



The Relationship of Creativity in Learning Content Development and Social Media Behavior on the Learning Professionalism of Elementary School Teachers in Gunungwungkal Pati

Yayuk Hariyasasti^{1*}, Edris Zamroni², Yuni Ratnasari³
^{1,2,3} Universitas Muria Kudus, Kudus, Indonesia

ARTICLE INFO	ABSTRACT
Article history: Submitted: Juny 23, 2026 Final Revised: July 09, 2026 Accepted: July 13, 2026 Published: July 31, 2026	The purpose of this study is to analyze the relationship between creativity in developing learning content and learning professionalism, and the relationship between social media behavior and learning learning professionalism. This study employed quantitative research with a correlational survey approach. Through this approach, researchers can objectively describe, measure, and analyze the relationships between variables based on empirical data from elementary school teachers in the Gunungwungkal area of Pati. The population in this study was all elementary school teachers in the Gunungwungkal area. The sample of 231 teachers was selected using simple random sampling. The study involved three main variables: creativity in developing learning content and social media behavior as independent variables, and teacher learning professionalism as dependent variable. Each variable was measured through indicators compiled into a questionnaire instrument using a Likert scale of 1–5. The analysis used SmartPLS to evaluate the structural equation model (SEM-PLS) through two stages: the Outer Model (testing the validity and reliability of the instrument) and the Inner Model (testing the influence between variables). The research results show that creative content development has a positive relationship with learning professionalism, and social media behavior is also related to learning professionalism. Teacher creativity and social media behavior have been empirically proven to have a very strong correlation with improving teacher professional competence.
Keywords: Creativity in Learning Content Development; Social Media Behavior; Learning Professionalism; Elementary School Teachers.	
	
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INTRODUCTION

The rapid development of information and communication technology has brought significant changes to the world of education, particularly in the learning process in elementary schools. According to Amin et al. (2019), in today's digital era, teachers are required not only to be instructors but also facilitators, innovators, and creators of engaging and relevant learning content tailored to students' needs. Teacher creativity in developing learning content is a key factor in creating meaningful, enjoyable, and effective learning. However, not all teachers are able to adapt quickly to these changes. Some still use conventional methods that are less relevant to current conditions, potentially reducing the quality of learning. On the other hand, social media, which was initially used solely for communication and entertainment, has now evolved into a platform that can be utilized to support teacher professionalism. According to Afrida et al. (2018), through social media, teachers can share information, seek learning resources, and even build professional networks. However, unwise use of social media can also negatively impact teachers' image and professionalism. According to Amelia et al. (2021), teacher professionalism in learning includes pedagogical competence, classroom management skills, technology utilization, and a reflective attitude towards the teaching and learning process. Professional teachers are not only able to deliver material well, but also able to create a positive, adaptive, and inspiring learning environment. Considering the importance of these two factors, this study aims to analyze the influence of creativity in developing learning content and teacher behavior in using social media on their level of professionalism in carrying out learning tasks in elementary schools. The results of this study are expected to serve as a reference for developing teacher competencies and formulating policies that support improving the quality of elementary education.

According to [Dabbagh et al. \(2012\)](#), teacher professionalism in the context of this study can be seen from the ability to adapt to changing environments (including cultural diversity), innovation in planning and implementing learning, reflection on the methods used and efforts to continuously improve, self-confidence in teaching abilities and experimentation. Factors that support creative teaching include; first, contextuality and relevance are important principles in the learning process that place the experiences, needs, and realities of students as the basis for developing learning materials and strategies. Contextual learning emphasizes the connection between learned concepts and real-life situations faced by students, thus encouraging them to understand the meaning of the material more deeply and apply it. By presenting material relevant to everyday life, interests, and social and technological developments, teachers can build more meaningful learning and make it easier for students to transfer knowledge into practice. According to [Ariyanto et al. \(2024\)](#), relevance in learning not only makes material easier to understand but also increases student motivation, active engagement, and curiosity. When learning is designed contextually and relevantly, students are better able to connect learning experiences with future needs, including the development of 21st-century skills such as creativity, problem-solving, and critical thinking. Teachers mentioned several obstacles/challenges in implementing creative teaching. These obstacles include limited resources (time, materials, facilities) that support innovation. Strict policy or curriculum pressures that may limit space for experimentation or unconventional approaches ([Murai & Muramatsu, 2020](#)). The level of acceptance and support from policymakers and school management varies; if the school or educational environment does not support creative approaches, teachers find it difficult to implement them. From several statements by [Wulandari et al. \(2025\)](#) that there is a close relationship between teaching creativity (including creativity in content, methods, and approaches) and teacher professionalism. The implication is that teachers who are able to use creative methods and content demonstrate flexibility and adaptability, important aspects of professionalism, because education and social contexts are always changing. Various previous studies have shown that creativity in developing learning content has a significant influence on improving teacher professionalism in elementary schools. According to [Amelia et al. \(2021\)](#), teacher creativity in designing learning materials and activities encourages them to continue exploring new approaches, thereby strengthening their pedagogical and professional competence. Furthermore, [Jeffrey and Woods \(2003\)](#) found that creative teachers tend to demonstrate higher levels of professionalism because they are able to adapt content to student needs, modify teaching strategies, and create a richer and more dynamic classroom atmosphere. According to [Dabbagh et al. \(2012\)](#), a teacher's ability to develop innovative content is part of Pedagogical Content Knowledge (PCK), the core of teacher professionalism, encompassing the integration of subject matter knowledge, pedagogy, and learning contexts.

According to [Ariyanto et al. \(2024\)](#) and [Dabbagh et al. \(2012\)](#), teachers' creativity in utilizing technology and designing digital learning media contributes significantly to enhancing their professional competence, especially in facing the demands of 21st-century education. According to [Deaton et al. \(2015\)](#), teachers who are creative in developing content are more adaptive to change, more innovative in their teaching practices, and have a stronger commitment to improving the quality of learning, all of which are key indicators of teacher professionalism. Creativity in content development and social media behavior have a mutually reinforcing relationship within the context of teacher professionalism in elementary schools. Teachers who actively utilize social media tend to find it easier to obtain inspiration, new ideas, and access a variety of digital learning resources that can stimulate their creativity in designing content. According to [Hidayah et al. \(2024\)](#), through social media, teachers can observe innovative learning trends, learn good practices from other educators, and obtain supporting materials that can be adapted in their learning. On the other hand, teachers who are highly creative in developing content usually exhibit more productive social media behavior, such as joining professional communities, sharing learning work, or participating in educational discussions. This indicates that social media behavior functions as a stimulus for the development of creativity, while creativity itself becomes an impetus for teachers to use social media in a more positive, focused, and professional manner. Thus, these two variables work interactively: healthy social media behavior enriches teachers' insights and references, while creativity in content encourages teachers to be more active in building digital professional networks, which ultimately has an impact on improving the quality of learning.

