

**THE INFLUENCE OF SOFT SKILLS ON THE QUALITY OF LEARNING
THROUGH TEACHER CREATIVITY**

ABSTRACT

The Influence of Soft Skills on the Quality of Learning through Teacher Creativity in The Basic School of Bajeng District of Gowa Regency (Guided by Hasmin Tamsah and Mislia).

This research aims to collaborate and analyze soft skills as competencies in order to improve the quality of learning in The Bajeng Elementary School of Gowa Regency through teacher creativity. This research design uses a causal design that aims to show the existence of cause-and-effect relationships between the variables studied. Population of this study is a teacher in elementary school in Bajeng District of Gowa Regency which numbered 111 people. Sampling of this study is carried out with the purpose sampling method used for sample selection on the basis of conformity of sample characteristics with the specified sample selection criteria. The results showed that soft skills have a direct positive and significant effect on teacher creativity, while teacher creativity has an influence on the quality of learning in elementary schools in Bajeng District of Gowa Regency.

Keywords: Soft Skills, Quality of learning, Creativity of the Teacher

INTRODUCTION

Teachers are the pillars of education. Therefore, the success of education in a country is greatly influenced by the strategic role of teachers, so teacher competence must be continuously improved along with the development of the times. Teacher competence must continue to be improved along with the times. According to Law No. 14 of 2005 concerning teachers and lecturers, it is stated that teachers must have a minimum of four competencies, namely pedagogical competence. Teachers must have at least four competencies: pedagogical competence, personal competence, professional competence and social competence. [References?]

Teachers must have special abilities or skills to manage a learning process or teaching and learning interaction with students. Learning or teaching and learning interaction with students [No verb in this sentence?]. The roles and duties of a teacher are quite numerous and require them to provide the best results by educational ideals. Teacher performance is important considering that in the teaching and learning process, a teacher needs the skills and abilities to manage skills and abilities to manage learning, which can produce the best quality of learning. Teachers need the skills and abilities to manage learning that can produce the best quality of learning. [References?]

In Government Regulation No. 2016, chapter 1 explains that national education is based on Pancasila and the 1945 Constitution of the Republic of Indonesia aims to develop the potential of students to become human beings who are faithful and pious to God Almighty, have noble character, have noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. And responsible. Teacher performance is not only seen in planning or implementing learning, which is a responsibility. We are implementing learning, which is a big responsibility for teachers in teaching and learning and conducting assessments. In the teaching and learning process and conducting assessments, the teacher's performance is more important. Mentoring and coaching students and any additional duties deemed necessary according to the needs of the school and students. [References?]

Competence is more than just skills; competent people also require the aptitude and drive to use those skills. A competent teacher can teach and have the motivation to do so. Carry it out. Motivation is the need to act. To fulfill educational goals, teachers must have the necessary abilities. To produce teachers who are competent, imaginative, creative, and able to solve various educational problems, it is necessary to develop teacher skills. For various educational problems, it is necessary to develop teacher skills. According to Spencer & Spencer (1993), competence is formed from five characteristics, namely: 1) knowledge, 2) skills, 3) motive, something that is thought and desired, 4) character, and 4) character traits. Thought and desire, 4) character and mental characteristics, self-concept, and attitude towards something. Towards something. Therefore, a

competent teacher must have all five; if only some are possessed, then his competence is not competent. If only partially owned, then his competence will not be complete. [References?]

Teachers must have the right skills to achieve their educational goals. Their educational goals. Improving teachers' abilities is essential to produce educators who are capable, inventive, creative and able to respond to various educational challenges. According to Basyiruddin Usman (2002), management learning is related to the teacher's initiative to build a supportive learning environment so that the learning process can occur. Build a supportive learning environment so that the learning process can occur, develop quality teaching materials, and improve students' understanding of learning materials that align with learning objectives. Learning materials by learning. Goals. Achieved.

Soft skills that fall within motive, character, and self-concept are qualities such as honesty, communication, discipline, and persistence, which show a person is motivated to succeed. They are motivated to succeed. We must attune ourselves to soft skills to be excellent because they are challenging to teach or practice. To be excellent because they are challenging to teach or practice. Capacity for self-control, interpersonal skills and optimal performance are soft skills. Of soft skills.

