

# CHARACTER EDUCATION AND TEACHER CREATIVITY AS PREDICTORS OF STUDENT LEARNING OUTCOMES

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## ABSTRACT

Improving achievement in remote schools requires attention to both the ethical conditions that organize student participation and the pedagogical capacity of teachers to adapt instruction. This study examined whether character education and teacher creativity separately and jointly predicted student learning outcomes at a remote Indonesian junior high school. A quantitative cross-sectional explanatory-correlational survey involved 39 students from a population of 43 during the 2025–2026 academic year. Questionnaire, observation, and school-documentation data were analyzed using simple and multiple linear regression. Character education positively predicted learning outcomes ( $B = 0.743$ ,  $\beta = .740$ ,  $t = 6.684$ ,  $p < .001$ ) and explained 54.7% of the observed variance. Teacher creativity was also significant ( $B = 0.740$ ,  $\beta = .749$ ,  $t = 6.884$ ,  $p < .001$ ) and explained 56.2%. In the joint model, character education ( $\beta = .408$ ,  $p = .010$ ) and teacher creativity ( $\beta = .446$ ,  $p = .005$ ) retained significant unique coefficients, and the model explained 63.6% of outcome variance,  $F(2, 36) = 31.511$ ,  $p < .001$ . The findings indicate that value-oriented school practices and adaptive pedagogy are complementary predictors, although the cross-sectional single-site design does not establish causality. Schools may use the results to align character formation with contextualized instructional improvement. Future multisite, longitudinal, and multilevel studies should employ validated measures and independently verified achievement indicators.

**Keywords:** character education, junior high school, learning outcomes, remote education, teacher creativity

## INTRODUCTION

Educational quality is increasingly understood as the product of both instructional practice and the social, emotional, and ethical conditions in which students learn. Academic achievement is not generated by cognitive exposure alone; it is also shaped by engagement, self-regulation, classroom relationships, school climate, feedback, and students' willingness to persist when learning becomes difficult. Reviews and meta-analyses consistently show that supportive teacher–student relationships, constructive school climates, and social-emotional competencies are associated with stronger engagement and achievement (Durlak et al., 2011; Fredricks et al., 2004; Roorda et al., 2011; Taylor et al., 2017; Thapa et al., 2013). An integrated account of learning is especially relevant during early adolescence, when academic habits, moral identity, peer relations, and self-regulatory capacity develop simultaneously.

The holistic orientation is also consistent with Indonesia's national education mandate, which frames education as the development of spiritual strength, self-control, personality, intelligence, noble character, and socially useful skills (Republic of Indonesia, 2003). Learning outcomes should therefore be interpreted broadly rather than reduced to a single test score. Anderson and Krathwohl's (2001) revised taxonomy reinforces the need to distinguish cognitive processes and knowledge dimensions, while the study itself also refers to affective and psychomotor domains. At the same time, teacher-related influences extend beyond subject delivery: teachers can shape students' attitudes and behaviors as well as academic performance, and evidence links teacher self-efficacy and professional characteristics with teaching effectiveness (Blazar & Kraft, 2017; Klassen & Tze, 2014). This broader view provides the rationale for examining both value-oriented educational conditions and adaptive instructional practice.

Character education represents one approach to organizing these conditions. It is not limited to transmitting moral vocabulary or enforcing rules; rather, it deliberately cultivates knowledge, emotional commitment, habits, and actions that support responsible participation in school and society. Lickona's (1991) distinction among moral knowing, moral feeling, and moral action remains influential because it prevents character from being reduced to either abstract knowledge or compliance. Research-based approaches emphasize schoolwide consistency, adult modeling, opportunities for responsible action, supportive relationships, and integration with ordinary academic work (Berkowitz & Bier, 2004). Meta-analytic evidence indicates that character education and related social-emotional interventions can improve behavioral and academic outcomes, although effects depend on implementation quality, dosage, cultural fit, and the coherence of school practices (Durlak et al., 2011; Jeynes, 2019; MacDonnell et al., 2021).