From the results of preliminary interviews, it was found that the professional problems of elementary school teachers in the Gunungwungkal sub-district area include inadequate competencies (pedagogical, social, professional), low motivation for self-development, challenges in adapting to new curriculum and technology, high administrative burdens, inadequate teacher welfare (especially honorary teachers). Teachers often lack preparation for teaching, reflection, understanding student characteristics, and difficulty integrating technology effectively, all of which have an impact on the low quality of learning. Limitations in pedagogical, personality, social, and professional competencies, which affect teaching methods and interactions with students. As well as a lack of technical understanding in implementing the new curriculum and the use of learning technology, low motivation to develop themselves independently and utilize training/workshops optimally for application in the classroom. Lack of awareness of sharing

knowledge and experience. Problems with the professionalism of elementary school teachers in the Gunungwungkal sub-district include low pedagogical and professional competencies, lack of post-certification self-development, high administrative burdens, limited infrastructure, and low welfare, which leads to professional allowances not being used for development. Challenges include technological innovation and student diversity, all of which impact the quality of learning, such as lack of interaction, inadequate preparation, and difficulty maintaining student motivation. Many teachers still have low qualifications, non-linear educational backgrounds, or lack mastery of pedagogical, professional, social, and personality competencies. Teachers tend to stop learning after certification, are inactive in training, or use professional allowances for personal needs rather than self-development. High administrative burdens reduce teachers' time and energy to focus on teaching and learning development. According to research by [Haifaturrahmah et al. \(2020\)](#) and [Hidayah et al. \(2024\)](#), limited learning facilities and resources hinder innovation and effective learning implementation. Inadequate or ineffective professional allowances used for self-development are issues, as well as general welfare issues that affect motivation, according to research. Teachers have difficulty dealing with differences in student characteristics, lack technological skills, lack of teaching preparation, and difficulty maintaining student interaction and motivation. So overall, the results of previous studies show that each variable has a scientific characteristic that distinguishes it from the others. Therefore, researchers are interested in examining the influence of Creativity in Learning Content Development and Social Media Behavior on Teacher Learning Professionalism in Elementary Schools.

According to [Deaton et al. \(2015\)](#), creativity in learning content development involves creating innovative, engaging, and relevant educational materials by combining visual, audio, narrative, and digital technology elements to engage students and facilitate their understanding. This involves approaches such as project-based learning, gamification, experimentation, and connecting content to real-life contexts. Teachers play a crucial role in designing activities that stimulate student exploration and self-expression using interactive media and creating a supportive learning environment. According to [Hasbi et al. \(2025\)](#), creative strategies in learning content development include utilizing digital platforms, educational videos, virtual labs, and interactive applications for dynamic, ubiquitous content, connecting subject matter to students' real-life issues, challenges, and experiences to make it more meaningful and applicable (From Content to Context). Provide opportunities for students to explore and create solutions through challenging, open-ended tasks. Implement models such as role-playing, talking sticks, discussions, or mind mapping to prevent monotony in learning. Using surrounding objects (such as loose metal parts) or creative props for constructive learning, especially for early childhood, encourages students to experiment, collaborate, and express their ideas freely. According to [Haifaturrahmah et al. \(2020\)](#), creativity in developing learning content, according to experts, is the ability of teachers or educators to generate new, relevant and engaging ideas and concepts from curriculum materials, utilizing diverse learning resources (including digital environments and technologies), to make the learning process more effective, stimulate critical thinking, and accommodate diverse student learning styles. According to [Hasmiza et al. \(2023\)](#), learning content aims to transform standard materials into innovative, relevant learning experiences that equip students with 21st-century skills.

According to [Kobsiripat et al. \(2015\)](#), creativity in developing learning content refers to the use of innovative and original approaches to designing, creating, and delivering educational materials. This involves applying new ideas, methods, and technologies to enhance student engagement, teaching effectiveness, and the overall learning experience. Some key aspects include Creating unique content, not just repeating existing material, but presenting it in a new way or from a different perspective, Using interactive elements, multimedia (video, games, simulations), and storytelling techniques to make learning more interesting and relevant for students, Identifying specific learning challenges and designing creative solutions to overcome them, for example through a personalized learning approach or real-world scenarios, Integrating new digital tools and platforms (e.g., virtual reality/AR/VR, artificial intelligence, or mobile applications) to open up new ways of accessing and interacting with information, Paying attention to visual aspects and graphic design to create materials that are not only functional, but also visually appealing and easy to navigate. According to [Masnah et al. \(2024\)](#), creativity here is not only about art or design, but about the ability to think 'outside the box' to make learning more effective, meaningful, and inspiring.

According to [Masnah et al. \(2024\)](#), social media behavior is how a person interacts and uses digital platforms, encompassing the dissemination of information, communication, and identity formation. However, it is often fraught with ethical challenges such as the spread of hoaxes, cyberbullying, and mental health impacts (FOMO, anxiety). Therefore, it is important to adopt wise behavior: use good language, verify news, respect the work of others, protect privacy, and avoid negative content (SARA, pornography) for positive and responsible interactions. According to [Kobsiripat et al. \(2015\)](#), social media behavior is all activities, interactions, and actions a person undertakes on social media platforms, such as sharing information (text, images, videos), communicating, networking, consuming content, and providing feedback. These are shaped by intentions, knowledge, attitudes, and social norms, both positive and

negative, to socialize or gain online interaction. Social media behavior encompasses all the ways individuals behave online, from simple actions to far-reaching decisions, all of which shape their digital experiences and those of others.

