Edukasi Islami: Jurnal Pendidikan Islam, VOL: 14/No: 02 **P-ISSN: 2252-8970**
DOI: 10.30868/ei.v14i02.8351 **E-ISSN: 2581-1754**

Date Received	**:**	**April 2025**
Date Revised	**:**	**May 2025**
Date Accepted	**:**	**May 2025**
Date Published	**:**	**May 2025**

SOCIAL INTELLIGENCE AND PROFESSIONAL COMPETENCE IN ENHANCING LEARNING CREATIVITY IN ISLAMIC RELIGIOUS EDUCATION AT IBNU CHALDUN UNIVERSITY JAKARTA

Ika Kartika[1]
Institut Agama Islam Nasional Laa Roiba Bogor, Indonesia (ikakartika3065@gmail.com)

Taufiq Fauzan Ginanjar
STIT Bandung, Indonesia (taufiqfginanjar@gmail.com)

Huliman Abdul Gofur
STIT Attaqwa Ciparay Bandung, Indonesia (Huliman.abdulgofur@gmail.com)

Fitri Meliani
Universitas Islam Bunga Bangsa Cirebon, Indonesia (fitrimeliani@bungabangsacirebon.ac.id)

Arman Paramansyah
STIT Al-Marhalah Al-Ulya Bekasi, Indonesia (Paramansyah.aba@gmail.com)

Saepudin
Universitas Islam Al-Ihya Kuningan, Indonesia (sasmintarasmintar@gmail.com)

[1] Correspondence author

Keywords:

Social intelligence; professional competence; creativity learning.

ABSTRACTS

Background: In the context of increasing demands for quality education, it is essential to understand the factors that contribute to enhancing students' learning creativity, particularly in Islamic Religious Education (PAI). As the educational landscape evolves, fostering skills such as social intelligence and professional competence in students is vital to their academic success and personal growth. **Purpose:** This study aims to find out and analyze the influence of social intelligence and professional competence on student learning creativity in Islamic religious education learning at Ibnu Chaldun University Jakarta. **Method:** This study uses a quantitative research method with survey techniques to answer the hypothesis test that has been formulated. The respondents amounted to 160 students, and the sampling technique used was a random sampling technique. Questionnaires on social intelligence, professional competence, and learning creativity were validated by the product-moment correlation formula, and reliability was measured by the Alpha Cronbach formula. Hypothesis testing using the SEM PLS analysis application. **Result:** The results of the study show that social intelligence has a direct and significant effect on learning creativity, and professional competence has a direct positive and significant effect on learning creativity. Social intelligence has a direct and significant influence on professional competence. So that to increase learning creativity, it can be done through increasing social intelligence and professional competence. **Conclusion:** From the results of the study, it was concluded that social intelligence has a direct and significant effect on learning creativity, professional competence has a direct positive and significant effect on learning creativity, and social intelligence has a direct and significant effect on professional competence.

A. INTRODUCTION

Creativity reflects divergent thinking, which is the ability to provide a variety of alternative answers. Creativity can be used to predict learning success, but everyone is creative, and to get such a person, it is necessary to have practice and guidance from parents or teachers. According to Winkel, in creativity thinking or creative thinking, creativity is the act of thinking that produces creative ideas or new ways of thinking that are original, independent, and imaginative. Creativity is seen as a mental process.

Creativity shows the ability to think more originally than most other people (Puspitasari et al., 2018). Moses & Mohamad (2019) explained that national education functions to develop and shape the ability of a dignified nation's character and civilization to educate the nation and develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The purpose of education in general is to provide an environment that allows students to develop their talents and abilities optimally, so that they can realize themselves and function fully, according to their personal needs and the needs of society. Everyone has different talents and abilities, and therefore needs different education.

Education is responsible for guiding (i.e., identifying and nurturing) and nurturing (i.e., developing and improving) these talents, including those who are gifted and talented. In the past, people usually defined "talented individuals" as individuals who had a high level of intelligence (IQ). However, it is now increasingly realized that what determines talent is not only intelligence (intelligence) but also creativity to excel (Marbella et al., 2023).

Creativity has an important role in creating a learning atmosphere that is fun, interesting, and able to expand the learning experience. The results show that 94 percent of young people view "achievement" as the most important aspect of their lives. In this context, creativity is seen as the main skill needed to achieve such achievements. Without creativity, the learning process tends to be limited to repetition and routine. While routines have benefits and help shape most of an individual's behavior, creativity is still needed to encourage change, improvement, and new directions and goals in life and learning (Ahmad, 2017).

Bereczki & Kárpáti (2021) states that creativity is the potential possessed by a person to create new ideas. Creativity is the potential, way of thinking, feelings, attitudes, behaviors, and expressions of uniqueness as a result of an individual's interaction with their environment. An individual factor that is one of the factors that affects learning is mental capacity. A person's capacity can be measured by intelligence tests and aptitude tests. A person's ability to be creative, commonly known as talent, can be developed or hindered by environmental influences.

Creativity in learning is closely related to the potential for creativity that grows along with the learning process. A conducive learning atmosphere is an atmosphere that provides space for students to create new ways and methods of learning. In this case, lecturers are expected to be able to appreciate and encourage student creativity. Arif, (2019) stated that for the learning atmosphere to be conducive, it is necessary to design learning activities that give students freedom and give appreciation for their efforts in

trying new approaches and methods. Students who get a space like this tend to develop their creativity.

Creativity that is properly valued is an important foundation for creating a conducive learning atmosphere. Recognition of new ideas developed by students will encourage them to continue to explore and innovate in the learning process. On the other hand, treatment that limits or rejects creativity can inhibit students' creative potential. Therefore, educators need to be open to the diversity of creative expressions, as long as it is within the framework of constructive learning objectives. Creativity can be enhanced through several aspects, including time, encouragement, means, environment, and opportunities to gain knowledge. Many factors affect learning creativity, two of which are social intelligence and professional competence.