MATERIAL AND METHODS

A research design is a model or method that a researcher uses to conduct and guide research. Research design is a tool that the researcher can use to manage or control the variables that affect the research. That affects the research. This study uses a causal research model research model that shows a causal relationship between the variables studied. Between the variables studied. The essence of this causality study is to ascertain the causal correlation of correlated variables. In addition to the research design research design, this research method uses a quantitative approach to test certain theories [??] by examining the relationship between variables. According to Creswell (2010), these variables are measured using a survey instrument, so the data is numerical. Survey instruments [which are ??], so the data is numerical and can be analyzed using statistical methods. Statistical methods.

Population is a generalized area consisting of objects and subjects with certain characteristics and properties determined by the researcher studied. Subjects with certain characteristics and properties are determined by the researchers who are studied and from which conclusions are drawn. According to Sugiyono (2017: 117), determining the population is an important step in research. Population is an important step in research. Population can provide information or data that is useful for research. Population This study amounted to 111 people, namely all elementary school teachers in Bajeng District Bajeng Regency. The sampling technique for this study used nonprobability sampling with sampling saturated or commonly called sampling population. According to Sugiyono (2013) states that saturated sampling is a technique where all population members are taken as respondents. [The researchers] Researchers only focused on getting information quickly and cheaply. The sample used in this study was 111 teachers.

Data Analysis Technique

Data analysis is the process of processing the collected data, and the data processing results are interpreted. Processing of the collected data is interpreted as follows : conclusion (Priyato, 2008).

Then Mas'ud (2011) suggested that data analysis be carried out after data collection. After data collection. To analyze, evaluate, and draw conclusions from the data analysis, concrete steps must be taken to support field data collection. Support field data collection. SPSS version. 25 for Windows program was used to analyze and handle the data of this study by using multiple linear regression analysis and path analysis. Data analysis is essential so that the data obtained can be helpful. The research data analysis method is designed to make the results interpretable and easy to understand.

And easy to understand.

Research Instrument Test

The purpose of the research instrument test is to ensure the validity and reliability of the instrument so that it can be determined whether the data is suitable for use and processing. Data processing. To test this instrument, do the following:

Validity Test

Using item analysis correlates the item score with the total score, which is the sum of the item scores. With the total score, which is the sum of each item's score after deducting items tested, the validity of each item can be tested. Using item analysis correlates the item score with the total score, which is the sum of the item scores. With the total score, which is the sum of each item's score after deducting items tested, the validity of each item can be tested. Using item analysis correlates the item score with the total score, which is the sum of the item scores. With the total score, which is the sum of each item's score after deducting items tested, the validity of each item can be tested. Validation will be calculated using the total correlation coefficient with a significant level of 0.05 (5). The formula used

$$r_{pq} = \frac{(r_{xy})(sb_y) - (sb_x)}{\sqrt{[(sb_x^2) + (sb_y^2) - (r_{xy})(sb_x)(sb_y)]}}$$

is:

Where:

r_{xy} = The new mean moment

rpm = Total part correlation coefficient

sby = Standard deviation of factor scores

sby = Standard deviation of item scores

Calculate this data validation with the SPSS program. The calculation results are shown in the corrected item-total correlation value. If the value of the correct item total correlation > 0.3, then the item is declared valid (Solimun, 2012). A validation test is used to measure whether a questionnaire is valid. Test The validity test is a tool based on the construct approach validity approach by looking at the correlation of the score per item with the total score of all things (inter-item total correlation).

Mediation Test with Sobel Test

Path analysis is used to analyze the relationship pattern between variables with the aim is to determine the direct or indirect effect of the independent variable (exogenous) on the dependent variable (endogenous). The Sobel Test is used to see

the indirect effect. Sobel test to test the strength of the indirect result of the independent variable on the dependent through the intervening variable. Intervening variable. By multiplying the indirect effect of X to Y2 through Y1 by multiplying the X - Y1 path (a) by the Y1 - Y2 path (b) or ab. So the coefficient $ab = (c - c')$ where c is the effect of X on Y1, while c' is the coefficient of influence on Y2 after connecting Y1.

Ghozali (2011) argues that hypothesis testing can be done with the procedure developed by Sobel (Sobel Test) The Sobel test formula is as follows:

$$Sab = \sqrt{(b^2 Sa^2 + a^2 Sb^2) + Sa^2 Sb^2}$$

Where:

Sub: The magnitude of the standard error of the indirect effect

a : Independent variable path (X) with intervening variable (Y1)

b : Path of intervening variable (Y1) with dependent variable (Y2)

sa: Standard error coefficient a

sb : Standard error coefficient b

To test the significance of the indirect effect, we need the t value of the coefficient with the following formula coefficient with the following procedure:

$$\text{Value} = \frac{a \times b}{\text{sab}}$$

The calculated t value is compared with the t table value; if the calculated t value is greater than the t table value, it can be concluded that there is a mediating effect. From the table value, it can be concluded that there is a mediating effect. Given the Sobel test requires a large number of samples, so if the number of samples is small, the Sobel test is less conservative (Ghozali, 2011).