The academic relevance of character education can be explained through proximal learning behaviors. Discipline and responsibility can increase time on task, assignment completion, preparedness, and attendance. Integrity supports authentic assessment and trust, cooperation facilitates peer explanation, and perseverance sustains effort after failure. Self-discipline has predicted adolescent academic performance beyond cognitive ability, while engagement research identifies behavioral, emotional, and cognitive participation as central pathways to achievement (Duckworth & Seligman, 2005; Fredricks et al., 2004). Studies of character strengths further suggest that classroom behavior and academic self-efficacy can mediate associations between character and achievement (Wagner & Ruch, 2015; Weber & Ruch, 2012). Character education is therefore educationally consequential when values become observable routines that protect instructional time and support productive participation.

Teacher creativity is a second condition that may be particularly important where standardized resources are limited. In this study, teacher creativity refers to the capacity to generate, adapt, elaborate, and implement pedagogically useful ideas, including varied explanations, locally relevant examples, low-cost learning media, flexible grouping, problem-solving activities, and alternative forms of participation. Creativity is not novelty for its own sake. It requires professional judgment about learners, content, feasibility, and educational purpose. Amabile's (1996) componential theory explains creative performance through domain-relevant expertise, creativity-relevant processes, and task motivation. Applied to teaching, this perspective suggests that creativity depends on subject knowledge, pedagogical flexibility, self-regulation, willingness to experiment, and sustained commitment to improving learning.

Research on creative pedagogy identifies flexible use of space and time, dialogue, learner agency, collaboration, inquiry, relevance, risk-taking, and possibility thinking as recurring features of productive creative environments (Cremin & Chappell, 2021; Davies et al., 2013; Jindal-Snape et al., 2013). These features overlap with established dimensions of teaching quality, including classroom management, student support, cognitive activation, feedback, and adaptive explanation (Fauth et al., 2014; Hattie & Timperley, 2007; Kunter et al., 2013; Praetorius et al., 2018). Recent reviews also show that teachers' beliefs, creative self-efficacy, professional autonomy, and self-regulation influence whether creativity is translated into classroom practice (Bereczki & Kárpáti, 2018; Bullard & Bahar, 2023; Han & Abdrahim, 2023; Zielińska et al., 2024). Teacher creativity can thus be treated as contextualized professional capacity rather than a fixed personal trait.

The relationship between these two domains is theoretically complementary. Character education primarily organizes normative and self-regulatory readiness: students understand expectations, act responsibly, cooperate, and persist. Teacher creativity primarily expands instructional opportunity: content is represented in accessible forms, activities are adapted, and

learners encounter meaningful reasons to participate. Strong values without engaging instruction may become compliance-oriented, while stimulating activities without shared norms may become disorganized. Contemporary learning science similarly emphasizes that cognitive, social, emotional, and relational conditions function together rather than as isolated inputs (Darling-Hammond et al., 2020). The relevant question is therefore not whether character or creativity is more important, but whether each contributes unique predictive information when both are examined in the same model.

This issue has practical significance in remote and rural schools. Such schools may serve smaller and more closely connected communities, yet teachers often work with limited materials, restricted connectivity, staffing shortages, multiple instructional roles, and fewer opportunities for sustained professional development. Place-sensitive teaching and close knowledge of students can be strengths, but structural constraints can narrow instructional options. Research on rural educators highlights the importance of local relationships, contextual knowledge, and adaptive professional practice (Starrett et al., 2021; Wang et al., 2024). Teacher ingenuity can mitigate constraints, but it should not be romanticized as a substitute for adequate staffing, infrastructure, learning materials, and policy support.

