

Competence, Soft Skill in Teacher Performance through Teacher Creativity

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Abstract

This study aims to find out and analyze the influence of competencies and soft skills on teacher performance through the creativity of UPT Teachers of State Senior High School (SMA) in the Branch of The Regional Office III of the Gowa Regency. This research uses a quantitative approach at the State High School UPT at the Regional Office III Branch of Gowa Regency. The research population is all teachers at UPT SMA in the Branch of Regional Office III Gowa Regency, with 105 teachers using saturated sampling techniques. The entire population is a research sample. Data collection techniques through observation, interviews, questionnaires, and documentation, while data analysis uses path analysis. The results showed that competence is a variable that plays a big role in shaping teacher performance. Pedagogical and social competencies become a solution in developing the ability of UPT teachers of SMA Branch III Gowa Regency to understand what a learning need is and create effective learning and teachers with social competence to build good interaction in the classroom. In addition, soft skill variables also affect teacher performance with the ability of teachers to build good communication with teachers and learners. Also, teacher creativity variables highlight the ability to communicate so that it has an impact on teacher performance. Teachers are better at assessing/evaluating the learning process. Indirectly, teacher creativity as an intervening variable can moderate the relationship between competence and soft skills to teacher performance.

Keywords

Competence, soft skill, performance, creativity, and Indonesia.

1. Introduction

The school is a social organization designed to contribute to an effort to improve the quality of life for the community. Efforts to improve the quality of schools need to be organized, regulated, managed, and empowered so that the learning process in schools runs smoothly. The school's management in question is related to leadership qualities and teacher performance in the learning process to produce better or qualified graduates in improving the quality of education. Teacher performance is important because it shows the school's success in achieving the goal.

Given the importance of teacher performance in school, a teacher must carry out his duties and responsibilities as an educator. Many factors affect teacher performance such as teacher competence, learning is said to be successful when the activities that take place in the school can facilitate students in the process of transfer of value in the context of the formation of the nation character building as stated in the official curriculum. Teacher performance must be built professionally through mastery of competencies. This competency is used as a teacher's encouragement in carrying out his performance. Competent teachers will carry out teaching and learning tasks in passionate and fun classes (Cahaya et al. 2022; H Tamsah et al. 2021).

Teachers are required to have various skills to achieve educational goals. In addition to being an educator, teachers also act as parents for their students, responsible for the development of their students, and another factor that is also no less important in improving teacher performance is teacher creativity, a teacher needs to develop his creativity as an effort to update the learning process in school. Teacher creativity is related to designing teaching materials / subject matter, managing classes, using varied methods. In addition, teachers need the development of soft skills. This research tried to explore the relationship of competence, soft skills to teacher performance through the creativity of UPT SMA teachers in the Branch of The Regional Office III of Gowa Regency.

2. Literature Review

Competence is a person's ability to produce at a satisfactory level in the workplace. Competence is certainly because of knowledge, skills, and abilities. The more teachers have good competence, the higher the creativity in the learning process. Teachers are creative because of the findings of effective learning methods. It is pleasing for students explains that creativity is related to discovering something, about things that produce something new by using something that already exists, something new it may be in the form of actions or behaviors, buildings, and others. Thus, the better the competence, the more creativity in the learning process (Lionardo, Kurniawan, and Umanailo 2020; Ivana et al. 2021). It is also supported by research Ilyas et al. (2022), which suggests competence's positive and significant influence on teacher creativity.

The concept of soft competence is a development of the concept that has been known as emotional intelligence. A teacher with this ability has more of a social soul. According to Rahawarin et al. (2020), soft competencies are invisible abilities needed for success, such as communication skills, honesty/integrity, and others. Teacher creativity arises from developing these soft skills through new ways of improving the quality of teaching. It is supported by previous research (Zacharias, Rahawarin, and Yusriadi 2021), which expresses the positive and significant influence of soft skills on creativity.

Competence refers to the ability to carry out something obtained through education. The competencies possessed by each teacher will show the true quality of the teacher. These competencies will be realized in the mastery of knowledge, skills, and professional attitudes. Competence shows the level of mastery of teachers over materials, methods, and approaches to teaching. As Yusriadi et al. (2019) stated that performance is the result of work achieved by a person in carrying out his duties on skills, efforts, and opportunities. It is also supported by research La Kamalussin et al. (2021) which presents the positive and significant influence of competence on teacher performance.