According to [Mao et al. \(2014\)](#), Social Media Behavior is all actions, interactions, and habits carried out by users on social media platforms, including how to share information, communicate, interact, and consume content online, which reflects the user's attitude, knowledge, and digital ethics in virtual space, both positively (constructive, informative) and negatively (hoaxes, hate speech, privacy disclosure). Main Aspects of Social Media Behavior Sharing, commenting, liking, and collaborating with other users without space and time limits. Uploading writings, photos, videos, or other information, which can be positive (educational) or negative (hoaxes, SARA). Reading, observing, and receiving feedback from other people's broadcasts. Polite attitude, use of good language, not spreading pornography or violence, and including sources when sharing other people's work. Managing personal data so that it is not easily misused by irresponsible parties. According to [Kobsiripat et al. \(2015\)](#), [Khoridah et al. \(2025\)](#), Social media behavior is the activities and interactions carried out by users on online platforms such as sharing information, communicating, seeking entertainment, and building relationships, which are regulated by ethics such as honesty, respect, and responsibility, and considering positive and negative impacts to remain wise and not violate the law (UU ITE). This includes how users upload, comment, share content, and maintain privacy and personal security in cyberspace. According to [Mao et al. \(2014\)](#), [Masnah et al. \(2024\)](#), Important Aspects of Social Media Behavior are Users broadcasting information, receiving feedback, observing others, and comparing themselves. Building interactive dialogues, establishing relationships, and participating in online conversations. Using reason to sort information, maintaining politeness, honesty, and respect, and avoiding SARA content or content that violates the law. Be careful in uploading personal data such as addresses or telephone numbers to avoid misuse. Understand the legal consequences of uploaded content, such as criminal threats related to the ITE Law.

According to [Masnawati et al. \(2022\)](#), learning professionalism is the ability and attitude of an educator to carry out their duties competently, responsibly, ethically, and adaptively, through mastery of material, planning, implementing, and evaluating effective learning, as well as the ability to build positive relationships with students and stay abreast of developments in science and technology to continuously improve the quality of education. According to [Mulyasa et al. \(2019\)](#), learning professionalism is the optimal application of expertise, knowledge, and skills by educators in planning, implementing, and evaluating the teaching and learning process, demonstrated through pedagogical, personal, social, and professional competencies, supported by continuous self-development, integrity, and the ability to adapt to innovation, to achieve high-quality educational goals. This includes mastery of material, effective teaching methods, good interpersonal relationships with students, and a commitment to continuous learning and innovation. According to [Pujiono et al. \(2021\)](#), learning professionalism is the quality, caliber, and commitment of an educator in carrying out their primary duties educating, teaching, guiding, and evaluating. This includes mastery of specialized skills, innovative methods, and ethics to create an effective, meaningful, and enjoyable learning process for students. According to [Ramadhani et al. \(2024\)](#), teacher learning professionalism is the commitment, expertise, and high-level skills possessed by an educator in designing, implementing, and evaluating teaching and learning activities. This ensures that the educational process runs effectively, creatively, innovatively, and is fully oriented towards student learning success. According to [Rahayu et al. \(2024\)](#), teacher learning professionalism is the expertise, attitude, and dedication in managing the teaching and learning process. According to experts, professional teachers not only master the material, but also are skilled at conveying knowledge, understanding student psychology, and continuously conducting evaluations for better educational quality.

Hypothesis Development

The Relationship Between Creativity in Learning Content Development and Learning Professionalism

According to [Ramadhani et al. \(2024\)](#), the relationship between creativity in learning content development and learning professionalism is very close and mutually reinforcing. According to [Pujiono et al. \(2021\)](#) and [Ramadhani et al. \(2024\)](#), creativity is not just about aesthetics, but rather about innovative approaches to achieving educational goals effectively. Creative content (e.g., the use of interactive multimedia, relevant case studies, gamification) makes learning more engaging and relevant to students, which is a sign of professionalism in teaching. Professional teachers use creativity to simplify complex concepts, ensuring better understanding and long-term knowledge retention. This demonstrates a high level of pedagogical expertise. According to [Pujiono et al. \(2021\)](#) and [Ramadhani et al. \(2024\)](#), professionalism demands the ability to cater to various learning styles. Creativity enables the development of adaptable materials, ensuring inclusivity in the learning process. According to [Rahayu et al. \(2024\)](#), creativity is an important tool for professional teachers to achieve learning objectives effectively and engagingly, while professionalism provides the structure and theoretical foundation to ensure that creativity is meaningful and impactful. Both interact dynamically to

create a rich, engaging, and results-oriented learning environment. Based on the above study, the following hypothesis can be formulated:

H1: Creativity in Learning Content Development has a positive relationship with Learning Professionalism

The Relationship between Social Media Behavior and Learning Professionalism

According to Saerang et al. (2023), the relationship between social media behavior and learning professionalism is complex and has both positive and negative impacts. According to Shi et al. (2023) and Šliogerienė et al. (2017), social media can be a powerful tool for enhancing the learning experience when used responsibly, but it also poses risks that can damage academic professionalism and careers if misused. According to Simanullang et al. (2023), social media allows students and teachers to connect, share ideas, and collaborate on projects outside the physical classroom environment. These platforms provide quick access to the latest news, articles, research, and additional educational resources from experts around the world. According to Syarifuddin et al. (2024), the effective use of social media in educational contexts helps develop digital literacy skills that are essential in the modern workplace. By carefully managing their profiles, individuals can build and showcase their skills and interests to potential employers or collaborators. Based on the above study, the following hypotheses can be formulated:

H2: Social Media Behavior has a positive relationship with Learning Professionalism

Research Hypotheses

Based on the above study, the following hypotheses can be formulated:

H1: Creativity in Learning Content Development has a positive relationship with Learning Professionalism

H2: Social Media Behavior has a positive relationship with Learning Professionalism