At SMP Negeri 2 Satap Nusa Tabukan, the study documentation described uneven attainment of the minimum competency criterion, student inattention, concerns regarding respect and responsibility, and classroom boredom associated with limited instructional variation. These observations suggest a classroom ecology in which student dispositions and instructional experiences may reinforce one another. A disengaged student may respond weakly to repetitive instruction, while monotonous instruction may intensify disengagement. Conversely, clear values, responsible routines, varied activities, and supportive teaching may form a positive cycle of participation and achievement.

Despite substantial research on character education, creative pedagogy, school climate, and teaching quality, three gaps remain. First, character education and teacher creativity are commonly examined in separate literatures, leaving their unique contributions unclear. Second, evidence from large, urban, or well-resourced systems cannot automatically be transferred to a small remote school. Third, cross-sectional studies often use causal language even though simultaneous student reports establish association rather than temporal precedence. Prior achievement, family support, attendance, motivation, socioeconomic conditions, school leadership, and learning resources may confound the observed relationships. A defensible contribution is therefore to estimate the separate and joint predictive associations of the two variables while maintaining cautious interpretation.

This study aimed to determine whether character education and teacher creativity separately and jointly predicted student learning outcomes. The novelty is contextual and integrative: it places value-oriented learning conditions and adaptive pedagogy in one multivariable model within an underrepresented remote junior-high-school context. Three hypotheses were tested: character education would positively predict learning outcomes; teacher creativity would positively predict learning outcomes; and both variables would jointly predict outcomes while retaining significant unique coefficients. The analysis evaluated additive joint prediction, not a statistical interaction, and was limited to 39 students in one school during the 2025–2026 academic year.

## **METHOD**

### **Research Design and Participants**

The study used a quantitative, cross-sectional, explanatory-correlational survey design. This design was appropriate for estimating the direction and magnitude of associations among character education, teacher creativity, and student learning outcomes in a naturally occurring

school setting. The unit of analysis was the individual student. Character education (X1) and teacher creativity (X2) were treated as predictors, and student learning outcomes (Y) as the criterion variable. Because no variable was experimentally manipulated and all measurements were obtained within one study period, the terms association and prediction are used rather than causal effect.

The research was conducted at SMP Negeri 2 Satap Nusa Tabukan during the 2025–2026 academic year. The stated population consisted of 43 enrolled students, and 39 students participated, representing 90.7% of the population. The sample size was calculated using the Slovin formula with a 5% margin of error. The archived manuscript did not report the selection process for the four nonparticipants or provide age, grade, gender, attendance, socioeconomic background, number of classes, or number of teachers represented. These omissions restrict subgroup analysis and should be resolved from verified school records before final submission.

### **Variables, Instruments, and Data Collection**

Data were collected through a five-point Likert questionnaire, observation, and school documentation. Character education was represented by religious values, integrity or honesty, responsibility, discipline, and mutual cooperation. Teacher creativity was represented by fluency, flexibility, originality, elaboration, openness to experience, problem-solving, and instructional innovation. Learning outcomes were described through cognitive, affective, and psychomotor domains, with a reported empirical score range of 50–125. The exact provenance of the outcome score—whether derived from report cards, teacher assessments, documentation, questionnaire indicators, or a composite—was not specified in the materials supplied for formatting and requires author verification.

The available documentation did not preserve the number of items per scale, sample items, item sources, adaptation or translation procedures, reverse-scoring rules, item-level validity statistics, or internal-consistency coefficients. It stated only that validity and reliability testing had been conducted. Consequently, no numerical claim regarding instrument quality is made in this version. Before submission, the authors should insert the verified instrument-development procedure, item-to-dimension mapping, decision criteria, and reliability coefficients and provide a blank instrument or supplementary appendix. If predictor and outcome scores were obtained from the same respondents and response format, common-method variance should be evaluated explicitly.

