

THE INFLUENCE OF CREATIVITY AND GRIT ON PERFORMANCE IN HIGHSCHOOL TEACHER XYZ IN BANDAR LAMPUNG

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ABSTRACT

The performance of high school teachers in Bandar Lampung is still low so it is necessary to look at other things that influence performance. Based on research results, the factors that influence performance are: creativity and grit. This study aims to examine the influence of creativity and grit factors on the performance of high school teachers in Bandar Lampung (N = 215). Individual Work Performance measurement is carried out using the Indonesian version of the Individual Work Performance Questionnaire (IWPQ) measuring instrument. Creativity was measured using the Indonesian version of the Runco Ideational Behavior Scale (RIBS). Grit was measured using the Short Grit Scale. The research results show that creativity has a positive and significant effect on teacher performance. The research results also show that grit has a positive and significant effect on teacher performance. The implications of this research for similar research are expected to be able to provide interventions on the variables of creativity and grit to further improve teacher performance and for teachers to continue to develop creativity and grit in order to improve their performance in the educational process.

KEYWORDS

Creativity, Grit, Teacher Performance, Training Grit



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INTRODUCTION

Teachers in Bandar Lampung are a reference for the quality of education in Lampung Province considering that Bandar Lampung is the capital of Lampung Province. This is based on Law No. 20/2003 on the National Education System article 5 paragraph 1 (1) that "Every citizen has the same right to obtain a quality education"

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(Article 5 paragraph 1 of the National Education System Law). Teacher quality assurance is regulated through Law Number 14 of 2005 concerning Teachers and Lecturers which is derived from Government Regulation Number 74 of 2008 concerning Teachers which has been amended through Government Regulation Number 19 of 2017 concerning Amendments to Government Regulation Number 74 of 2008 concerning Teachers (Zamjani, et al., 2021). The quality of education in Bandar Lampung can be seen from the performance of teachers and one of the standard measures of performance is the quality of *work*. The measure of the quality of teacher performance can be seen from the educational productivity that has been achieved regarding the student *output* produced (Mitchel, 1978; in Rusman, 2012).

In order to achieve an increase in the quality of teacher education as human resources, it is necessary to carry out *continuous improvement* for teachers organized nationally with a series of training programs for teachers in schools, which are expected to be implemented by teachers in the learning process and the character building of students (Zamjani, et al., 2021). For this reason, school teachers in Bandar Lampung are expected to have more performance to have an impact on the environment and impact the surrounding schools.

Performance is "observable things that people do that are relevant to organizational goals" (Ricard, 1982; in Sudarmanto, 2014). Seeing that teacher performance is still low, it is necessary to look at other things that affect performance (Koopmans, 2011) referring to Campbell's definition (1990). Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education in formal education, primary and secondary education (Teacher and Lecturer Law Number 14 of 2005). Teacher performance is defined as an effort to obtain information about the knowledge, skills, values, and role of educators when carrying out their roles and functions, which are directed at their appearance, work performance and actions "(Mulyasa, 2013). So the assessment of how teachers work needs to be carried out periodically because in knowing the level of achievement and the success of educators when performing their roles. Scoring the way educators work is more focused if there are indicators that are used as a measure. Another opinion confirms "the best way of working educators must fulfill the criteria, namely: (a) the ability to create a design and preparation of the learning process, (b) the ability to carry out the learning process, (c) the ability to provide a relationship between one and another, (d) the ability to assess learning gains, (e) the ability to carry out enrichment, (f) the ability to design learning improvements" Supriadi (2016).

Based on the data, the performance of public high school teachers in Bandar Lampung is 80.65 with the largest value in Central Kalimantan Province at 85.37 (Center for Education and Culture Data and Statistics, 2016). This means that the performance of teachers in Lampung province still needs to be improved again because they see the results from other provinces that are greater. Based on the literature review, it was found that teacher performance has an impact on *job satisfaction* (Lawler & Porter, 1967), a large and significant impact was also found on student learning

outcomes (Muralidharan, 2012), productivity (Murphy, 2013), effectiveness (Kahya, 2009), and student learning motivation (Rahmaati, et al., 2023).