Teachers as educator's must-have approaches that are familiar to learners. Teacher personality traits will show improvements in teacher performance. Soft competence creates good communication in the school environment and shows authority towards teachers. In line with Wallace's opinion in Asfar et al. (2021), soft skills refer more to personality traits. These social behavior habits can include facilitating communication, complete hard competence, or knowledge of various individual perceptions. It is also supported by previous research Wirdawati et al. (2021), which suggests the positive and significant influence of soft skills on teacher performance.

Improvement in the quality of education based on teachers and lead to teachers. Sam et al. (2021) stated that professional teachers become important facilitators in schools whose role is very important in influencing other teachers. According to Mislia et al. (2021), teachers can ideally understand the importance of teaching planning. Creativity teaches as a quality where teachers can give birth to new and imaginative ideas. Teacher creativity is closely related to his ability to give a touch of variety, combination, and innovation when doing the teaching process Saleh et al. (2021). It is also supported by previous research Umar et al. (2019), which stated the influence of creativity on teacher performance.

3. Methods

3.1 Sample Criteria

The sample of this study was 105 with the criteria, 66 people of male respondents and 39 people of women. The age of respondents is 21 people of 26-35 years, 51 people from 36-45 years, and 33 people > 46 years. At the same time, the working period includes 1-5 years for 20 people, 6-10 years as many as 50 people, and >10 years as many as 35 people. The level of S2 education is 33 people, S1 as many as 65 people, and D3 as many as seven people.

3.2 Measurement

This study uses a quantitative approach. Variable competence is measured by indicators of pedagogical competence, personality competence, professional competence, and social competence (Nath et al. 2021; Kembauw et al. 2021; Suharyanto et al. 2021). Variable soft skills are measured by indicators of communication skills, emotional skills, language skills, group skills, ethics, and morals (Tahir 2017). The variables of teacher creativity are measured by indicators of designing teaching materials, managing classes, using varied methods, utilizing learning media, and developing evaluation instruments (Bin-Tahir et al. 2019). Variable teacher performance is measured by indicators of planning learning programs, carrying out the learning process, assessing learning progress, mastering teaching materials (Aeni, Sakkir, and Nasta 2020).

4. Results

4.1 The Influence of Competencies (X1) and Soft Skills (X2) on Teacher Creativity (Y1)

Table 1. Effect of X1 and X2 on Y1

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Itself.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.825	1.471		1.921	.058		
	Competence (X1)	.482	.105	.436	4.608	.000	.403	2.482
	Soft skill (X2)	.463	.108	.407	4.302	.000	.403	2.482

a. Dependent Variable: Teacher Creativity (Y1)

Source. Processed data results, 2020

The value of the path coefficient (α_1) = 0.436 and a significant level of 0.000 which means that it is a positive and significant effect (Sig < 0.05), every increase of one point of Competence (X1) will be able to increase Teacher Creativity (Y1) by 0.436 points. The path coefficient value (α_2) = 0.407 and a significant level of 0.000 which means that it is a significant positive effect (Sig < 0.05), every one-point increase in Soft Skill (X2) will be able to increase Teacher Creativity (Y1) by 0.407 points. The results of the determination test on line 1 obtained an R^2 value of 0.631, meaning that it is 63.1% of the contribution value that independent variables can give X1 and X2 to Y1, and other variables can contribute the remaining 36.9% (Table 1 and 2).

Table 2. Path 1 determination coefficient

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.795 ^a	.631	.624	1.652

a. Predictors: (Constant), Soft skill (X2), Competence (X1)
b. Dependent Variable: Teacher Creativity (Y1)

Source. Processed data results, 2020.

4.2 Analysis. Influence of Competence (X1), Soft Skills (X2), and Teacher Creativity (Y1) on Teacher Performance (Y2)

Table 3. Effect of X1, X2, and Y1 on Y2

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Itself.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.040	.964		3.154	.002		
	Competence (X1)	.318	.074	.388	4.290	.000	.333	2.999

Soft skill (X2)	.147	.075	.174	1.948	.054	.341	2.932
Teacher Creativity (Y1)	.269	.064	.363	4.220	.000	.369	2.712

a. Dependent Variable: Teacher Performance (Y2)

Source. Processed data results, 2020

The value of the path coefficient (β_1) = 0.388 and a significant level of 0.000 which means that it is a significant positive effect (Sig < 0.05), every time there is an increase in Competence (X1), it will be able to improve Teacher Performance (Y2) by 0.388 points. The path coefficient value (β_2) = 0.174 and the significant level of 0.054, which means that it is a positive and insignificant effect (Sig < 0.05), every time there is an increase in Soft Skill (X2), it will be able to improve Teacher Performance (Y2) by 0.174 points. The track coefficient value (β_3) = 0.363 and a significant level of 0.000 which means that it is a significant positive effect (Sig < 0.05), every time there is an increase in Teacher Creativity (Y1), it will be able to improve Teacher Performance (Y2) by 0.363 points (Table 3).