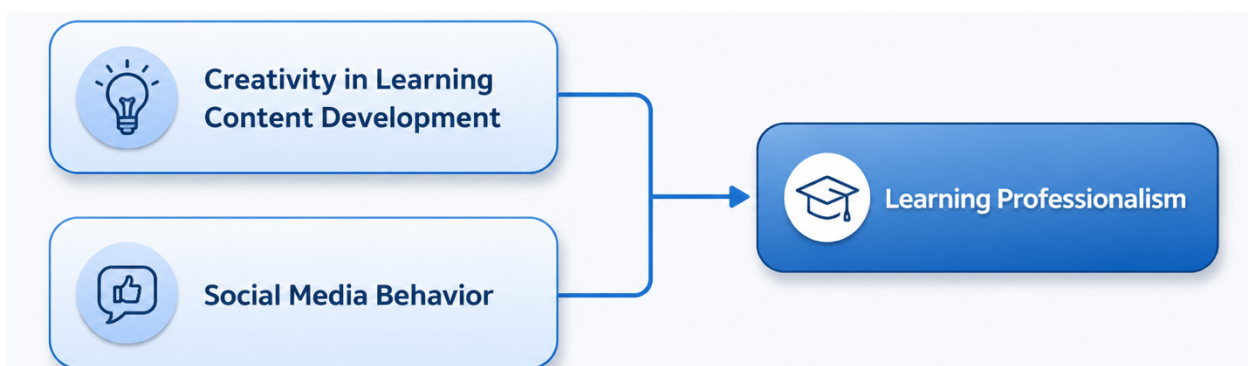


Figure 1. Relationship between variables

METHOD

Research Design

This study uses quantitative research with a correlational survey approach. Through this approach, researchers can objectively describe, measure, and analyze relationships between variables based on empirical data from elementary school teachers in the Gunungwungkal area. The population in this study is all teachers teaching at elementary schools in the Gunungwungkal area. The research sample will be selected using simple random sampling or stratified random sampling if schools are divided into specific groups, such as public and private. The study involves three main variables: creativity in learning content development and social media behavior as independent variables, and teacher learning professionalism as dependent variable. Each variable is measured through indicators compiled into a questionnaire instrument using a Likert scale of 1–5.

Research Variables

In this study, the researchers used two variables: the independent variable (X) of learning content creativity and social media behavior, and the dependent variable (Y) of teacher learning professionalism. The independent variable, or independent variable, is the variable that influences or causes changes or the emergence of the dependent variable. This study has two independent variables. The first is Learning Content Development Creativity, which refers to teachers' ability to create, process, and present learning materials in an innovative, engaging, and relevant manner to students' needs. This variable encompasses teachers' ability to generate new ideas in designing learning media, modifying materials to make them more contextual, utilizing technology, and developing learning activities that motivate students. Content development creativity is understood as a competency that can improve the quality of

learning through diverse approaches and presentation formats. The second independent variable is Social Media Behavior, which refers to teachers' use of social media in professional and personal contexts, which can impact their duties and responsibilities as educators. Social media behavior encompasses how teachers utilize social media to seek learning information, share educational content, network within professional communities, and apply ethical principles in online interactions. Positive use of social media can enrich teachers' learning resources and encourage ongoing professional development, while inappropriate use can impact teachers' image and professionalism.

A dependent variable is a variable that is influenced or affected by the presence of an independent variable. In this study, the dependent variable is Teacher Learning Professionalism, which is the level of teacher ability to carry out professional duties related to planning, implementing, and evaluating learning effectively and based on educational ethics. Learning professionalism encompasses aspects of pedagogical competence, classroom management skills, the accuracy of implementing learning methods, providing constructive feedback, and the teacher's commitment to continuously developing their competencies through training or professional development activities. In the context of this study, professionalism is seen as an important outcome influenced by teacher creativity in developing content and their behavior in utilizing social media as a learning resource and collaboration tool.

Population and Sample

A population is a generalized area consisting of objects and subjects possessing certain qualities or characteristics determined by a researcher to be studied and then conclusions drawn. The study population consisted of all teachers in Gunungwungkal District across 21 elementary schools. The sample used simple random sampling technique, drawing lots from a population, where each individual in the population has an equal chance of being selected. The sample consisted of 231 elementary school teachers in Gunungwungkal District.

Research Data Analysis

The analysis used SmartPLS to evaluate the structural equation model (SEM-PLS) through two stages: the outer model (testing the validity and reliability of the instrument) and the inner model (testing the influence between variables). Hypothesis testing (inner model): The path coefficient value is positive with a T-statistic > 1.96 and a P-value < 0.05. If these results are met, the hypothesis is accepted.

RESULTS

Respondent Description Analysis

Respondent description is a descriptive presentation of data, essentially a process of transforming research data into tabular form for ease of understanding and interpretation. The following presents the identities of 231 elementary school teachers, presented using frequency and percentage distributions by age group, gender, and Gunungwungkal sub-district area: The 231 respondents were classified according to the following categories:

Table 1. Frequency Distribution of Respondents

Nu.	Gender	Total	Percentage
1	Male	110	48%
2	Female	121	52%
Old			
1	20 s/d 30 Years	60	26%
2	31 s/d 40 Years	60	26%
3	41 sd 50 Years	59	26%
4	> 50 Years	52	23%
Working Experiences			
1	<5 Years	57	25%
2	5–10 Years	56	24%
3	11–15 Years	64	28%
4	>15 Years	57	25%
Status			
1	Honoror	56	24%
2	P3K	58	25%
3	P3K Half Time	51	22%
4	PNS	66	29%

Nu.	Gender	Total	Percentage
Social Media Usage			
1	FaceBook	48	21%
2	Instagram	49	21%
3	Tiktok	48	21%
4	Youtube	45	19%
5	Others	41	18%

Based on Table 1, it can be seen that the respondents in this study were mostly female teachers, 121 respondents or 52 percent, and male respondents, 60 respondents or 32 percent. Respondents in this study were mostly aged 20 to 30 years, namely 60 respondents or 26 percent, and at least were less than 50 years old, namely 52 respondents or 23 percent. Respondents in this study mostly had teaching experience 11–15 Years, as many as 64 respondents or 28%, and the smallest was teaching experience of 5–10 Years, as many as 56 respondents or 24%. Respondents in this study mostly had PNS status, as many as 66 respondents or 29 percent, and at least had part-time P3K employment status, as many as 51 respondent or 22 percent. The respondents in this study mostly had a chancellor's social media account, namely Instagram, with 49 respondents or 21 %, and the fewest had other social media accounts with 41 respondent or 18%.