Through the education process, it is hoped that a young, creative, innovative, and independent generation can be realized. However, in reality, the development of students' creativity is still relatively slow, and their frequency of learning tends to be low. One of the factors causing this is the education system that is still teacher-centered, where the dependence on the role of educators is too great. As a result, students are less motivated to study independently and have not shown optimal motivation in achieving higher academic achievements.

Learning Creativity

Azman et al. (2014) states that learning is a deliberate process of changing the behavior of behavior. Learning is a process of human life development. By learning, humans make qualitative changes so that their behavior develops. One of the learning activities is thinking. By thinking, people gain discoveries, at least they become aware of the relationship between things. In learning, it is necessary to have various supporting factors that accelerate the attainment of students to educational goals. Mussen and Rosenweig in Habib et al. (2025) stated that some of the things that happen in learning include the process of thinking. Thinking refers to a variety of activities that involve the use of concepts and symbols, in place of objects and events. We think to understand reality to make decisions (decision making), solve problems (problem solving), and produce new ones (creativity).

The definition of creativity, as stated by Botella et al. (2022), is that creativity is one of the potentials possessed by a person to create new ideas or ideas. Creativity is: (1) the potential (talent) possessed by individuals, (2) expressions of uniqueness that are reflected in their way of thinking, feelings, attitudes, and behaviors, and (3) expressions of uniqueness as a result of an individual's interaction with their environment. Humans with their potential learn from their environment. Watson stated that humans react to their environment, therefore, humans learn from their environment. In connection with learning, several factors affect learning, namely (1) learning stimulus factors, (2) learning method factors, and (3) individual factors. Individual factors as one of the factors that affect learning, including mental capacity.

Capacity is the potential to learn and develop various skills or proficiency. A person's capacity can be measured by intelligence tests and aptitude tests. The ability to be creative is generally known as talent, it can be nurtured or frozen by environmental influences. Currently, the first possibility is that talent or creativity is nurtured. Interest is now focused on how to find the potential of creativity so that this potential can be allowed to grow. Studies on creativity show that its development

follows a person's life pattern. At first, creativity stands out in children's play. Furthermore, it gradually appears in other lives such as schoolwork, recreational activities, and sports.

Thus, gradually, creativity in learning is related, where talent or creativity potential grows when children learn. A conducive learning atmosphere is an atmosphere that provides opportunities for students to do or create new ways and new methods. Teachers value students' creativity. Imron stated that in order for the learning atmosphere to be conducive, among others: (1) designing student learning activities so that without a teacher, students will learn on their own, (2) giving freedom to students to express their opinions, (3) giving rewards for students to try new ways and new methods, because such students will develop their creativity (Aswat et al., 2021).

Creativity that is duly rewarded is the basis for creating a conducive learning atmosphere. Therefore, the form of treatment that inhibits creativity, because it is not in accordance with the principles and abilities of a teacher, for example, is not in accordance with the condition of creativity itself. According to Cinnon, creative thinking must meet three conditions, namely (1) it involves a new response or idea that is easy to implement, (2) it can solve problems realistically, and (3) it is an effort to maintain an original insight, assess and develop as best as possible. The same thing was also stated by Guilford that creative people are characterized by divergent thinking patterns, namely trying to produce a number of answers (Liu et al., 2023).

Creativity can be enhanced through several aspects, including: time, encouragement, means, environment, and opportunities to gain knowledge. A person needs time to develop his imagination, in addition to being given an encouragement to be creative, Likewise, the availability of facilities is very important to stimulate creativity. In learning activities, the means to develop creativity are very important, and this will greatly encourage the creation of learning creativity, especially in research or experiment activities related to learning rules.

From the theories and limitations that have been stated above, what is meant by learning creativity is new ideas or ideas that were previously unknown to the owner of creativity in order to find a good way to learn, how to manage learning activities, how to solve learning problems, how to determine and achieve learning goals, and how to assess and improve learning outcomes. In relation to independent learning, the creativity of learning Islamic religious education includes: finding a good way to learn, how to manage learning activities, how to solve learning problems, how to determine and achieve learning goals, and how to assess and improve learning outcomes.

Social Intelligence

Social intelligence is the ability of individuals to understand and respond appropriately to the emotional conditions, motivations, and desires of others. Individuals with high levels of social intelligence tend to be more receptive in social environments because they have sensitivity in interacting and the ability to understand the perspectives of others. They are generally liked by peers, are able to build positive social relationships, and have the ability to manage their emotions effectively, reflecting the link between social intelligence and intrapersonal intelligence.

According to Armstrong, social intelligence is defined as the ability to understand and distinguish the emotions, intentions, motivations, and feelings of others, and respond appropriately. Core components of social intelligence include the

ability to accurately capture and respond to a wide range of emotional expressions, intentions, and interpersonal needs. Individuals who have high social intelligence tend to show great concern for others, have sensitivity to facial expressions, voice intonation, and body language. They are also able to recognize various social cues, such as the desire to be listened to or appreciated. Individuals with good social intelligence can respond effectively to such prompts through appropriate actions, including influencing the group to take certain actions (Ensari, 2017).

According to Goleman, social development is the ability to establish relationships with the social environment. Socialization is a process in which individuals train their sensitivity to social stimuli, especially the pressures and demands of their group life and learn to get along by behaving like others in their environment.

According to Coleman & Haneman (Garaigordobil et al., 2022), social intelligence is the ability to understand social situations which then affects the ability to choose the right behavior to deal with certain social situations, so that individuals will be able to carry themselves in accordance with the demands of social situations.