Seeing the importance of improving performance in teachers, it is necessary to study further what things can affect it. Based on the results of research showing that the greater the sense of creativity and professionalism of teachers, the greater the teacher's performance (Kasmur, et al., 2021), other things that also affect teacher performance are teacher competence (Damanik, 2019), teacher emotional intelligence (Mangkunegara & Puspitasari, 2015), pedagogical competence, personality competence, social competence, and professional competence (Rohman, 2020). One of the factors affecting performance, which involves creativity, has also been shown to have a positive and significant correlation with performance (Chung, Lee, & Choi, 2015; Harari, Reaves, & Viswesvaran, 2016; Joo & Bennett III, 2018; Zhang & Bartol, 2010). In other research in the context of lecturer teaching tasks, *grit* can be a predictor of effectiveness in the teaching process (Robertson-Kraft & Duckworth, 2014),

This study will focus on creativity and grit as predictors of teacher performance, because high school teachers in Bandar Lampung were found to have low creativity, where teachers were reluctant to use the latest learning methods with the use of the latest technology to update their knowledge on the independent learning curriculum. In addition, teachers also lack the *grit* needed to ignite students' potential. This is known by the number of teachers who are reluctant to participate in the outstanding teacher program with a long and time-consuming process. These two variables are considered important to study so that the hope is to improve teacher performance in its application to the education process.

Creativity is a cognitive process that occurs when individuals generate new ideas that have value to the world, which is measured as *creative ideation* (Runco, Plucker, & Lim, 2001). A creative teacher is a teacher who has the ability to develop new ideas and new ways of educating, teaching, mentoring, directing, training, assessing and evaluating students (Mangwaskim, 2016). Teacher creativity can be developed, namely on: creativity in classroom management. Classroom management is an activity that exists and plans activities carried out in the classroom to be directed in a good learning process. In terms of classroom management, teacher creativity in classroom management is directed at helping students in the classroom to learn collaboratively and cooperatively and creating an academic environment conducive to the learning process. Next is teacher creativity in the use of learning media. Learning media are tools or objects that can support the learning process in the classroom (Iwan Ridwansyah, 2010) Thus, teachers can continue to develop their potential where the implementation of the education process for teachers to produce smart, versatile, and highly competitive humans is intended to improve teacher performance (Kamaludin, 2023a; Lelah et al., 2020; Mukminin, 2022). Based on this explanation, creativity is one of the factors that can affect performance. However, there is still debate that research findings show that creativity and teacher performance do not have a significant correlation. For example, Bramwell and colleagues' (2011) review of 15 studies stated that research results regarding the relationship between creativity and teacher

performance varied, with some studies showing significant results and others not. Pishgadam, Nejad, and Shayestch (2016) also found that there was no significant relationship between creativity and performance. From previous research, there appears to be a mismatch of results in the relationship between creativity and teacher performance. Wallace and Chen (2006) explained that this inconsistency is due to other factors that can affect individual performance.

Another area of research that has been recognized as having a significant impact on individual performance is *grit*. *Grit* requires working hard in the face of challenges, maintaining dedication and interest over an extended period, despite failure, adversity, and volatile change (Duckworth, et al., 2007). *Grit* is defined as the level of perseverance and passion to achieve long-term goals, and has been shown to predict success in challenging fields beyond talent. *Grit* requires working hard in the face of challenges, maintaining dedication and interest over an extended period, despite failure, adversity, and volatile change (Duckworth, et al., 2007).

A higher level literature review that affects *grit* has significantly improved the work performance of personnel such as medical doctors, sports athletes, and military cadets (Farah Azlin and Mardiana Mohamad 2019). In a study of employees in a technology company also conveyed that *grit* predicts performance only when employees express passion specific to their work context (Jachimowicz et al., 2018). according to Jachimowicz et al (2018) the highest *performance* occurs when both *perseverance and passion attainment* are at high levels. *Grit* has been shown to predict individual performance and achievement in various fields (Duckworth et al., 2007; Jachimowicz et al., 2017). *Grit* can also predict student academic achievement, even when other factors such as IQ and conscientiousness are controlled for (Duckworth et al., 2007; Duckworth & Quinn, 2009). In the context of lecturers' teaching tasks, *grit* can be a predictor of effectiveness in the teaching process (Robertson-Kraft & Duckworth, 2014) and lecturer performance in improving student academic achievement (Duckworth et al., 2009).