Research Data Analysis

In this study, SEM PLS analysis was used as a tool to test the research hypotheses. The statistical program used in this SEM PLS analysis was Smartpls version 3.2. SEM PLS analysis has two stages of analysis: the outer model testing stage and the inner model testing stage. In the outer model testing stage, the construct validity and reliability of all indicators in the model are tested, while in the inner model testing stage, the influence between variables will be tested. In this study, there are three latent variables measured by several manifest variables: the variable "Creativity in Educational Content Development" (measured by 10 manifest variables), the variable "Social Media Behavior" (measured by 10 manifest variables), and the variable "Learning Professionalism" (measured by 10 manifest variables). Based on the model framework and hypotheses developed in this study, Creativity in Learning Content Development has a positive relationship with Learning Professionalism. Social Media Behavior has a positive relationship with Learning Professionalism. Creativity in Developing Educational Content on Social Media and Social Media Behavior simultaneously have a positive and significant influence on the Professionalism of Teacher Learning in Elementary Schools so that the form of the SEM PLS model that will be estimated in this study is as follows:

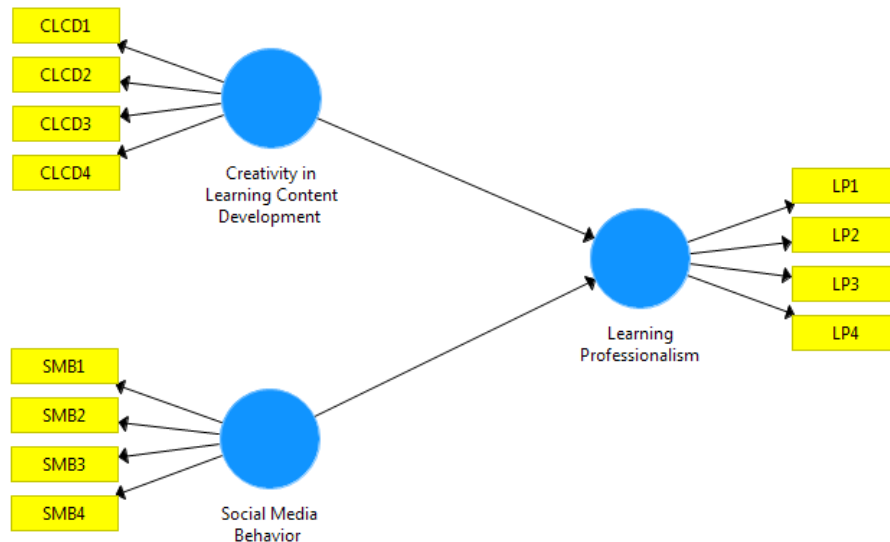


Figure 2. SEM Model Specifications

Source: Processed data (2026) PLS

The stages in this PLS analysis include outer model testing and inner model testing. The outer model testing stage is used to test the validity and reliability of all indicators in measuring the construct, while the inner model testing is used to test the research hypothesis. The following are the complete stages in the PLS analysis:

Outer Model Testing

The measurement model testing stage includes Convergent Validity, Discriminant Validity, and Composite Reliability testing. The results of the PLS analysis can be used to test the research hypothesis if all indicators in the PLS model meet the requirements for convergent validity, discriminant validity, and composite reliability.

Convergent Validity

Convergent validity testing is conducted by examining the factor loading values of each indicator on its construct. For confirmatory research, the loading factor limit used is 0.7, while for exploratory research, the loading factor limit used is 0.6 and for development research, the loading factor limit used is 0.5. Based on the results of the PL model estimation, it can be seen that not all indicators have a loading factor > 0.7 , some indicators have a low loading factor < 0.7 which means that there are several indicators in the PLS model that are not valid in measuring the construct so that all invalid indicators must be removed from the model. The results of the PLS model estimation after the invalid indicators are removed from the PLS model can be seen in the following Figure:

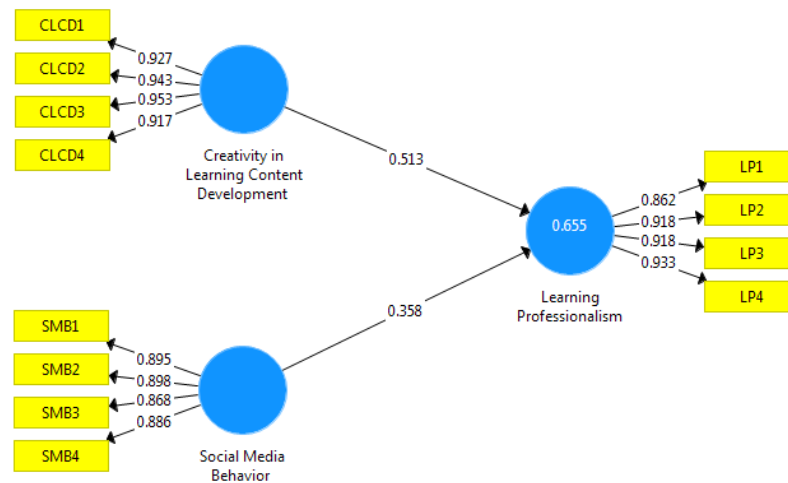


Figure 3. SEM PLS Model Results after Removal

Source: Processed Data (2026) PLS

Based on the PLS model estimation results in Figure 3, it can be seen that after removing two invalid indicators from the model, all indicators in each construct are now valid, allowing testing to proceed to the next stage, namely assessing the AVE values for each construct. This is because, in addition to looking at the indicator loading factor values, convergent validity must also be assessed from the AVE values of each construct. All constructs in the PLS model are declared to have met convergent validity if their AVE values are > 0.5 . The complete AVE values for each construct can be seen in the following table:

Table 2. Loading Factor Values and AVE Values

Variabel	Indicators	Loading Factor	AVE	Result
Development Creativity Educational Content	CLCD1	0.927	0.628	valid
	CLCD2	0.943		valid
	CLCD3	0.953		valid
	CLCD4	0.917		valid
Social Media Behavior	SMB1	0.895	0.727	valid
	SMB2	0.898		valid
	SMB3	0.868		valid
	SMB4	0.886		valid
Professionalism of Learning	LP1	0.862	0.776	valid
	LP2	0.918		valid
	LP3	0.918		valid
	LP4	0.933		valid

Source: Processed data (2026)

Based on the PLS analysis results in Table 2 above, the AVE values for all constructs exceed 0.5, indicating that the discriminant validity criteria have been met for all constructs.

Discriminant Validity

Discriminant validity is conducted to ensure that each concept within each latent variable is distinct from the other variables. A model has good discriminant validity if the squared AVE value for each exogenous construct (values on the diagonal) exceeds the correlation between that construct and the other constructs (values below the diagonal). The results of the discriminant validity test are as follows:

Table 3. Discriminant Validity Test Results

Fornell Larcker Method			
	X1	X2	Y
X1	0,793		
X2	0,773	0,852	
Y	0,630	0,702	0,881

Source: Processed data (2026)

The results of the discriminant validity test in Table 3 above indicate that all indicators and constructs in the PLS model meet the required discriminant validity criteria. For example, variable X1 has a square root mean squared correlation coefficient (AVE) of 0.792. This square root mean squared correlation coefficient (AVE) is higher than the correlations between X1 and other constructs (0.773 and 0.630), thus confirming that construct X1 meets the discriminant validity criteria using the Fornell-Larcker method. Based on the results of these three discriminant validity testing methods, it can be concluded that the outer PLS model meets the required discriminant validity criteria.

