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The Role of Effectiveness of Emotional Intelligence and Digital Literacy on Creative Thinking Ability and Its Implications for Teacher Performance in Private Vocational High Schools in Pandeglang Regency

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ABSTRACT

The purpose of this research is to analyze the role of effectiveness of emotional intelligence and digital literacy on creative thinking ability and its implications for teacher performance in Private Vocational High Schools in Pandeglang Regency. This type of research uses quantitative research. The research population here is the teachers of Private Vocational High Schools in Pandeglang Regency, totaling 913 people. Based on the calculation of the minimum number of samples to be taken is 248 people. This study uses structural equation modeling (SEM)-partial least square (PLS) analysis techniques. The results of the study show that emotional intelligence has no significant effect on creative thinking ability in Private Vocational High Schools in Pandeglang Regency. Emotional intelligence has a significant effect on teacher performance in Private Vocational High Schools in Pandeglang Regency. Digital literacy has a significant effect on creative thinking ability in Private Vocational High Schools in Pandeglang Regency. Digital literacy has a significant effect on teacher performance in Private Vocational High Schools in Pandeglang Regency. Creative thinking ability has a significant effect on teacher performance in Private Vocational High Schools in Pandeglang Regency. Creative thinking ability is not able to significantly moderate effect of emotional intelligence on teacher performance in Private Vocational High Schools in Pandeglang Regency. Creative thinking ability is able to significantly moderate effect of digital literacy on teacher performance in Private Vocational High Schools in Pandeglang Regency.

Emotional Intelligence, Digital Literacy, Creative Thinking Ability, Teacher Performance

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INTRODUCTION

The world of education is a world that is very influential in building the nation's intelligence. When Japan was bombed by its allies in the cities of Nagasaki and Hiroshima. The Japanese general asked his soldiers how many teachers could be saved. This means that a country as developed as Japan really pays attention to teachers and education. According to European philosophers and educators education always has a clear idea of who and what is taught.

The aim of education is to pursue the truth which is meant as what one gets to think. Western educational thought is very concerned about the logos factor. This means that education means questioning the essence of rational thought, which has justification in the goal of self-preservation through rational and technical means. The world of education is the world of learning, which is a process of seeing, observing, and understanding something where the process of behavior is generated or changed through training or experience (Hosnan, 2016).

The world of formal education that exists can be in the form of schools and universities, and vice versa non-formal education can mean tutoring places and others. School comes from the Latin word *skhhole* which can be interpreted as free time.

School here is an activity in free time for children to enjoy the main activities expected, namely playing and spending time to start counting, memorizing and reading letters and recognizing those related to morals or manners and art. Times have changed and schools have changed. has changed into a different meaning, namely several buildings or an intellectual institution that functions as an estuary for teaching and learning activities, during the handover ceremony the Board of Directors of the Private College Deliberation Board said, in selecting school principals, the existing standards were often ignored.

The purpose of this research is to analyze the role of effectiveness of emotional intelligence and digital literacy on creative thinking ability and its implications for teacher performance in Private Vocational High Schools in Pandeglang Regency.

RESEARCH METHODE

This type of research uses quantitative research. Quantitative research is systematic scientific research on parts and phenomena and the causality of their relationships (Otiva et al., 2018; Pandiangan, 2018; Pandiangan, 2022). The purpose of quantitative research is to develop and use mathematical models,

theories and or hypotheses related to a phenomenon (Asyraini et al., 2022; Otiva, 2018; Pandiangan, 2015; Sutagana et al., 2022).

Population is an area that is used as a component object with the criteria and characteristics determined by the researcher which is then studied how the inference process (Jibril et al., 2022; Pandiangan et al., 2018; Pandiangan, 2022). The research population here is the teachers of Private Vocational High Schools in Pandeglang Regency, totaling 913 people. Based on the calculation of the minimum number of samples to be taken is 248 people.