Considering this background, where high school teachers in Bandar Lampung are required to improve the quality of learning, good teacher performance is needed. Although creativity and *grit* have become a significant focus of research in the context of various fields, including education, there are still few studies that specifically explore the relationship between creativity, *grit*, and teacher performance. Therefore, this study wants to see the effect of creativity and *grit* variables on performance in high school teachers in Bandar Lampung. High school teachers in Bandar Lampung need to continue to improve their quality, which is a reference for the quality of education in Lampung Province, by improving teacher performance. Thus, this research is expected to make an important contribution to the development of human resources in the field of education, especially in improving the quality of teacher performance in facing increasingly complex future challenges.

RESEARCH METHOD

The research design used is a quantitative approach with a correlational method (Creswell, 2014). The study population was 215 public high school teachers in Bandar Lampung. Based on the calculation of power analysis using the GPower 3.0 application with two predictor variables to see the minimum sample for research by looking at the GPower score F-Test with an effect size of 0.15 Alpha 0.05 Power 1-beta 0.95, and 2 predictors, the minimum sample is 74 participants. Through *convenience sampling* technique using simple random sampling, the participants who filled out the questionnaire obtained were 215 people, so the response rate has met the minimum limit or reached 290%.

Individual Work Performance measurement is carried out by adapting the Indonesian version of the *Individual Work Performance Questionnaire* (IWPQ) measuring instrument (Koopmans, 2011, in Widyastuti & Hidayat, 2018). This measuring instrument consists of 18 statement items that represent 3 dimensions, namely: *Task Performance* (TP), *Contextual Performance* (CP), and *Counterproductive Work Behavior* (CWB). The measurement scale uses a 5-point Likert scale, namely: always, often, usually, sometimes, rarely.

Creativity was measured by adapting the Indonesian version of the *Runco Ideational Behavior Scale* (RIBS) (Plucker et al., 2006). This instrument consists of 23 items with dimensions: *fluency*, *originality*, and *flexibility*. The measurement scale uses a 5-point Likert scale, namely: almost always, often, sometimes, rarely, and almost never.

Grit measurement was carried out by adapting *The Short Grit Scale* measuring instrument (Duckworth & Quinn, 2009, in Aprilolita, 2020). This measuring instrument consists of 8 statement items representing 2 dimensions, namely: perseverance of effort and consistency of interest. The measurement scale uses a 5-point Likert scale, namely: very much like me, mostly like me, somewhat like me, not like me, and not like me at all.

Given that the three instruments have high reliability and validity scores, this is a reference in choosing instruments to be used in research. As for the research instrument, adjustments were made to the context of high school teachers in Bandar Lampung, which then tested the instrument on 20 research respondents, before collecting research data. The questionnaire was administered online using google form.

The results of the validity and reliability tests of measuring instruments on 20 high school teachers in Bandar Lampung The internal reliability test on the Individual Work Performance measuring instrument shows the measuring instrument is reliable in terms of internal consistency (0.792). The internal validity test on the performance measuring instrument items shows that all items are valid in measuring the performance construct (the *crit* coefficient is in the range of 0.460 - 0.632). The internal reliability test on the Creativity measuring instrument shows the measuring instrument is reliable in terms of internal consistency (0.902). The internal validity test on the performance measuring instrument items showed that all items were valid in measuring the performance construct (*crit* coefficients were in the range of 0.346 - 0.649). The internal reliability test on the Grit measuring instrument shows the measuring

instrument is reliable in terms of internal consistency (0.792). The internal validity test on the performance measuring instrument items shows all items are valid in measuring the performance construct (*crit* coefficients are in the range of 0.305 - 0.605).

RESULT AND DISCUSSION

The target population of the study was teachers in Bandar Lampung at high schools in Bandar Lampung as many as 215 people with a minimum sample for this study was 74 participants. This study successfully collected 215 participants or 290% of the target population and exceeded the minimum limit of 74 samples. Of this number, 215 participants were female (66.98%) and the rest were male (33.02%). The age range of participants was 17 - 55 years old (mean age = 36.41, standard deviation = 9.15) which includes productive age and still working regularly. Of all participants, the majority were S1 / D4 graduates (N = 159 or 73.59%), and the rest were S2 graduates (N = 51 or 23.72%).