Construct Reliability

Construct reliability can be assessed from the Cronbach's Alpha and Composite Reliability values for each construct. The recommended composite reliability and Cronbach's alpha values are greater than 0.7. However, in developmental research, due to the low factor loading limit (0.5), low composite reliability and Cronbach's alpha values are still acceptable as long as the requirements for convergent validity and discriminant validity have been met. Composite reliability values range from 0 to 1. In exploratory research, the recommended composite reliability value is greater than 0.6 (Chin, 1998; Hock & Ringle, 2006: 15); while for confirmatory research, the required reliability value is greater than 0.7.

Table 4. Composite Reliability Test Results

	Cronbach's Alpha	Composite Reliability
X1	0,806	0,871
X2	0,817	0,888
Y	0,712	0,874

Source: Processed data (2026)

Based on the analysis results in Table 4 above, the Cronbach's alpha and composite reliability values for all constructs exceeded 0.7, indicating that all constructs met the required reliability requirements. Therefore, it can be concluded that all constructs are reliable

Coefficient of Determination (R-Square)

The R-Square value for a model indicates the predictive power of the model, as seen from the strength of the exogenous variables in predicting the endogenous variables. R-Square values are categorized into three categories: good, moderate, and weak. According to Chin (1998), an R-Square value of 0.67 indicates a strong PLS model, 0.33 indicates a moderate PLS model, and 0.19 indicates a weak PLS model.

Table 5. Model R-Square Values

Variabel	R Square	Result
Professionalism of Learning	0,655	Moderate

Based on the analysis results in Table 5 above, the R square value of the Learning Professionalism variable is 0.512 because the R square value of the variable is <0.67, it is concluded that this SEM PLS model is strong (Moderate model) in the interval 0.33 - 0.67 which means that the model is strong enough in predicting Learning Professionalism based on the value of its exogenous variables. In SEM PLS analysis, the coefficient of determination of endogenous variables shows the magnitude of the simultaneous influence of all exogenous on endogenous. The value of the coefficient of determination is seen from the R square value of each endogenous and its value ranges from 0-1 or can also be made in percentage units ranging from 0-100%. Based on this value, the higher the adjusted R Square model,

the higher the influence of all exogenous on endogenous. The high value of the coefficient of determination is also identical to the goodness of the model, the higher the coefficient of determination, the stronger the model because the percentage of endogenous variance that can be explained by exogenous is greater.

Table 6. Coefficient of Determination

Variabel	R Square	Result
Professionalism of Learning	0,655	Storning

Based on the adjusted R square value of each endogenous, the results obtained are that the adjusted R Square value is 0.655, this means that Learning Professionalism is influenced by the Creativity of Educational Content Development and Social Media Behavior by 65.5% while the remaining 34.5% is influenced by other factors not discussed in this study.

Hypothesis Testing and Path Coefficients

Hypothesis testing in this study begins with the results of the direct and indirect effects tests.

(1) Direct Effect Test

The direct effect significance test is used to test the partial effect of the exogenous variable on the endogenous variable. Because this study uses a one-tailed hypothesis, the following hypotheses are used in this test:

Ho: The exogenous variable has no effect on the endogenous variable

Ha: The exogenous variable has an effect on the endogenous variable

Because the research hypothesis is one-tailed, Ho is rejected and it is concluded that the exogenous variable has a significant effect on the endogenous variable if the P-value is <0.05 and the calculated t-value is >1.65. If the P-value is >0.05 and the calculated t-value is <1.65, Ho is not rejected and it is concluded that the exogenous variable has no effect on the endogenous variable.

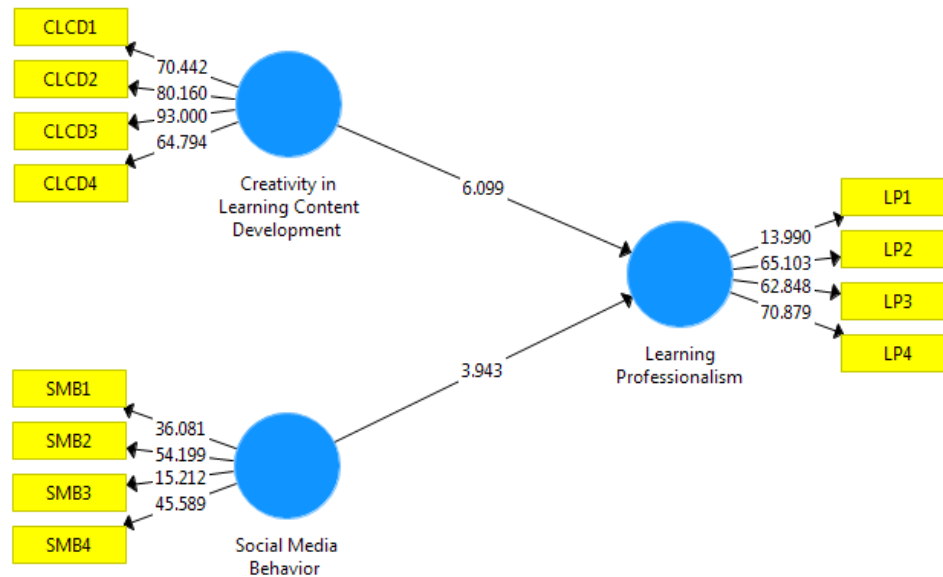


Figure 4. Hypothesis Test Results

Source: Data processed (2026) PLS

The significance test results also reveal the direction of the relationship between exogenous and endogenous variables. This direction can be determined from the path coefficients for each path. If the path coefficient is positive, the exogenous influence on the endogenous is in the same direction, while if the path coefficient is negative, the exogenous influence on the endogenous is in the opposite direction.

Table 7. Results of the Direct Effect Test

Nu.	(Path)	Path Coefficient	T Statistic	P Value
1	X1-> Y	0,513	6.099	0,001
2	X2 -> Y	0,358	3.943	0,014

Based on the analysis results in the table above, several indirect paths had insignificant p-values, while several indirect paths had significant p-values. This indicates that not all exogenous variables in the PLS model were proven to directly influence their endogenous counterparts. Further explanation of these test results is as follows:

1. Paths X1 and Y

The path indicating a positive relationship between Creativity in Learning Content Development and Learning Professionalism obtained an insignificant p-value (0.001) with a T-statistic of 6.099 and a positive path coefficient of 0.513. Since the p-value is < 0.05 , the T-statistic is > 1.96 , and the path coefficient is positive, it is concluded that Creativity in Learning Content Development has a positive and significant relationship with Learning Professionalism. This means that higher Creativity in Learning Content Development have a significant impact on learning professionalism.