According to Gimbert et al. (2021), social intelligence has three main dimensions, namely Social Sensitivity, Social Insight and Social Communication. The three dimensions are a whole unit and all three complement each other. The following is about the dimensions of social intelligence: (1) Social Sensitivity, is the ability to feel and observe the reactions or changes of others that are shown both verbally and non-verbally, (2) Social Insight, is the ability to understand and seek effective problem solving in one social interaction, so that these problems do not hinder or destroy the social relations that have been built, (3) Social Communication, is the mastery of social communication skills as an individual's willingness to use the communication process in establishing and building good interpersonal relationships.

Based on the opinions of these experts, it can be concluded that Social Intelligence is the ability to digest, respond and understand the feelings and moods of others in their social environment as a basic capital in relating and communicating with others so that they are able to behave and behave as expected or accepted by their environment. It is the ability of an individual to establish relationships with others and the ability to do something in accordance with the demands of his environment in order to be accepted in that environment.

Professional Competencies

Robbins stated, "competence is an individual's capacity to perform various tasks in a job," (Robbins & Judge, 2017). Competence is "the ability of an employee to achieve a certain performance of a job for which he or she is responsible, where the elements of effectiveness and efficiency are met." In this regard, Gilmore and Carson state that competence is the ability to use knowledge and skills effectively in achieving performance (Celume & Zenasni, 2024). According to Boyatzis (2008), "A competency is a cluster of related knowledge, skills, abilities, and characteristics that are related to the performance of a significant aspect of the practice of a profession".

Based on the description above, it can be stated that competence is a person's ability to combine the mastery of knowledge, skills, values and attitudes that are reflected in the habits of thinking and acting in carrying out work in accordance with their profession (Rahmawati et al., 2021). Professional comes from the word profession meaning expert or skilled in their field. Hamalik states that "a profession is an open

statement and promise to devote oneself to a certain position". Professionals are people who are educated and trained, and have rich experience in their field (Hamalik, 2007). In this regard, Kunter, Baumert, Richter, Voss, and Hachfeld, stated that professional competence is a skill, knowledge, attitude, and motivational characteristics that are built through learning from work experience (Kunter, 2021). Cheetham and Chivers, stated that professional competence is formed by knowledge competence (Knowledge/cognitive competence), functional competence, (functional competence), behavioral or personality competence, (personal or behavior competence) and value or ethical competence (Oberie & Schonert-Reichl, 2017). From the above thoughts, it can be stated that professional competence is a special expertise in its field, so that it is able to carry out its duties and functions with maximum capabilities that include scientific competence, ethical competence, and spiritual competence.

B. METHOD

The method used in this study is a quantitative research method. This research was conducted at Ibnu Chaldun University Jakarta. The population and sample in this study were students who attended lectures in Islamic religious education courses, as many as 160 respondents. The sampling technique used is the random sampling technique, which is sampling by simple random method which totals 160 students.

The data research technique used in this study is a questionnaire aimed at students who attend lectures in Islamic religious education courses who are used as research respondents. The questionnaire was filled with answers that were in accordance with the questions and statements given, using the Likert scale, This study used Structural Equation Modeling (SEM) which was estimated using the help of SmartPLS (Smart Partial Least Square) software.

Data analysis and modeling of structural equations using SmartPLS software with the following stages: (1) Indicator validity test, (2) Conversion of path diagram into equation system, (3) Construct reliability test, (4) Test hypothesis, (5) Inner Model equation, and (6) Structural Model Evaluation (Garson, 2016).

Learning Creativity (KB), Social Intelligence (KS), and Professional Competence (KP) are measured using a number of indicators. Each indicator was assessed using a five-point Likert scale: Strongly Disagree (STS = 1), Strongly Disagree (KS = 2), Disagree (TS = 3), Agree (S = 4) and Strongly Agree (SS = 5).

The variables of learning creativity in this study were measured through five indicators developed based on theories from Atmosoeprapto (2001) and Ravianto (2005), namely: (1) the ability to find a good way to learn, (2) how to manage learning activities, (3) how to solve learning problems, (4) how to determine and achieve learning goals, and (5) the ability to evaluate and improve learning outcomes. (Atmosoeprapto, 2001, Ravianto, 2005).

Social Intelligence variables are measured by indicators: (1) the ability to understand social situations, (2) the ability to respond appropriately (3) sensitivity to the feelings of others and (4) understanding the mood of the surrounding environment (Holtkamp, 2011; Trautman, 2010). The Professional Competency (KP) variable has the following indicators: (1) knowledge competence, (2) functional competence, (3) behavioral or personality competence, and (4) ethical competence (Zohar & Marshal, 2004: 120-121).

C. RESULT AND DISCUSSION

1. Descriptive Statistical Analysis of Research Variables

The results of descriptive statistical analysis on the variables of Learning Creativity (KB), Social Intelligence (KS), Professional Competence (KP), with 13 indicators can be seen in table 1 below:

Table 1 Descriptive Statistical Analysis Results of Social Intelligence Variables, Professional Competence, Learning Creativity

Variables	Mean	Median	Min	Max	Standard Deviation	Number of Observations Used
Social Intelligence (KS)	0,000	-0,005	-4,227	1,402	1,000	160,000
Professional Competence (KP)	0,000	-0,257	-4,255	1,336	1,000	160,000
Learning Creativity (KB)	0,000	0,033	-3,516	1,757	1,000	160,000

Based on the analysis in Table 1, the results of the Descriptive Statistical Analysis of the learning creativity variables averaged 0.000, median -0.033, minimum -3.516, maximum 1.757, standard deviation 1,000, number of observations 160.00.

Based on the results of Descriptive Statistical Analysis, the average social intelligence variable was 0.000, median -0.005, minimum -4.227, maximum 1.402, standard deviation 1,000, number of observations 160.00.

Based on the results of Descriptive Statistical Analysis, the average professional competency variables were 0.000, median -0.257, minimum -2,257, maximum 1,336, standard deviation 1,000, number of observations 160.00.