Using the convenience sampling method, the research questionnaire link was distributed online to the entire target population through the Head of Lampung Province Education Office and several school principals in Bandar Lampung. Participants who filled out the instrument consisted of 25 high schools in Bandar Lampung. With the most dominant tenure of 1- 5 years, the status of civil servant teachers, PPPK teachers and honorary teachers. The distribution of work locations and demographics of the participants can be seen in Table 1 below.

Table 1. Overview of Research Participants

No.	Participant Data	Category	Total	Percentage
1	Gender	Male	71	33,02%
		Female	144	66,98%
2	Age	17 - 25	19	8,84%
		26 - 35	90	41,86%
		36 - 45	72	33,49%
		46 - 55	34	15,81%
3	Last education	D3	5	2,33%
		S1 / D4	159	73,95%
		S2	51	23,72%
4	Position	Principal	2	0,93%
		Vice Principal	2	0,93%
		Teacher	211	98,14%
5	Length of service	< 1 year	10	4,65%
		1 - 5 years	93	43,26%

		6 - 10 years	64	29,77%
		11 - 15 years	25	11,63%
		16 - 20 years	13	6,05%
		> 20 years	10	4,65%
6	Employment status	Civil servant teacher	85	39,53%
		Honor Teacher	107	49,77%
		PPPK Teacher	23	10,70%

Age categories based on the Ministry of Health of the Republic of Indonesia (2009)

1. Descriptive Statistics for Variables

Based on the results of descriptive analysis, it is known that the majority of high school teachers in Bandar Lampung in this study have the most performance at a moderate level ($n = 123$; 57.21%), creativity at a moderate level ($n = 166$; 77.21%), and *grit* at a moderate level ($n = 126$; 58.60%). The first hypothesis aims to see the correlation between creativity variables and performance, as well as *grit* variables and performance. This test uses *linear regression* (Creswell & Creswell, 2018). Figure 1. shows the results of the analysis of the correlation analysis of creativity to performance, and *grit* to performance.

2. Multiple Linear Regression Analysis

The calculation results from statistical processing using SPSS 25 then obtained the value of the multiple linear regression equation between the independent variable X, namely X_1 (creativity) on the dependent variable Y (performance) and X_2 (creativity) on the dependent variable Y (performance), in the following table:

Table 2. Multiple Linear Regression Analysis Results

Model	Coefficients		Standardized Coefficient Beta	t	Sig.
	B	Std. Error			
1 (constant)	8,632	3,718		2,322	0,021
Creativity	0,421	0,053	0,498	7,893	0,000
<i>Grit</i>	0,463	0,118	0,247	3,920	0,000
Dependent Variable:	Performance				

Table 3. Model Summary of Determination Coefficient of Creativity, *Grit* and Performance Variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,676 ^a	0,457	0,452	7,27647

Predictors: (constant), Creativity and *Grit*

Table 4. ANOVA of Creativity and *Grit* on Performance

Model	Sum of Squares	df	F	Sig.
1 Regression	9437,222	2	89,120	0,000 ^b
Individual	11224,759	212		
Total	20661,981	214		

a. Dependent variable: Performance

b. Predictors: (constant), Grit, Creativity

From the results of data processing, the following equation is obtained:

$$\text{Performance} = 8.632 + 0.421 \text{ Creativity} + 0.463 \text{ Grit} + \varepsilon$$

The creativity regression coefficient of 0.421 states that each addition of 1 creativity score will increase the performance of high school teachers in Bandar Lampung by 0.421 scores according to the assumption that *grit* is constant. The *grit* regression coefficient of 0.463 states that each addition of 1 *grit* score will increase the performance of high school teachers in Bandar Lampung by 0.463 scores according to the assumption that creativity is constant. The two equations can be explained as follows:

1. The constant value is 8.632, this can be explained that teacher performance is 8.632 if the creativity and *grit* variables remain.
2. The regression coefficient of creativity is + 0.421, it can be explained that the creativity variable has an influence of 0.421, in other words, if the creativity variable increases, it will improve the performance of high school teachers in Bandar Lampung assuming the response scores of other independent variables remain.
3. The regression coefficient of *grit* is + 0.463, it can be explained that the *grit* variable has an influence of 0.463, in other words, if the *grit* variable increases, it will improve the performance of high school teachers in Bandar Lampung with the assumption that the response scores of the other independent variables remain.