2. Paths X2 and Y

The path indicating a positive relationship between Social Media Behavior and Learning Professionalism obtained a significant p-value (0.014) with a T-statistic of 3.943 and a positive path coefficient of 0.358. Since the p-value is < 0.05 , the T-statistic is > 1.96 , and the path coefficient is positive, it is concluded that Social Media Behavior has a positive and significant relationship with Learning Professionalism. This means that higher Social Media Behavior has a significant impact on learning professionalism.

DISCUSSION

Relationship between Creativity in Learning Content Development and Professionalism in Learning

The path indicating a positive relationship between Creativity in Learning Content Development and Learning Professionalism obtained an insignificant p-value (0.001) with a T-statistic of 6.099 and a positive path coefficient of 0.513. Since the p-value is < 0.05 , the T-statistic is > 1.96 , and the path coefficient is positive, it is concluded that Creativity in Learning Content Development has a positive and significant relationship with Learning Professionalism. This means that higher Creativity in Learning Content Development have a significant impact on learning professionalism. This result differs from another study by [Widarti et al. \(2022\)](#), which found that Creativity in developing learning content has a very close and positive relationship with the level of teacher professionalism. According to [Widarti et al. \(2022\)](#), creative teachers are able to transform rigid material into contextual, engaging, and relevant learning experiences, which is a key indicator of professional competence in classroom management. The direct impact on Professionalism in Learning is that professional teachers are required to be digitally literate. The ability to create creative content using gadgets or platforms such as educational videos and podcasts proves a high level of digital literacy. Problem Solving: Creativity allows teachers to design innovative approaches to overcome boredom or student difficulties in understanding abstract material. Educational research proves that pedagogical creativity has a significant influence on improving the quality of student learning processes and outcomes. Indicators of Creative and Professional Teachers Able to design unique and non-monotonous learning flows, such as implementing Project-Based Learning. Media Utilization: Integrating various learning media (interactive infographics, gamification, digital modules) that are tailored to students' learning styles. There are several fundamental reasons and perspectives why creativity in content development often does not show a statistically significant correlation to the level of teacher professionalism. The professionalism of an educator is legally and academically assessed more based on pedagogical, personality, social competencies, and mastery of core material, as stipulated in the law on teachers and lecturers. According to [Yuwandira et al. \(2025\)](#), [Zhang et al. \(2015\)](#), Assessment of teacher professionalism usually includes aspects of classroom management, understanding of student character, consistency of learning evaluation, and work ethics. These administrative and managerial matters are often not directly proportional to the ability to design highly creative content. According to [Yeh et al. \(2011\)](#), [Yuwandira et al. \(2025\)](#), [Zhang et al. \(2015\)](#), many professional teaching staff in various regions have excellent competencies, but are limited by infrastructure and time to design highly creative content. Conversely, highly creative content is not necessarily effective if it is not in accordance with the core curriculum. The skill of creating visual or digital content is a supporting technical skill. This is different from the core professional competencies related to how teachers facilitate the transfer of knowledge and the formation of student character. However, the development of creative content still has an important function as a tool to make the teaching and learning process more interesting, interactive, and easy to understand for students.

Other research by [Amin et al. \(2019\)](#) and [Afrida et al. \(2018\)](#) shows that creativity in developing learning content has a positive and significant relationship with teacher learning professionalism. Creative teachers are able to transform conventional learning into proactive learning, which ultimately directly improves the quality of education and student learning motivation. Empirical studies prove that creativity contributes significantly to educators' professional competence. When teachers are able to package material innovatively, their level of class mastery and understanding

of teaching methodology also increases. According to [Hossen et al. \(2026\)](#), [Chen et al. \(2026\)](#), [Rahmawati et al. \(2026\)](#) creatively developed content including the use of digital media and case studies produces meaningful learning experiences that substantially increase student achievement and learning outcomes. Professional and creative teachers can create dynamic and contextual learning environments. They are accustomed to implementing strategies that stimulate critical thinking skills, collaboration, communication, and creativity. To maintain creativity in content development, teachers are encouraged to remain active in professional communities and participate in various trainings.

Relationship between Social Media Behavior and Learning Professionalism

The path indicating a positive relationship between Social Media Behavior and Learning Professionalism obtained a significant p-value (0.014) with a T-statistic of 3.943 and a positive path coefficient of 0.358. Since the p-value is <0.05 , the T-statistic is >1.96 , and the path coefficient is positive, it is concluded that Social Media Behavior has a positive and significant relationship with Learning Professionalism. This means that higher Social Media Behavior has a significant impact on learning professionalism. This means that the higher the p-value, the higher the professionalism. According to [Yuwandira et al. \(2025\)](#) and [Zhang et al. \(2015\)](#), social media behavior has a significant impact on learning professionalism. The relationship between social media behavior and learning professionalism is two-sided. Positively, social media facilitates collaboration and access to learning resources. However, addictive behavior can disrupt focus, reduce productivity, and undermine academic ethics. The impact of social media behavior on professionalism (for both students and educators) includes opening global discussion spaces and access to journals or scientific articles. It facilitates class group communication or online seminars to solve academic problems. Helping educators and students build credible digital portfolios and expand professional networks. Constant notifications disrupt learning concentration, known as continuous partial attention. The tendency to take shortcuts (such as instantly copying from the internet) diminishes originality and integrity. Sharing confidential information or uploading inappropriate content can damage the reputation of both institutions and individuals. To maintain professional learning, healthy boundaries and behaviors on social media are necessary: Separate time for entertainment and dedicated time for research or academic assignments. Always check the validity of source material before using it in the learning process, Avoid spreading false information (hoaxes) and be polite and objective when interacting in online academic forums ([Sutherland & Jalali, 2017](#)).