Path analysis is a method for analyzing the causal relationship that appears in multiple regression when the independent variable relationship that arises in multiple regression when the independent variable affects the dependent variables (related/independent/dependent) both directly and indirectly but also indirectly (Sarwono, 2007). The path analysis model can be described as follows:

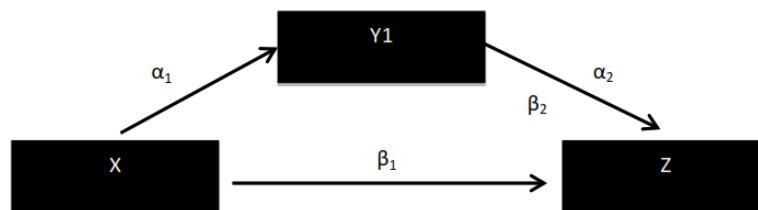


Fig 1. Path Analysis Model

TESTING AND RESULTS

Validity and Reliability Test

Validity Test: The validity test aims to see whether the instrument [Where is the instrument and its specifications?] (measuring instrument) is valid or by the measured variable.

Alternatively, indeed, it is by the variables being measured. The criteria used in the validation test are $r \text{ value} \geq 0.30$ or $\text{sig} < 0.5$ is declared valid. Conversely, if the value of $r < 0.30$ or $\text{sig} \geq 0.05$

declared invalid. The results of the information validity test in Table 1 below:

Table 1. Validity Test Results[Mixed languages???)

Variabel		Korelasi item-total yang telah diperbaiki	R kritis	Remark
Soft Skill	X.1	0.723	> 0,30	Valid
	X.2	0.740	> 0,30	Valid
	X.3	0.769	> 0,30	Valid
	X.4	0.620	> 0,30	Valid
	X.5	0.740	> 0,30	Valid
Kreativitas Guru	Y1.1	0.597	> 0,30	Valid
	Y1.2	0.666	> 0,30	Valid
	Y1.3	0.763	> 0,30	Valid
	Y1.4	0.584	> 0,30	Valid
Kualitas pembelajaran	Y2.1	0.794	> 0,30	Valid
	Y2.2	0.660	> 0,30	Valid
	Y2.3	0.665	> 0,30	Valid
	Y2.4	0.622	> 0,30	Valid
	Y2.5	0.705	> 0,30	Valid
	Y2.6	0.797	> 0,30	Valid

Based on Table 1, it is known that all question items in this study are valid. Are valid, which is indicated by the value of each item.

Reliability Test

The reliability shows the extent to which a measuring instrument can be trusted or reliable. Reliable. An instrument is reliable if the Alpha-Cronbach value is > 0.6. Test results The reliability test results for each variable can be presented in Table below.

Variabel	Jumlah Item Pernyataan	Cronbach's Alpha	Standard Cronbach's Alpha	Keterangan
Soft Skill (X)	5	0.88	> 0,60	Reliabel
Kreativitas Guru (Y ₁)	4	0.82	> 0,60	Reliabel
Kualitas pembelajaran (Y ₂)	6	0.89	> 0,60	Reliabel

Table 2. Reliability Test Results

From Table 2, the reliability value of each variable is soft skills (X) of 0.88, Teacher Creativity (Y1) of 0.82, and learning quality of 0.89. This figure shows that the research instrument used is reliable or reliable.

Conclusion

Based on the results and discussion of research on the influence of soft skills on the quality of learning in primary schools in learning quality in elementary schools in the Bajeng sub-district, Gowa Regency, it can be concluded that soft skills have a positive and significant effect on the quality of learning. Soft skills positively and significantly affect the quality of learning through teacher creativity in Elementary Schools in Bajeng District, Gowa Regency. In this study, soft skills are a variable where a teacher's success in this situation, the originality of a person, the identity of a teacher, and the creativity of a teacher. In this situation, a person's originality will significantly affect his success in the quality of student learning. They are the learning quality of a student. A teacher's creativity also determines whether students fulfill their duties and obligations. Self-creativity needs to be encouraged and nurtured regularly. Regularly.

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