The coefficient of determination is used to determine the influence between variables. With this coefficient of determination, researchers can find out how much influence several variables have in a clearer sense. The coefficient of determination will explain how much change or variation in other variables. To test the hypothesis

'there is a positive and significant influence between creativity and *grit* on performance' can be seen in the following table:

From table. it is known that the coefficient value (R_{hitung}) is 0.676. At R_{tabel} the value for respondents totaling 215 people, with a significance of 0.05 is 0.138. From the results of these calculations, R_{hitung} is greater than R_{tabel} ($R_{hitung} > R_{tabel}$), then H_0 is rejected, which means that there is a positive and significant influence between creativity and *grit* on performance.

Meanwhile, to see the extent to which the contribution of creativity to performance can be seen from the coefficient of determination (R Square) and is used to determine how many percent of the independent variable (*independent*) can explain the *dependent* variable (*dependent*), from the results of calculations using SPSS 25, obtained R^2 of 0.457 or 45.7%. This means that the performance variable can be explained by the creativity variable and the *grit* variable by 45.7%. While the remaining 54.3% of the performance variable is explained by other variables not examined in this study.

Based on table 4. shows F_{count} of 89.120 which means greater than F_{table} 3.037. The significance value of F_{count} is 0.000 which means it is much smaller than the value of 0.05, meaning that there is a simultaneous positive influence between the variables of creativity and *grit* on the performance of high school teachers in Bandar Lampung.

Based on the results of the F test analysis, the F_{count} value is 89.120, then the F value is calculated F_{tabel} , namely by determining the df (*degree of freedom* / degree of freedom) = $n - k - 1 = 215 - 2 - 1 = 212$. Then to find it, namely df value 2 (*regression*) as the numerator of df (residual) = 212 as the denominator with a confidence level of 95% ($\alpha = 95\%$), it is known that the F_{table} value is 3.037.

Through comparison of the two F values (F_{count} with F_{tabel}), it is known that F_{count} is greater than the value of F_{tabel} ($89.120 > 3.037$), then H_0 is rejected and H_a is accepted. This larger F_{count} difference indicates that the coefficient b in the multiple linear regression equation is not equal to 0 (zero), so that the line equation can be used to predict changes in the dependent variable Y. Thus, the alternative hypothesis is accepted, so that all independent variables X, namely Creativity (X_1) and *Grit* (X_2) affect Performance (Y).

3. Stepwise Directly Using SPSS 25 Software

Stepwise can be calculated directly using SPSS 25 software. The results obtained are in Table 5.

Table 5. Results of Analysis with Software Variables Entered/Removed

Model	Variable Entered	Variable Removed	Method
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1	K	-	Stepwise(Criteria:Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
2	G	-	Stepwise(Criteria:Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

Dependent Variable: IWP

Table 6. Coefficients a*

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	10.277	3.816		2.693	.008		
X ₁	.546	.044	.646	12.353	.000	1.000	1.000
2 (Constant)	8.632	3.718		2.322	.021		
X ₁	.421	.053	.498	7.893	.000	.643	1.555
X ₂	.462	.118	.247	3.920	.000	.643	1.555

Dependent Variable: IWP

Based on the above results which are the output of the program, it can be seen that the variables that enter the model are Creativity (X_1) and *Grit* (X_2), just like the calculations in the manual steps, the best regression model equation is as follows: $Y = 8.632 + 0.421X_1 - 0.626X_2$

4. T test

Testing the value of the partial regression coefficient of the effect of the independent variables Creativity (X_1) and *Grit* (X_2) with the dependent variable Performance (Y) is using the t test significance test. The value of t_{tabel} for a significance

level of 5% ($\alpha = 0.05$) at df of ($n - k - 1 = 215 - 2 - 1 = 212$) is 1.652 and the value of t_{count} .

- a. That the calculation obtained $t_{count} X_1$ (creativity) of 7.893 and t_{tabel} 1.652, so that the value of $t_{count} > t_{tabel}$. Thus H_0 is rejected and H_a is accepted, so it can be said that there is a positive influence between the variable creativity and performance of high school teachers in Bandar Lampung. So, it can be concluded that the higher the creativity of high school teachers in Bandar Lampung, the higher the performance of high school teachers in Bandar Lampung.
- b. That the calculation obtained $t_{count} X_2$ (*grit*) of 3.920 and t_{tabel} 1.652, so that the value of $t_{count} > t_{tabel}$. Thus H_0 is rejected and H_a is accepted, so it can be said that there is a positive influence between the *grit* variable and the performance of high school teachers in Bandar Lampung. So, it can be concluded that the higher the *grit* of high school teachers in Bandar Lampung, the higher the performance of high school teachers in Bandar Lampung.