### **Data Analysis**

The analysis comprised assumption checks, Pearson correlations, two simple linear regressions, and one multiple linear regression. The simple equations were specified as  $Y = a + b_1X_1$  and  $Y = a + b_2X_2$ . The joint equation was  $Y = a + b_1X_1 + b_2X_2$ . Reported statistics included unstandardized coefficients (B), standard errors (SE), standardized coefficients ( $\beta$ ), *t* values, *p* values, model correlations (*R*), coefficients of determination ( $R^2$ ), adjusted  $R^2$ , standard errors of estimate, *F* tests, and Durbin–Watson values. Ninety-five percent confidence intervals for *B* were calculated from the reported standard errors and relevant critical values. Hypotheses were evaluated at  $\alpha = .05$ .

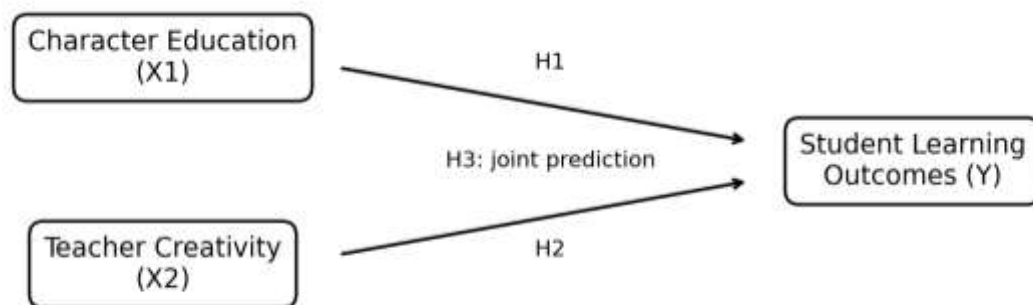
The coefficient of determination, rather than the correlation coefficient expressed as a percentage, was used to describe variance explained. Thus,  $R = .740$  corresponds to  $R^2 = .547$ , not 74.0% explained variance. The archived output reported normality and linearity testing as planned but did not preserve residual plots, homoscedasticity tests, influence diagnostics, tolerance, variance inflation factors, or casewise diagnostics. The Durbin–Watson values are reported, but they cannot by themselves establish that all regression assumptions were satisfied.

### Ethical Considerations and Data Governance

The supplied manuscript did not identify an ethics committee, approval or authorization number, parental or guardian consent, student assent, school permission, confidentiality safeguards, anonymization procedures, data-retention period, or access controls. Because participants were school-aged students, these details are essential. Before submission, the authors must replace this statement with verified information about institutional authorization, consent and assent, confidentiality, data security, funding, conflicts of interest, and data availability. No retrospective or unsupported ethics information has been introduced.

**Table 1. Operationalization of the study variables**

| Variable                 | Operational focus                                                   | Indicators                                                                                          | Scale/evidence                                                       |
|--------------------------|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| Character education (X1) | Student experience of value-oriented school and classroom practices | Religious values; integrity/honesty; responsibility; discipline; mutual cooperation                 | Five-point Likert questionnaire                                      |
| Teacher creativity (X2)  | Perceived adaptive and generative teaching practice                 | Fluency; flexibility; originality; elaboration; openness; problem-solving; instructional innovation | Five-point Likert questionnaire                                      |
| Learning outcomes (Y)    | Outcome score used in the study dataset                             | Cognitive, affective, and psychomotor domains                                                       | Reported range 50–125; exact derivation requires author verification |



**Figure 1. Analytical model of the hypothesized predictive relationships**

## RESULTS AND DISCUSSION

### Reporting Quality and Descriptive Evidence

The archived manuscript presented frequency-distribution tables for learning outcomes, character education, and teacher creativity, but the three tables contained identical class intervals and frequencies. Without access to the raw dataset, it is not possible to determine whether the variables genuinely had identical distributions or whether the tables were duplicated during document preparation. To avoid presenting potentially erroneous descriptive statistics, this version does not reproduce means, standard deviations, skewness, or category labels. The authors should reconstruct and verify the descriptive tables from the raw data before submission. The inferential coefficients were internally consistent across the available regression tables and are reported below.