According to [Mumtaz et al. \(2026\)](#); [Agarwal et al. \(2026\)](#) research on the relationship between social media behavior and teacher learning professionalism shows a significant positive correlation, but is fraught with ethical and time management challenges. Social media has become a strategic instrument for improving teacher competence and performance, provided it is balanced with digital literacy and clear boundaries. The majority of teachers use platforms like WhatsApp, Facebook, and Telegram to participate in online training, discuss curriculum, and find the latest teaching materials. This makes it easier for teachers to create questions together, exchange effective teaching techniques, and expand professional networks among educators in various regions. Teachers with digital skills use social media to make learning more interactive, provide enrichment material, and establish closer communication with students. Excessive involvement in social media (such as creating viral content for the sake of algorithms) has the potential to reduce focus, disrupt teaching preparation, and reduce face-to-face social interactions. Unethical use of social media can blur the lines between personal and professional spheres. This often triggers privacy issues when teachers interact directly with students online. Unfiltered information on social media can cause confusion and trigger conflicts of opinion among colleagues. Teachers are expected to be able to distinguish between the ethical use of personal and educational accounts, and maintain student privacy by not uploading data or photos without permission. Educational institutions and related organizations need to provide teachers with advanced digital literacy training to improve their skills.

Implications of Research Findings

The insignificant implications of creative learning content development for learning professionalism generally occur because content development focuses solely on aesthetic technical aspects (visual or media). If it is not accompanied by strong pedagogical skills, mastery of the material, and structured evaluation, its impact on educators' core competencies is limited. Several reasons and factors contributing to this situation include: Teachers focus more on the visual appearance of the content (such as attractive designs in Canva or animations) than on conceptual understanding, material delivery, and curriculum relevance. Innovative content has no significant impact if teachers do not understand how to deliver it, facilitate interaction, and accommodate the diversity of student learning styles. Evaluation Limitations: Learning professionalism is assessed from planning, implementation, and evaluation. If creative content creation is not accompanied by effective assessment and feedback methods, its effectiveness in improving learning quality will be diminished.

According to Singh et al. (2026); Wu et al. (2026), social media behavior has multiple implications for learning professionalism. These platforms can expand access to information and enhance collaboration, but they also have the potential to reduce focus, trigger procrastination due to digital addiction, and blur the lines between professional ethics and privacy. The main implications of social media behavior for professional learning can be categorized into three aspects: Making it easier for students and educators to find literature, tutorials, and best teaching practices globally. Facilitating discussion forums, the formation of study groups, and interactive interactions outside of class hours. Encouraging students and teachers to present material and ideas through engaging visual content (infographics, videos, presentations).

Research on social media behavior shows dual implications, or a double-edged sword, for professional learning. On the one hand, social media encourages collaboration and expands access to information; but on the other hand, it has the potential to reduce focus, trigger distraction, and cause degradation of digital ethics. The main implications for learning professionalism include: Improved Communication & Collaboration Skills: Digital platforms open up effective discussion spaces between students outside of formal class hours. Unlimited Access to Information: Makes it easier for educators and students to enrich their insights independently, which has an impact on increasing learning motivation. Adaptation Demands for Educators: Teachers are required to be more professional in designing interactive learning to be able to compete with the appeal of social media. Risk of Decreased Focus (Distraction): Excessive use has implications for reducing attention span and shallowing of critical thinking skills.

CONCLUSION

The conclusion of this study is that creativity in developing learning content has a positive and significant relationship with learning professionalism. Social Media Behavior has a positive and significant relationship with learning professionalism. The conclusion of the insignificant relationship between Creativity in Developing Learning Content and Learning Professionalism means that teachers' ability to design innovative learning materials is not necessarily the main determinant of their level of professionalism. The underlying factors and strategies to respond to this finding include: Main Cause: Learning professionalism is driven more by meeting competency standards, certification, mastery of material, and flying hours, rather than merely visual novelty or content design. Focus on Improvement: Teachers should balance creativity with improving pedagogical competence, evaluating student learning outcomes, and commitment. Correlation with Students: Although it does not have a direct impact on teachers' professional status, creative content is still needed to increase students' interest in learning and understanding. The conclusion of the study regarding social media behavior on learning professionalism shows a dual impact. When used wisely, social media is an effective tool for expanding access to information and academic collaboration. Conversely, if uncontrolled, this can lead to distraction and decreased focus. Positive social media behavior significantly supports professional learning by expanding access to knowledge, fostering collaboration, and fostering digital communication. To achieve maximum results, users need to apply digital ethics, limit distractions, and focus on educational content. This optimization can be achieved through a series of strategic steps: Academic Community Development: Form discussion groups or applied collaborations (such as on WhatsApp or Google Classroom) to facilitate academic communication outside of class hours. Educational Content Filtering (Digital Literacy): Selectively follow credible accounts (for example, educational institutions or experts) and avoid exposure to information that is not relevant to professional development or studies. Maintaining Online Ethics (Professionalism): Apply manners in interactions. Avoid hate speech, check the accuracy of information before sharing it, and respect the privacy and opinions of others. Time Management: Set a special schedule for social media and studying so as not to interfere with focus or the quality of rest. Originality A new relationship model was created between creativity variables in the development of novelty content in learning research and social media behavior towards teacher professionalism that has never existed in previous research.

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"Y.H. and E.Z. conceived the presented idea. Y.H. developed the theory and performed the computations. Y.R. verified the analytical methods. A.E. and Y.R. encouraged Y.H. to investigate specific aspects and supervised the findings of this work. All authors discussed the results and contributed to the final manuscript

AI DISCLOSURE STATEMENT

The author declares that artificial intelligence (AI) tools were used in a limited capacity to assist in language editing and improving the clarity of the manuscript. All ideas, analyses, and conclusions presented in this study are the original work of the author, who takes full responsibility for the content of this manuscript

***Yayuk Hariyasasti (Corresponding Author)**

Mahasiswa Magister Pendidikan Dasar,

Universitas Muria Kudus,

Jalan Lingkar Utara UMK, Desa Gondangmanis, Kabupaten Kudus, Jawa Tengah , 59327. Indonesia

Email: yayukhariyasasti.spd@gmail.com

Edris Zamroni

Dosen Magister Pendidikan Dasar,

Universitas Muria Kudus,

Jalan Lingkar Utara UMK, Desa Gondangmanis, Kabupaten Kudus, Jawa Tengah , 59327. Indonesia

Email: edris.zamroni@gmail.com

Yuni Ratnasari

Dosen Mahasiswa Magister Pendidikan Dasar,

Universitas Muria Kudus,

Jalan Lingkar Utara UMK, Desa Gondangmanis, Kabupaten Kudus, Jawa Tengah , 59327. Indonesia

Email: yuni.ratnasari@gmail.com