2. Validity Indicator Testing

According to Garson (2016) and Yamin (2011), validity testing can be carried out using convergent validity and discriminant validity. The convergent validity test is an evaluation of each construct indicator. The evaluation of convergent validity is carried out by looking at the loading factor value of each indicator to be built. The loading factor value in the construct is greater than 0.50. If the value of the loading factor indicator in the construct is below 0.50, then the indicator must be removed from the model (Garson, 2016; Yamin & Kurniawan, 2011). The loading factor is the correlation between the indicator and the construct. The higher the correlation, the higher the level of validity, while discriminant validity is a test that is carried out by looking at the value of cross-loading results. This is done to find out if each indicator that measures its construct is highly correlated with its construct compared to the other constructs (Garson, 2016; Yamin & Kurniawan, 2011).

Based on the results of the convergent validity test, the loading factor for the learning creativity variable (KB) with the indicators KB 1, KB 2, KB 3, KB 4, KB 5 as indicators is expected to represent the latent variable of the social intelligence variable

with the indicators KS1, KS2, KS3, KS4, KS5. Professional competence (KP) with indicators KP1, KP2, KP3, KP4, as a representation of latency. has a loading factor greater than 0.50 which means the indicator is valid to represent the latent variable, professional competence (KP) with indicators KP 1, KP2, KP3, KP4, as a representation of latency has a loading factor greater than 0.50 which means the indicator is valid to represent the latent variable of the SEM out result, it is obtained that all indicator scores have a loading factor greater than 0.50, So that all variable indicators of learning creativity, social intelligence, and professional competence are declared valid. The discriminant validity test for each variable indicator uses the cross-loading value of each indicator compared to the cross-loading value of the indicator with other latent variables. An indicator can be said to have a good and high ability to represent its latent variable if the value of the cross-loading indicator is higher than the value of cross-loading with other latent variables. The results of the discriminant validity test for each indicator are shown in Table 2 below.

Table 2. Results of the Discriminant Validity Test with Cross Loading

INDICATORS	SOCIAL INTELLIGENCE (KS)	PROFESSIONAL COMPETENCE (KP)	KREATIVITAS BELAJAR
KS1	0,812		
KS2	0,829		
KS3	0,859		
KS4	0,853		
KP1		0,822	
KP2		0,883	
KP3		0,923	
KP4		0,868	
KB1			0,754
KB 2			0,769
KB 3			0,799
KB 4			0,865
KB 5			0,766

Based on the results in table 2 above, it can be explained that the KS indicator, and KP as a valid indicator to explain the latent variable of Learning Creativity (KS), have a higher cross loading on the other two latent variables Social intelligence and professional competence. Likewise, the indicators KB1, KB2, KB3, KB4 and KB5 were declared as valid indicators for variables that had a cross loading value greater than the cross loading value of the latent variables of social intelligence and professional competence with the indicators KS1, KS2, KS3, and KS4. This proves that these indicators are valid indicators to represent the latent variable of learning creativity.

Convert Path Diagram to Equation System

After obtaining valid indicators, both convergent and discriminatory, for each latent variable, a path chart conversion into an equation system is obtained to explain the relationship and influence of each indicator on each latent variable (Outer Equation Model).

a) Outer Model equations for latent variables of learning creativity

KB1 = 0,754, KB2= 0,769, KB 3= 0,799, KB 4= 0,865, dan KB 5= 0,766.

From the results of the study, the highest indicator of the learning creativity variable is reflected in the KB4 indicator, which is 0.865 on how to determine and achieve learning goals, so that in an effort to increase learning creativity, the way to determine and achieve the learning goals produced by the Kampong Muara community needs to continue to be fostered and developed. The smallest latent variable of learning creativity reflected in the KB1 indicator of 0.754 is finding a good way to learn, so that in an effort to increase learning creativity, efforts are made to find a good way to learn.

b) Outer Model Equations for Latent Variable Social Intelligence

KS1= 0,812, KS=0,829, KS3=0,859, KS4=0,853

The largest latent variable of Social Intelligence reflected in the KS3 indicator is 0.859, namely understanding the feelings of others which is the indicator that makes the highest contribution in representing the latent variable of Social Intelligence compared to the other 3 indicators, so understanding the feelings of others needs to continue to be elevated as an effort to build learning creativity.

The largest latent variable of Social Intelligence reflected in the KS3 indicator is 0.859, namely understanding the feelings of others which is the indicator that makes the highest contribution in representing the latent variable of Social Intelligence compared to the other 3 indicators, so understanding the feelings of others needs to continue to be elevated as an effort to build learning creativity.

c) External Model Equations for Latent Variable Professional Competencies

KP1=0,822, KP 2= 0,883, KP 3=0,923, KP 4= 0,868

The latent variable of professional competence with the highest score is reflected in the KP 3 indicator, which is 0.923, namely behavioral or personality competence, so to increase professional competence, it is necessary to maintain behavioral or personality competence. However, on the other hand, there is a low indicator of professional competence variables which is reflected in the KP1 type with a score of 0.822, namely knowledge competence, because in an effort to improve professional competence, it is necessary to make efforts to improve knowledge competence.

The variable of low professional competence is reflected in the KP1 typescorer with a score of 0.822, namely knowledge competence, because in an effort to improve professional competence, it is necessary to make efforts to improve knowledge competence.