The sample size of 39 yielded 37 residual degrees of freedom in each simple regression and 36 in the two-predictor model. The reported Durbin–Watson statistics were 2.195 for character education, 2.669 for teacher creativity, and 2.495 for the joint model. These values do not indicate extreme positive residual dependence, but independence cannot be assumed if

several students rated the same teacher or were nested within the same class. The lack of teacher and class identifiers is therefore an important analytical limitation.

**Table 2. Simple regression models predicting student learning outcomes (N = 39)**

| Predictor           | B    | SE   | 95% CI       | $\beta$ | t     | p      |
|---------------------|------|------|--------------|---------|-------|--------|
| Character education | .743 | .111 | [.518, .968] | .740    | 6.684 | < .001 |
| Teacher creativity  | .740 | .108 | [.521, .959] | .749    | 6.884 | < .001 |

### Character Education and Learning Outcomes

Character education positively and significantly predicted student learning outcomes. The estimated equation was  $Y = 16.326 + 0.743X_1$ . A one-unit increase in the character-education score was associated with an estimated 0.743-unit increase in the learning-outcome score,  $B = 0.743$ ,  $SE = 0.111$ , 95% CI [0.518, 0.968],  $\beta = .740$ ,  $t(37) = 6.684$ ,  $p < .001$ . The model yielded  $R = .740$ ,  $R^2 = .547$ , and adjusted  $R^2 = .535$ ,  $F(1, 37) = 44.674$ ,  $p < .001$ . Character education therefore accounted for 54.7% of the observed outcome variance in this sample, supporting the first hypothesis at the associational level.

The result is consistent with the proposition that character-related practices influence achievement through everyday learning behavior rather than through moral knowledge alone. Discipline, responsibility, integrity, cooperation, and respect become academically relevant when they increase preparedness, time on task, assignment completion, help-seeking, constructive peer interaction, and the protection of instructional time. The pattern is compatible with meta-analytic evidence linking character education with achievement and behavioral outcomes (Jeynes, 2019; Khadijah et al., 2021) and with studies showing that positive classroom behavior can mediate associations between character strengths and school achievement (Wagner & Ruch, 2015; Weber & Ruch, 2012).

The result also aligns with broader evidence from social-emotional learning and school-climate research. Universal school-based interventions have improved social-emotional competencies, behavior, and academic performance, and positive follow-up effects have been documented beyond immediate implementation (Durlak et al., 2011; Taylor et al., 2017). Although character education and social-emotional learning are not interchangeable, both may support self-regulation and relational conditions that enable learning. Affective teacher–student relationships and supportive school climates are similarly associated with engagement and achievement (Roorda et al., 2011; Thapa et al., 2013).

The magnitude of  $R^2$  should nevertheless be interpreted cautiously. Students who experience academic success may evaluate school practices more positively, and the character-education measure may overlap with classroom management or teacher support. A small, relatively homogeneous, nearly census-like sample can also produce locally strong estimates. The result demonstrates a close association within this school, not proof that character education caused more than half of achievement differences.

### Teacher Creativity and Learning Outcomes

Teacher creativity also positively predicted learning outcomes. The estimated equation was  $Y = 17.090 + 0.740X_2$ . A one-unit increase in teacher creativity was associated with a 0.740-unit increase in the outcome score,  $B = 0.740$ ,  $SE = 0.108$ , 95% CI [0.521, 0.959],  $\beta = .749$ ,  $t(37) = 6.884$ ,  $p < .001$ . The model yielded  $R = .749$ ,  $R^2 = .562$ , and adjusted  $R^2 = .550$ ,  $F(1, 37) = 47.386$ ,  $p < .001$ . Teacher creativity explained 56.2% of the observed variance, slightly more than the bivariate character-education model, and the second hypothesis was supported.