This study uses structural equation modeling (SEM)-partial least square (PLS) analysis techniques. SEM-PLS, to confirm the various types of constructs that exist for latent variables and test the compatibility and accuracy of the model based on the observed empirical data as well as test the causal relationship between the factors observed in the model (Otiva et al., 2021; Pandiangan et al., 2021; Pandia et al., 2018). The result is data in raw form as information from the answers of the sources that have been grouped and ready to be explained (Pandiangan et al., 2022; Tobing et al., 2018; Sudirman et al., 2023).

RESULT AND DISCUSSION

R Square

Table 1.
R-Square Value (R²) Research Model

	R Square
Teacher Performance	0.853
Creative Thinking Ability	0.795

Source: SmartPLS Data Processing Results (2022)

The data above produces an R-square with a value of 0.795 on creative thinking ability which can be interpreted that this quality is a good model and has a strong effect because it is > 0.67 . While the R-square generated on the variable "teacher performance" produces a value of 0.853 which can be interpreted that the quality of this model is in a good category and has a strong effect because it is > 0.67 . The magnitude of effect that can be concluded from the relationship between the variables of emotional intelligence and digital literacy on creative thinking variables is 79.5% while the magnitude of effect that can be seen from the variables of emotional intelligence, digital literacy, and creative thinking ability on teacher performance is 85.3%.

Hypothesis Testing

Measuring the significance of the model is used using T-statistics and P values.

Table 2.
Mean, STDEV, T-Values dan P-Values

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistocs (/O/STDEV/)	P Values
Digital Literacy ->Teacher Performance	0.716	0.709	0.057	12.493	0.000
Digital Literacy ->Creative Thinking Ability	0.862	0.856	0.043	20.128	0.000
Emotional Intelligence ->Teacher Performance	0.179	0.187	0.055	3.222	0.001
Emotional Intelligence ->Creative Thinking Ability	0.051	0.060	0.053	0.963	0.336
Berfikir Kreatif ->Teacher Performance	0.901	0.898	0.081	11.121	0.000
Emotional Intelligence ->Creative Thinking Ability ->Teacher Performance	0.046	0.054	0.048	0.960	0.337
Digital Literacy ->Creative Thinking Ability ->Teacher Performance	0.777	0.768	0.081	9.559	0.000

Source: SmartPLS Data Processing Results (2022)

The results of the study show that emotional intelligence has no significant effect on creative thinking ability in Private Vocational High Schools in Pandeglang Regency. Emotional intelligence has a significant effect on teacher performance in Private Vocational High Schools in Pandeglang Regency. Digital literacy has a significant effect on creative thinking ability in Private Vocational High Schools in Pandeglang Regency. Digital literacy has a significant effect on teacher performance in Private Vocational High Schools in Pandeglang Regency. Creative thinking ability has a significant effect on

teacher performance in Private Vocational High Schools in Pandeglang Regency. Creative thinking ability is not able to significantly moderate effect of emotional intelligence on teacher performance in Private Vocational High Schools in Pandeglang Regency. Creative thinking ability is able to significantly moderate effect of digital literacy on teacher performance in Private Vocational High Schools in Pandeglang Regency.

CONCLUSION

The results of the study show that emotional intelligence has no significant effect on creative thinking ability in Private Vocational High Schools in Pandeglang Regency. Emotional intelligence has a significant effect on teacher performance in Private Vocational High Schools in Pandeglang Regency. Digital literacy has a significant effect on creative thinking ability in Private Vocational High Schools in Pandeglang Regency. Digital literacy has a significant effect on teacher performance in Private Vocational High Schools in Pandeglang Regency. Creative thinking ability has a significant effect on teacher performance in Private Vocational High Schools in Pandeglang Regency. Creative thinking ability is not able to significantly moderate effect of emotional intelligence on teacher performance in Private Vocational High Schools in Pandeglang Regency. Creative thinking ability is able to significantly moderate effect of digital literacy on teacher performance in Private Vocational High Schools in Pandeglang Regency.

In this study the authors cannot prove that emotional intelligence has a significant effect on creative thinking ability and also cannot prove the mediating effect of creative thinking ability from emotional intelligence on teacher performance. Researchers suggest re-examining the relationship of the variables that the researchers found had no significant effect with different locations and samples.

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