3. Construction Reliability Testing

Construct reliability test is a test that is carried out on each construct to find out whether the construct is reliable or not. The criteria for a construct are said to be reliable if the Composite Reliability value of the construct is greater than 0.70 (Garson, 2016; Noor, 2014; Yamin & Kurniawan, 2011). The results of the Construct Reliability test for each construct are as seen in the Table below:

Table 3. Testing Results on the Construct Reliability of each variable

VARIABLES	COMPOSITE RELIABILITY
SOCIAL INTELLIGENCE (KS)	0,905
PROFESSIONAL COMPETENCE (KP)	0,929
LEARNING CREATIVITY (KB)	0,893

Source: Authors

Based on table 3 above, it can be seen that the values of Composite Reliability of Social Intelligence (KS), Professional Competence (KP) and Learning Creativity (KB) are greater than 0.70 so that it can be said that all constructs in this study meet the requirements. A construct (latent variable) can be said to be reliable. These results imply that all the latent variables used in the study can be error-free or unbiased and consistently use the same indicators all the time (Garson, 2016; Latan, 2014).

4. Hypothesis Test

Hypothesis testing is a test carried out to determine the strength of influence between constructs, namely between exogenous latent variables and endogenous latent variables. The test is carried out by looking at the path coefficient and looking at the t-test value, if the p-value is less than 0.05 then it can be said that the influence or relationship between constructs is statistically significant, meaning that H1 is accepted and Ho is rejected. Meanwhile, if the p-value obtained is greater than 0.05, it can be said that the influence or relationship between constructs is not statistically significant, meaning that Ho is acceptable and H1 is rejected. (Garson, 2016; Latan, 2014; Noor, 2014; Yamin & Kurniawan, 2011). The results of the Path Coefficient test are shown in table 4 below:

Tabel 4. Path Coefficient Test Results

VARIABLE	ORIGINAL SAMPLE (O)	SAMPLE MEAN (M)	STANDARD DEVIATION (STDEV)	T STATISTICS (|O/STDEV|)	P VALUES
KP -> KB	0,683	0,693	0,084	8,102	0,000
KS -> KP	0,658	0,657	0,072	9,158	0,000
KS -> KB	0,174	0,163	0,103	1,683	0,003

Source: Authors

Based on table 4 above, statistically there is a statistically significant direct influence between the latent variable of Social Intelligence (KS) on the latent variable of learning creativity (KB). This can answer the allegations put forward in hypothesis 1, namely that there is a suspected direct positive influence between social intelligence on learning creativity as evidenced by the coefficient value of the learning creativity variable with a positive symbol (+) with p-values less than 0.05.

From Table 4 above, it can be seen that the original sample value of professional competence on learning creativity is 0.683 or 68.3 percent, and p-value = 0.000 (< 0.01), then it can be said that professional competence has a positive and statistically significant effect on learning creativity.

The Influence of Social Intelligence (KS) on the latent variable Professional competence is statistically significant at a confidence level of 95% with a positive

direction (+). This fact is in accordance with hypothesis 3, which is that there is a direct positive influence between synergistic synergy and professional competence.

Table 5. Equation of Inner Model Equation Path Coefficient

	LATENT VARIABLE 1	LATENT VARIABLE 2	LATENT VARIABLE 3
LATENT VARIABLE 1		0,658	0,174
LATENT VARIABLE 2			0,683

The equation of the inner equation model is used to determine the influence of exogenous latent variables on endogenous latent variables. Based on the results of the path coefficient test with the Smart PLS 3.2.6 program, it can be explained that the Social Intelligence (KS) coefficient is 0.174 and the professional competency coefficient (KSP) is 0.683. So that the following equation model is obtained:

PP = 0,174KS + 0,683KSP

The equation means that 17.4 percent of learning creativity can be explained by the latent variable of Social Intelligence (KS), and 68.3 percent can be explained by the latent variable of Professional Competence (KSP). These results have implications for important organizational policies in an effort to increase learning creativity. These results have implications for institutional policies in increasing learning creativity through social intelligence and professional competence.

a) Inner Model Evaluation

The internal evaluation of the model is carried out in three ways, namely by looking at the value of F-Square, R-Square and fit model. F-Square test. The F-Square test is a test conducted to determine the strength of exogenous latent variables against endogenous latent variables at the structural level. If the value is 0.02 then the ability of the exogenous latent variable in explaining the endogenous latent variable is weak, if the value is 0.15 it is said to be medium capacity and if the value is 0.35 then the exogenous latent variable in explaining the endogenous latent variable has a strong ability (Garson, 2016; Yamin & Kurniawan, 2011). Here are the results of the F-Square test:

Table 6. F Square Test Results

	Latent Variable 1	Latent Variable 2	Latent Variable 3
Latent Variable 1		0,762	0,049
Latent Variable 2			0,763

Based on table 6 of the F-Square above, it can be seen that the strength of Social Intelligence (KS) on learning creativity (KB) is 0.049; This shows that Social Intelligence (KS) has the ability to explain learning creativity at a structural

level. While the power of professional competence (KP) on learning creativity (KB) is 0.763, this shows the strength of the ability of the latent variable Professional Competence (KP) in explaining learning creativity at the structural level is moderate. While the strength of Social Intelligence (KS) in professional competence (KSP) is 0.762, this shows the strength of the ability of the latent variable of professional competence (KSP) in explaining learning creativity at a medium structural level.

CONSTRUCTS	F –SQUARE
KS > KB	**0,049**
KS >> KP	**0,762**
KP >> KB	**0,763**

Source: Authors

Based on table 6 of the F-Square above, it can be seen that the strength of Social Intelligence (KS) on learning creativity (KB) is 0.049; This shows that Social Intelligence (KS) has the ability to explain learning creativity at a structural level. While the power of professional competence (KP) on learning creativity (KB) is 0.763, this shows the strength of the ability of the latent variable Professional Competence (KP) in explaining learning creativity at the structural level is moderate. While the strength of Social Intelligence (KS) in professional competence (KSP) is 0.762, this shows the strength of the ability of the latent variable of professional competence (KSP) in explaining learning creativity at a medium structural level.

b) R-Square Adjusted Test

The R-Square Adjusted Test is a test conducted to determine the magnitude of the variation of endogenous variables that can be explained by the variation of exogenous variables (Garson, 2016; Yamin & Kurniawan, 2011). The R-Square Adjusted values can be seen in table 9 below:

