regression Analysis (Hypotheses 1, 2, and 3)

Partial analysis examines individual influences among constructs on variables. This analysis is utilized to test outcomes between constructs, mediators, and mediating variables. Partial regression analysis tests the impact of Professional Identity (PI) on Teaching Enthusiasm (TE), PI on Teaching Creativity (TC), and TE on TC. The weight value between PI and TE is 0.827 with a significance level of $p < 0.000$, indicating that for every one-unit increase in TE, PI will increase by 0.827 units; TC and PI show a value of 0.742 with a significance level of $p < 0.000$, suggesting that every one-unit increase in PI will affect an

increase in TC by 0.742 units but is not highly significant. Furthermore, TC and TE show a value of 0.19; this indicates that a one-unit change will affect another variable, but the relationship between them is relatively weak. The analysis shows that the variables PI to TE and TC to PI accept the alternative hypothesis, while TC to TE indicates that the hypothesis test result is rejected.

Complete Model Analysis (Hypothesis 4)

This structural model analysis is based on a model supplemented with theory using data from 170 student respondents. There are three variables in this study: Professional Identity (PI), Teaching Enthusiasm (TE), and Teaching Creativity (TC). In this analysis, when PI is included, the significance value has a substantial impact on TC; similarly, when included in TE it will have an effect but not significantly, indicating that PI is a crucial mediating variable that strengthens both TE and TC.

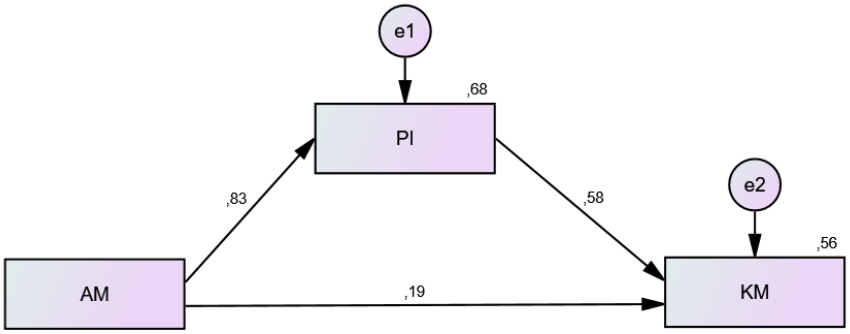

Figure 1

Figure 1 provides an overview of the full model analysis grounded in theoretical frameworks and supported by previous research findings. The diagram represents a structural model illustrating the relationships among three latent variables: Teaching Enthusiasm (AM), Professional Identity (PI), and Teaching Creativity (KM). The AM variable demonstrates a significant direct effect on PI, with a path coefficient of 0.83, and a weaker yet still meaningful direct effect on TC, with a path coefficient of 0.19. Additionally, PI exerts a significant influence on TC, with a path coefficient of 0.58. The PI and TC variables are also associated with residual errors, denoted as e1 and e2, with variances of 0.68 and 0.56, respectively. This model underscores the critical role of teaching enthusiasm in strengthening teachers' professional identity, which in turn positively contributes to their teaching creativity. The strong relationship between TE and PI highlights that enthusiasm and motivation in teaching are key drivers in the development of a strong professional identity. Furthermore, the mediating role of PI indicates that professional identity serves as a primary pathway through which teaching enthusiasm influences creative teaching practices. These findings suggest that fostering both teaching enthusiasm and professional identity represents a strategic foundation for enhancing teaching creativity within educational environments.

Table 3.
Standardized Regression Weights

			Estimate
PI	<---	TE	,827
TC	<---	PI	,584

			Estimate
TC	<---	TE	,191

Data Corrected

Table 3 indicates that the relationship between Professional Identity (PI) and Teaching Creativity (TC), as well as Teaching Enthusiasm (TE), is significant, with a p-value of 0.000. This suggests that PI has a substantial influence on strengthening the relationship between the variables TC and TE.

Table 4
Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
PI	<---	TE	,598	,031	19,132	***	par_1
TC	<---	PI	,590	,092	6,440	***	par_2
TC	<---	TE	,140	,066	2,107	,035	par_3

The results of this model indicate that the Professional Identity possessed by educators significantly impacts Teaching Creativity. This reflects that the performance and achievements of teachers in their instructional practices can be strongly influenced when their Professional Identity is complemented by their Teaching Creativity, leading to positive outcomes in student success. The table presents the relationships among three latent variables: TE, PI, and TC, along with parameter estimates, standard errors (S.E.), critical ratios (C.R.), and statistical significance (P-value). The results indicate that TC has a significant positive effect on PI, with a regression coefficient of 0.598 (S.E. = 0.031, C.R. = 19.132, $p < 0.001$), demonstrating a strong relationship. Furthermore, PI significantly influences TC, with a regression coefficient of 0.590 (S.E. = 0.092, C.R. = 6.440, $p < 0.001$), highlighting another strong association. Additionally, AM directly affects KM, with a regression coefficient of 0.140 (S.E. = 0.066, C.R. = 2.107, $p = 0.035$), although this effect is weaker compared to the other paths. These findings suggest that TE not only directly influences TC but also has an indirect effect through PI, with all relationships being statistically significant within the tested model.

Mediation Test

The complete model analysis reveals that the relationship between Teaching Enthusiasm (TE) and Teaching Creativity (TC) is significant, albeit not strong. However, when Professional Identity (PI) is included as a mediator in this relationship, it enhances the connection among the three variables.

Table 5.
Comparison between the Rules and the Result

No	Rules	Interpretation
1.	If the relationship between Teaching Enthusiasm (TE) and Teaching Creativity (TC) remains significant and largely unchanged after Professional Identity (PI) is included, then the variable is not considered a mediator	Mediation Not supported

2.	If the relationship between TE and TC decreases but remains significant when PI is included, then it serves as a partial mediator.	Partial Mediator
3.	If the relationship between TE and TC decreases and becomes statistically insignificant when PI is included, then the variable is considered a full mediator.	Full Mediation

The results of the analysis indicate that Professional Identity has a full impact on Teaching Enthusiasm and Teaching Creativity; however, these three constructs exhibit varying influences when elaborated upon. Teaching Enthusiasm (TE) does not have a strong effect on Teaching Creativity (TC); when Professional Identity (PI) is included, the relationship becomes significantly meaningful. Therefore, Professional Identity is established as a full mediating variable. In other words, Professional Identity plays a crucial role in determining the level of enthusiasm in teaching and the extent to which creativity can be integrated into the learning process. The professional identity of educators serves as a bridge between teaching enthusiasm and teaching creativity. In essence, teachers with a strong Professional Identity are more likely to utilize their enthusiasm to generate creative ideas in their teaching and develop innovative approaches to enhance students' learning experiences.

CONCLUSION

This study concludes that Professional Identity plays a vital role as a full mediator in the relationship between Teaching Enthusiasm and Teaching Creativity. Teachers with strong Professional Identities are capable of leveraging their enthusiasm to create innovative and engaging learning approaches, thereby enhancing the quality of education and student involvement. Professional Identity not only strengthens the connection between TE and TC but also provides a foundation for developing creative skills. This research offers insights into how educational institutions can support the development of teachers' professional identities through continuous training and support. By facilitating the enhancement of PI, educational institutions can foster greater teaching enthusiasm and creativity, ultimately improving student learning outcomes. This study also significantly contributes to educational literature, particularly in understanding the interactions among TE, PI, and TC within innovative learning contexts.

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