Discussion

This study aims to look at the relationship between the variables of creativity, *grit* and performance. This study succeeded in proving a significant influence between *creativity* variables on performance in high school teachers in Bandar Lampung. Creativity has a significant positive effect on performance, which indicates that the higher the creativity of high school teachers in Bandar Lampung, the higher the performance of high school teachers in Bandar Lampung. Based on the results of research it is known that creativity affects performance (Vasudevan, 2013; Hur, et al., 2016; Rahim, 2018; Wu, 2019). Other research results prove that creativity affects teacher performance (Serang, et al., 2023; Su, et al., 2022; Guilford, 1950; Bundu & Patta, 2019; Kyshtymova, 2023). So by providing insight for teachers to continue to improve teaching creativity as a modality to continue to build their professional performance.

Grit has a significant positive effect on performance, which indicates that the higher the *grit* of high school teachers in Bandar Lampung, the higher the performance of high school teachers in Bandar Lampung. The results show that there is an effect of creativity and *grit* on performance. In a study of employees at a technology company, *grit* predicted performance only when employees expressed contextually appropriate passion for their work (Southwick, 2019). Other research proves a positive relationship between *grit* and teachers' professional performance indicating that teachers who have solid and stable *grit*, reflected in the consistency of their interest and persistence in fighting for personal and organizational goals in the long term, tend to manage and develop their professional performance well. Therefore, *grit* is an important determinant of teachers' professional performance. This finding is in line with and confirms the results of previous relevant research, which proves that *grit* makes a positive contribution to professional performance (Fernández-Martín, et al., 2020; Widodo, 2020; Widodo, et al., 2020; Alzerwi, 2020; Saleh, et al., 2019; Jachimowicz,

2018; Holdan, 2018; Cosgrove, 2018) and negates the conflicting research results stating that grit has no significant effect on professional performance (Donita, et al., 2021).

The statistical results show that both independent variables (creativity and *grit*) are simultaneously significantly positively related to the performance variable. The higher the level of creativity and *grit* will be accompanied by higher performance. Thus it can be explained that to improve the performance of high school teachers in Bandar Lampung, it is necessary to consider creativity and *grit in* teachers. Teachers with high creativity and *grit* in the learning process will show their best performance.

In order to develop further research in line with the recommendations expressed by Dweck (2006), teacher creativity needs to be developed on an ongoing basis; intelligence and skills are not predetermined but developed through effort and appropriate *training*. This is in line with research findings showing that *training* has an impact on sustainable changes to teacher *mindset* and practice (Seaton, 2018). In order to strengthen the performance of teachers in future research, it is necessary to provide appropriate *training* for teachers that focuses on creativity and *grit*.

The limitation of this study is that the population and sample of this study were only high school teachers in Bandar Lampung so that it cannot be generalized to other regional teachers in general. The results of the study can be a reference for providing interventions for high school teachers in Bandar Lampung to improve teacher performance. Interventions that can be considered can be in the form of *training* or *workshops* needed by teachers.

CONCLUSION

The research proved that creativity and grit affect the performance of high school teachers in Bandar Lampung. The higher indicates the higher the creativity of high school teachers in Bandar Lampung, the more the performance of high school teachers in Bandar Lampung will increase. The study also proved the influence of Grit has a significant positive effect on performance which indicates the higher the grit of high school teachers in Bandar Lampung, the more the performance of high school teachers in Bandar Lampung increases. This shows that the higher the creativity and grit in teachers, the higher the performance. Teacher performance in high schools in Bandar Lampung is one of the keys to success, therefore teachers are expected to develop creativity to improve grit and performance so that the challenges faced in teacher performance and the goals to be achieved can be implemented optimally. As for the demands for teachers in high schools in Bandar Lampung in implementing continuous improvement, teachers in high schools in Bandar Lampung can take part in a series of training conducted by the Ministry of Education and Culture and the teacher organization community, in order to increase the capacity and performance of teachers who have high achievement and creativity.

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