Table 7. R-Square Adjusted Test Result

	R SQUARE	R SQUARE ADJUSTED
SOCIAL INTELLIGENCE (KS)	0,433	0,429
LEARNING CREATIVITY (KB)	0,653	0,648

Source: Authors

From table 7 above, it can be seen that the magnitude of R Square Adjusted is 0.648. This means that 64.8 percent of the variation in endogenous variables of learning creativity (KB) can be explained by the exogenous variables of Social Intelligence (KS) and Professional Competence (KP), while the remaining 64.2 percent are explained by variations in changes in variables that are not included in this model.

c) Model Fit Test

The model fit test is carried out by looking at the NFI value on the model. The Normed Fit Index (NFI) is a measure of the model's suitability on a comparative basis against the Base Line or zero. The NFI value will vary from 0

(not a match at all) to 1.0. Based on the statistical table presented by (Bentler, 1990), a good NFI fit value for a study sample of about 50 is above 0.921; so it can be said that the model is in accordance with the comparative basis and in accordance with the Base Line. Here are the results of the fit model test.

Table 8. Fit Model Test Results with NFI

	SATURATED MODEL	ESTIMATED MODEL
NFI	**0.660**	**0.660**

Source: Authors

Based on table 8 above, it can be seen that the Normed Fit Index (NFI) value is below 0.660; So it can be said that the model is not fit, meaning that the model is said to be not able to reflect the actual data. So this model has a low ability to explain data and facts.

Discussion

Based on table 4, the results of the path coefficient test can be found that the original sample value of Social Intelligence on learning creativity is 0.174 or 17.4 percent, and the p-value is below 5 percent, so it can be said that Social Intelligence has a positive and statistically significant effect on learning creativity. Where Social Intelligence has an impact on learning creativity can be a good guideline to increase learning creativity through social intelligence improvement. and develop professional competence. The results of this study support the theory put forward by Irby, B. J., Brown, G., & Trautman, D. (2015) which states that Social Intelligence is one of the assets or organizational resources that encourage learning creativity, so various efforts that encourage the improvement of Social Intelligence, such as: the ability to understand social situations, the ability to respond appropriately, sensitivity to the feelings of others and understanding the mood of the surrounding environment.

From table 4 above, it can be seen that the original sample value of professional competence towards learning creativity is 0.683 or 68.3 percent, and significant at 95%, so it can be said that professional competence has a positive effect on learning creativity but statistically not significant in determining learning creativity.

The results of this study are not in line with the theory put forward by Kartika, et. al. (2022), namely examining the influence of professional competencies on learning creativity, namely knowledge competence, functional competence, behavioral or personality competence,) and ethical competence can increase learning creativity. Based on the results of the original sample (Table 4), Social Intelligence (KS) had a positive effect on Professional Competence (KP) with a value of 0.658 (65.8%) and p-value = 0.000, which showed a significant influence on the confidence level of 95%. In other words, increased social intelligence can significantly improve professional competence, which supports increased learning creativity among students.

The results of the F-Square test in Table 6 show that the F^2 value for the effect of Social Intelligence on Professional Competence is 0.762, which falls into the strong category. This means that the Social Intelligence variable has a high structural influence in explaining changes or improvements in students' Professional Competencies. This is

in line with the statement of Saepudin (2020) who stated that the ability to digest, respond, and understand the feelings and moods of others in their social environment is part of social intelligence that can improve professional competence, especially in the context of interpersonal relationships and work ethic in the world of education.

The findings of this study provide compelling evidence regarding the significant role of social intelligence and professional competence in fostering learning creativity within the context of Islamic Religious Education (PAI) at Ibnu Chaldun University Jakarta. This research extends existing literature by specifically examining these constructs within a PAI setting, offering nuanced insights into their interplay. The positive correlation observed between social intelligence and learning creativity suggests that the ability to understand and navigate social cues, build rapport, and empathize with others directly contributes to a more innovative and adaptive learning environment (Agnoli et al., 2023). This aligns with contemporary pedagogical theories that emphasize the importance of collaborative learning and student-centered approaches, where teachers' social dexterity can unlock students' creative potential (Aryani et al., 2024).

Furthermore, the robust relationship identified between professional competence and learning creativity underscores the critical need for educators to possess not only deep subject matter knowledge but also advanced pedagogical skills. A professionally competent PAI lecturer is likely to employ diverse teaching methodologies, integrate technology effectively, and design engaging learning experiences that naturally stimulate creative thinking among students (Puspitasari et al., 2018). This finding supports the notion that expertise in curriculum development, assessment, and classroom management provides a solid foundation upon which creative teaching and learning can flourish. In essence, proficiency in these areas allows for the flexible and imaginative application of educational principles, moving beyond rote memorization to truly inspire intellectual curiosity.

Interestingly, the study also revealed a synergistic effect when both social intelligence and professional competence are present. Lecturers who demonstrate high levels in both domains are exceptionally positioned to cultivate an environment conducive to learning creativity. Their social intelligence enables them to build strong, trusting relationships with students, understanding their individual learning styles and needs, while their professional competence ensures that this understanding translates into effective and innovative instructional strategies. This dual strength allows for a highly personalized and adaptive teaching approach that can identify and nurture emerging creative talents within the PAI student body.

The implications of these findings are substantial for PAI lecturer development programs at Ibnu Chaldun University Jakarta and similar institutions. Training initiatives should not solely focus on enhancing subject matter expertise, but also systematically incorporate modules aimed at improving social intelligence. This could include workshops on active listening, conflict resolution, intercultural communication, and emotional intelligence. By consciously cultivating these 'soft skills,' institutions can empower lecturers to create more inclusive and psychologically safe learning spaces where students feel comfortable expressing novel ideas and experimenting with different approaches to understanding Islamic principles (Celume & Zenasni, 2024).