This association is theoretically plausible in a constrained school context. Creative teachers can generate multiple explanations, adjust grouping and pacing, use local materials, link abstract content to community experience, and redesign activities when students do not understand. Systematic reviews associate creative learning environments with attainment, motivation, confidence, resilience, problem-solving, and attendance, while emphasizing substantial variation in definitions and evidence quality (Cremin & Chappell, 2021; Davies et al., 2013; Jindal-Snape et al., 2013). Creativity is educationally productive when it improves representation, relevance, dialogue, feedback, agency, or cognitive challenge rather than merely adding entertainment.

The finding also fits research on instructional quality. Student support, classroom management, cognitive activation, professional competence, and feedback are established correlates of student development and achievement (Fauth et al., 2014; Hattie & Timperley, 2007; Kunter et al., 2013; Praetorius et al., 2018). Teacher creativity may function as the generative capacity through which these principles are adapted to a specific class. Recent research further emphasizes that creative practice depends on beliefs, self-efficacy, self-regulation, and professional conditions that permit responsible experimentation (Bereczki & Kárpáti, 2018; Bullard & Bahar, 2023; Han & Abdrahim, 2023; Zielińska et al., 2024).

Alternative explanations remain. Higher-achieving students may perceive their teachers as clearer, more enthusiastic, or more creative. The scale may also capture general teaching quality in addition to generative pedagogy. If many students rated the same teacher, ordinary student-level regression may underestimate standard errors because observations are clustered. A stronger design would combine student reports with classroom observations, teaching artifacts, teacher measures, and multilevel analysis.

### Joint Prediction and Complementarity

When both predictors were entered simultaneously, the estimated equation was  $Y = 8.781 + 0.410X_1 + 0.441X_2$ . Character education remained significant,  $B = 0.410$ ,  $SE = 0.151$ , 95% CI [0.104, 0.716],  $\beta = .408$ ,  $t(36) = 2.724$ ,  $p = .010$ . Teacher creativity also retained a significant unique coefficient,  $B = 0.441$ ,  $SE = 0.148$ , 95% CI [0.141, 0.741],  $\beta = .446$ ,  $t(36) = 2.976$ ,  $p = .005$ . The joint model yielded  $R = .798$ ,  $R^2 = .636$ , adjusted  $R^2 = .616$ , and  $F(2, 36) = 31.511$ ,  $p < .001$ . Together, the variables explained 63.6% of observed variance. Prediction increased by 8.9 percentage points beyond character education alone and by 7.4 percentage points beyond teacher creativity alone. The third hypothesis was supported.

The reduction of the standardized coefficients from approximately .74–.75 in the separate models to .408 and .446 in the joint model indicates shared variance. Students who perceive stronger value-oriented practices may also perceive more adaptive teaching, or both conditions may reflect a broader school climate. Nevertheless, each predictor contributed information not fully contained in the other. The modest numerical advantage of teacher creativity should not be interpreted as proof that it is intrinsically more important. Standardized coefficients depend on scale reliability, dispersion, intercorrelation, and sample composition, and the difference between .446 and .408 was not formally tested.

The joint pattern supports a complementary-process interpretation. Character education can provide behavioral and ethical readiness, while creative pedagogy provides meaningful instructional opportunity. A disciplined student can still disengage from poorly designed instruction, and an inventive lesson can fail when students do not cooperate or take responsibility. When combined, shared values may stabilize participation while adaptive pedagogy channels participation toward cognitively productive work. This interpretation links moral-development and instructional-quality perspectives without treating them as competing agendas.

Complementarity should not be confused with statistical synergy. The reported analysis did not include an  $X1 \times X2$  product term, so it did not test whether the effect of one predictor changes across levels of the other. The observed increase in  $R^2$  demonstrates additive joint prediction. Future studies could center the variables, include an interaction term, assess multicollinearity, and probe simple slopes before making a moderation claim.