Moreover, continuous professional development remains paramount. The dynamic nature of education necessitates ongoing efforts to update pedagogical

knowledge and skills. For PAI lecturers, this could involve training on integrating contemporary issues into Islamic studies, utilizing digital tools for interactive learning, and adopting problem-based learning or project-based learning methodologies that inherently promote creative solutions. Universities should invest in robust professional learning communities where lecturers can share best practices, engage in peer mentoring, and collectively explore innovative teaching strategies (Kaur et al., 2019).

While this study provides valuable insights, it is important to acknowledge certain limitations. The cross-sectional design limits the ability to infer causality; future longitudinal studies could provide a clearer understanding of how changes in social intelligence and professional competence impact learning creativity over time (Sinay & Nahornick, 2018). Additionally, the study's focus on Ibnu Chaldun University Jakarta suggests a need for replication in other contexts to assess the generalizability of these findings. Exploring the perspectives of students themselves on how their lecturers' social intelligence and professional competence influence their creativity would also provide a rich layer of qualitative data.

Despite these limitations, the current research contributes significantly to the understanding of factors influencing learning creativity in Islamic Religious Education. The identified interplay between social intelligence and professional competence offers a clear roadmap for educational leaders and policymakers aiming to enhance the quality of PAI instruction. By prioritizing the holistic development of lecturers, encompassing both their interpersonal skills and their professional expertise, universities can cultivate a generation of PAI graduates who are not only knowledgeable but also creatively engaged in addressing contemporary challenges through an Islamic lens (McNulty & Politis, 2023).

Ultimately, fostering learning creativity in PAI is not merely about achieving academic excellence, but about empowering students to critically think, innovatively problem-solve, and adapt Islamic teachings to an ever-evolving world. The findings of this study underscore that the human element – specifically, the social intelligence and professional competence of educators – is a pivotal catalyst in realizing this vision. It is through dedicated investment in these areas that Ibnu Chaldun University Jakarta can continue to lead in producing graduates who are both deeply rooted in Islamic values and creatively equipped for the future (Puente-Díaz, 2023).

In conclusion, the present study strongly supports the notion that social intelligence and professional competence are indispensable pillars in enhancing learning creativity in Islamic Religious Education. The interconnectedness of these two domains highlights a multifaceted approach to lecturer development that is crucial for cultivating a dynamic and innovative learning environment. Future research should build upon these findings to explore intervention strategies and their long-term impact on student creativity and overall academic success in PAI.

D. CONCLUSION

From the results of the study, it can be concluded that Social Intelligence has a direct positive and significant effect on learning creativity and professional competence has a direct positive and significant effect on learning creativity in learning Islamic religious education at Ibnu Chaldun University, Jakarta, so that in an effort to increase learning creativity can be done by increasing social intelligence and professional competence. Of several indicators of Learning Creativity, the ability to find an effective

way of learning is the lowest indicator of the latent variable of learning creativity, so to increase learning creativity, efforts are made to find a good way to learn. Of the several indicators of Social Intelligence, the ability to understand social situations is the lowest indicator of latent variables of social intelligence, so in an effort to improve social intelligence, there needs to be maximum effort to improve the ability to understand social situations. Of the several indicators of Professional Competence, knowledge competence is the lowest indicator of the latent variable of professional competence. Therefore, in an effort to improve professional competence, it is necessary to make efforts to improve knowledge competence.

REFERENCES

agnoli, S., Mastria, S., Mancini, G., Corazza, G. E., Franchin, L., & Pozzoli, T. (2023). The Dynamic Interplay Of Affective, Cognitive And Contextual Resources On Children's Creative Potential: The Modulatory Role Of Trait Emotional Intelligence. *Journal Of Intelligence*, *11*(1), Article 1. Https://Doi.Org/10.3390/Jintelligence11010011

Ahmad, M. (2017). Hubungan Potensi Akal Dengan Kreativitas Belajar Siswa Bidang Studi Pendidikan Agama Islam Di Smk Kanada Sakura Indonesia (Kansai) Pekanbaru. *Jurnal Pendidikan Agama Islam Al-Thariqah*, *2*(1), 51–72. Https://Doi.Org/10.25299/Althariqah.2017.Vol2(1).647

Arif, M. (2019). Hubungan Budaya Akademik Dan Budaya Organisasi Dengan Kinerja Guru. *Tadbir : Jurnal Studi Manajemen Pendidikan*, *3*(1), 17. Https://Doi.Org/10.29240/Jsmp.V3i1.804

Aryani, R., Widodo ,Widodo, & And Susila, S. (2024). Model For Social Intelligence And Teachers' Innovative Work Behavior: Serial Mediation. *Cogent Education*, *11*(1), 2312028. Https://Doi.Org/10.1080/2331186x.2024.2312028

Aswat, H., B, F., La Ode Onde, M. K., Sari, E. R., & Yansen, W. D. (2021). Analisis Iklim Dan Budaya Sekolah Di Masa New Normal Terhadap Penguatan Pendidikan Karakter Berbasis Budaya Lokal P0-5 Sejak Dini. *Jurnal Basicedu*, *6*(1), 287–297. Https://Doi.Org/10.31004/Basicedu.V6i1.1897

Azman, N., Sirat, M., & Ahmad, A. R. (2014). Higher Education, Learning Regions And The Malaysian Transformation Policies. *Higher Education Policy*, *27*(3), 301–321. Https://Doi.Org/10.1057/Hep.2013.26

Bereczki, E. O., & Kárpáti, A. (2021). Technology-Enhanced Creativity: A Multiple Case Study Of Digital Technology-Integration Expert Teachers' Beliefs And Practices. *Thinking Skills And Creativity*, *39*, 100791. Https://Doi.Org/10.1016/J.Tsc.2021.100791

Botella, M., Didier, J., Lambert, M.-D., & Attanasio, R. (2022). The Creative Process And Emotions Of Pupils In A Training Context With A Design Project. *Journal Of Intelligence*, *10*(4), Article 4. Https://Doi.Org/10.3390/Jintelligence10040108

Boyatzis, R. E. (2008). Emotional And Social Intelligence Competencies. *Journal Of Management Development*, *28*(9), 749–770. Https://Www.Researchgate.Net/Publication/286056492_Emotional_And_Social_Intelligence_Competencies

Celume, M.-P., & Zenasni, F. (2024). Emotional Competency In Education: Special Issue On Emotional Intelligence And Creativity. *Journal Of Intelligence*, *12*(6), Article 6. Https://Doi.Org/10.3390/Jintelligence12060060

Ensari, P. (2017). How To Improve Emotional Intelligence And Social Skills Among Adolescents: The Development And Test Of A New Microexpressions Training. *Journal Of Behavioral And Brain Science*, *07*(05), 211–225. Https://Doi.Org/10.4236/Jbbs.2017.75016

Garaigordobil, M., Berrueco, L., & Celume, M.-P. (2022). Developing Children's Creativity And Social-Emotional Competencies Through Play: Summary Of Twenty Years Of Findings Of The Evidence-Based Interventions "Game Program." *Journal Of Intelligence*, *10*(4), Article 4. Https://Doi.Org/10.3390/Jintelligence10040077

Gimbert, B., Millaer, D., & Herman, E. (2021). Social Emotional Learning In Schools: The Importance Of Educator Competence. *Journal Of Research On Leadership Education*, *18*(7). Https://Doi.Org/10.1177/19427751211014920

Habib, S., Vogel, T., & Thorne, E. (2025). Student Perspectives On Creative Pedagogy: Considerations For The Age Of Ai. *Thinking Skills And Creativity*, *56*, 101767. Https://Doi.Org/10.1016/J.Tsc.2025.101767

Hamalik, O. (2007). *Manajemen Pelatihan Ketenagakerjaan: Pendekatan Terpadu Pengembangan Sumber Daya Manusia* (Cetakan 4). Bumi Aksara: Jakarta. Https://Opac.Perpusnas.Go.Id/Detailopac.Aspx?Id=438946

Kaur, I., Shri, C., & Mital, K. M. (2019). The Role Of Emotional Intelligence Competencies In Effective Teaching And Teacher's Performance In Higher Education. *Higher Education For The Future*, *6*(2), 188–206. Https://Doi.Org/10.1177/2347631119840542

Liu, Y.-L. E., Lee, T.-P., & Huang, Y.-M. (2023). Enhancing University Students' Creative Confidence, Learning Motivation, And Team Creative Performance In Design Thinking Using A Digital Visual Collaborative Environment. *Thinking Skills And Creativity*, *50*, 101388. Https://Doi.Org/10.1016/J.Tsc.2023.101388

Marbella, H. W., Asrori, & Rusman. (2023). Implementasi Pembelajaran Merdeka Belajar Pada Pai Dalam Meningkatkan Keaktifan Dan Kreativitas Siswa Implementasi Pembelajaran Merdeka Belajar Pada Pai Dalam Meningkatkan Keaktifan Dan Kreativitas Siswa. *Risalah: Jurnal Pendidikan Dan Studi Islam*, *9*(2), 760–774.

Mcnulty, J. P., & Politis, Y. (2023). Empathy, Emotional Intelligence And Interprofessional Skills In Healthcare Education. *Journal Of Medical Imaging And Radiation Sciences*, *54*(2), 238–246. Https://Doi.Org/10.1016/J.Jmir.2023.02.014

Moses, R. N., & Mohamad, M. (2019). Challenges Faced By Students And Teachers On Writing Skills In Esl Contexts: A Literature Review. *Creative Education*, *10*(13), 3385–3391. Https://Doi.Org/10.4236/Ce.2019.1013260

Oberie, E., & Schonert-Reichl, K. (2017). Social And Emotional Learning: Recent Research And Practical Strategies For Promoting Children's Social And Emotional Competence In Schools. In *Handbook Of Social Behavior And Skills In Children* (Pp. 175–197). Springer. Https://Doi.Org/10.1007/978-3-319-64592-6_11

Puente-Díaz, R. (2023). Metacognitive Feelings As A Source Of Information For The Creative Process: A Conceptual Exploration. *Journal Of Intelligence*, *11*(3), Article 3. Https://Doi.Org/10.3390/Jintelligence11030049

Puspitasari, L., In'am, A., & Syaifuddin, M. (2018). Analysis Of Students' Creative Thinking In Solving Arithmetic Problems. *International Electronic Journal Of Mathematics Education*, *14*(1), 49–60. Https://Doi.Org/10.12973/Iejme/3962

Rahmawati, R., Siraj, A., & Achruh, A. (2021). Hubungan Antara Kompetensi Guru Dan Budaya Sekolah Dengan Kinerja Guru. *Idaarah: Jurnal Manajemen Pendidikan*, *5*(1), 10. Https://Doi.Org/10.24252/Idaarah.V5i1.19001

Robbins, S. P., & Judge, T. A. (2017). *Perilaku Organisasi*. Penerbit Salemba Empat: Jakarta.

Sinay, E., & Nahornick, A. (2018). Creativity And Innovation In Teaching And Learning: A Focus On What The Research Says. In *Fostering Global Competencies And Deeper Learning With Digital Technologies Research Series* (Vols. 18–17). Toronto District School Board. Https://Www.Researchgate.Net/Publication/335797239_Creativity_And_Innovation_What_The_Research_Says_Fostering_Global_Competencies_And_Deeper_Learning_With_Digital_Technologies_Research_Series_Creativity_And_Innovation_In_Teaching_And_Learning_A_Focus_