**Table 3. Multiple regression model predicting student learning outcomes (N = 39)**

| Term                     | B     | SE    | 95% CI           | $\beta$ | t     | p    |
|--------------------------|-------|-------|------------------|---------|-------|------|
| Constant                 | 8.781 | 8.050 | [-7.545, 25.107] | —       | 1.091 | .283 |
| Character education (X1) | .410  | .151  | [.104, .716]     | .408    | 2.724 | .010 |
| Teacher creativity (X2)  | .441  | .148  | [.141, .741]     | .446    | 2.976 | .005 |

### Practical Implications, Limitations, and Future Research

For practice, character education should be embedded in ordinary academic activity rather than confined to slogans or ceremonies. Schools can translate integrity, responsibility, discipline, cooperation, and respect into observable expectations for group work, independent study, assessment, attendance, and classroom dialogue. Teachers can model these values, provide specific feedback when students enact them, and use restorative responses when expectations are violated. This approach treats character as a condition of learning rather than an additional subject competing for instructional time.

Creative teaching should likewise be supported as structured professional practice. A feasible cycle for a small school is to identify a recurring learning difficulty, analyze misconceptions, generate several low-cost strategies, teach one, collect brief evidence of learning, and revise collaboratively. Coaching, lesson study, peer observation, and design thinking can strengthen such work when they remain connected to actual classroom problems (Henriksen et al., 2017; Kraft et al., 2018). In remote settings, contextualization may involve local materials, community knowledge, offline resources, peer explanation, formative checks, and flexible task supports. Evidence from rural education also suggests that place-sensitive relationships and local knowledge are important professional resources (Starrett et al., 2021; Wang et al., 2024).

These recommendations should remain proportional to the evidence. The study did not test an intervention, coaching program, or integrated lesson-planning model. The findings support local consideration of coordinated value-oriented and pedagogical improvement, not a claim that a specific program will cause achievement gains. Policy should pair professional agency with adequate infrastructure, staffing, learning resources, connectivity, and protected collaboration time. Celebrating teacher ingenuity without addressing structural constraints risks shifting responsibility for inequality onto individual teachers.

The study has several limitations. The sample consisted of 39 students in one school, restricting external validity. The cross-sectional design did not establish temporal order. The exact derivation of the outcome score, item counts, scale construction, validity evidence, and reliability coefficients were not reported. The three identical frequency tables raise a transcription concern. Relevant covariates such as prior achievement, attendance, motivation, family support, health, socioeconomic conditions, and school leadership were not controlled. Students may also have been nested within classes or teachers. These limitations do not erase the observed pattern, but they substantially qualify confidence in its magnitude and generalizability.

Future research should use multisite samples across island, rural, and urban schools; validated and culturally appropriate instruments; objective or independently verified achievement indicators; and longitudinal or quasi-experimental designs. Multilevel models can separate student, classroom, teacher, and school effects. Mediation analysis should test engagement, self-regulation, classroom behavior, and academic self-efficacy, while moderation analysis could examine resource access, grade level, prior achievement, gender, or remoteness. Mixed-method studies could document how teachers adapt instruction with local resources and how students interpret character practices.

## CONCLUSION

This study examined the separate and joint predictive relationships of character education and teacher creativity with student learning outcomes. Character education explained 54.7% of observed variance, teacher creativity explained 56.2%, and both predictors remained significant in a joint model explaining 63.6%, with teacher creativity showing a slightly larger unique standardized coefficient. The findings support an integrative perspective in which value-oriented practices organize responsible participation and creative pedagogy expands adaptive instructional opportunity. For school practice, character values can be embedded in authentic academic tasks while teachers receive structured support for contextualization, feedback, collaborative lesson design, and pedagogical problem-solving. However, the evidence is cross-sectional, single-site, and incompletely documented at the measurement level; it establishes association rather than causality. Replication with validated instruments, verified achievement data, complete ethical documentation, multisite and multilevel samples, and longitudinal or quasi-experimental designs is required before the magnitude of the relationships can be generalized.

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