The results of the determination test on line 2 obtained an R^2 value of 0.724, meaning that it is 72.4% of the contribution value that can be given by independent variables X1, X2, and Y1 to Y2, and the remaining 27.6% can be contributed by other variables outside of the independent variables involved in this study (Table 4).

Table 4. Path Determination Coefficient 2

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.851 ^a	.724	.716	1.064
a. Predictors: (Constant), Teacher Creativity (Y1), Soft skill (X2), Competence (X1)				
b. Dependent Variable: Teacher Performance (Y2)				

Source. Processed data results, 2020

Calculate the magnitude of indirect influence can be calculated as follows: Influence of Competence (X1) on Teacher Performance (Y2) through Teacher Creativity (Y1) $X1 - Y1 - Y2 = (\alpha_1 \times \beta_3) = (0.436 \times 0.363) = 0.158$. A value of 0.158 indicates that indirectly the magnitude of X1's influence over Y2 through Y1 is 0.158 points. The Influence of Soft Skills (X2) on Teacher Performance (Y2) through Teacher Creativity (Y1) $X2 - Y1 - Y2 = (\alpha_2 \times \beta_3) = (0.407 \times 0.363) = 0.147$. A value of 0.147 indicates that indirectly the magnitude of X2's influence over Y2 through Y1 is 0.147 points.

5. Discussion

Based on the research results on hypothesis 1, the influence of competence on teacher creativity is positive and significant. It is supported by several research Tamsah, Haris, et al. (2021). The most effective competencies that encourage teacher creativity improvement are teachers can compile teaching materials well and understand the characteristics of their students. In addition, teachers with social competencies have an excellent approach to students. The invention of UPT high school teachers in the Regional Office III Branch of Gowa Regency increases with their competence, pedagogical and social competencies.

Based on the research results on hypothesis 2, the influence of soft skills on teacher creativity is positive and significant. They were supported by previous research Hasmin Tamsah et al. (2020), the more creative the teacher, the better in communication. It can be seen from the soft skills possessed by UPT teachers of UPT SMA branch office area III Gowa Regency. Their soft skills are very effective in building their creativity in teaching. Learners are more targeted, and easy to understand what is given.

Teacher performance can be improved by teacher competence. Based on the research results on hypothesis 3, the influence of competence on teacher performance is positive and significant. They were supported by previous research Sawitri et al. (2019). The teacher's ability to understand teaching materials and student needs positively impacts teacher performance, especially in conducting learning assessments of learners.

Based on the research results on hypothesis 4, the influence of soft skills on teacher performance is positive and insignificant. It was supported by previous research (Yusriadi et al. 2020). The performance of UPT teachers of UPT SMA Branch Office III Gowa Regency increased with soft skills but not significantly. The influence of the role of

teachers in building communication is not always effective because some teachers still have a one-way learning system, which reduces student feedback to teachers.

Based on the research results on hypothesis 5, the influence of teacher creativity on teacher performance is positive and significant. It is supported by previous research H Tamsah, Haris, et al. (2021). The performance of UPT teachers of UPT SMA Branch Office III Gowa Regency increased with teacher creativity. The teacher's ability to design teaching materials by adopting scientific principles where previously teachers understood what was most easily understood by students so that the transfer of lessons became easier. It was in line with the improvement of teacher performance in conducting evaluations or assessments that allow teachers to follow up at work.

The findings of this study show that the critical role of teachers, especially in instilling knowledge, is very difficult to replace. It is so clearly seen when learning is done. The role of teacher creativity is quite good in mediating the relationship of competence to teacher performance. The teacher's ability to understand learners and build social relationships has contributed to encouraging teacher creativity and performance. Based on the research results on hypothesis 6, the indirect influence of competence on teacher performance through teacher creativity is positive and significant.

Based on the research results on hypothesis 7, the indirect influence of soft skills on teacher performance through teacher creativity is positive and significant. Teacher creativity is quite good in mediating soft skills related to teacher performance. Teachers who can build effective communication through soft skills have a good effect on improving teacher creativity. Teachers can know how many problems and solutions can be given in planning teaching materials to improve teacher performance by ultimately conducting proper assessments.

6. Conclusion

Based on this research, it can be concluded that competence, soft skills, and creativity can improve teacher performance as the main variable of this research. Directly, competence is a variable that plays a big role in shaping teacher performance optimally through pedagogical and social competencies. Creativity has become a solution in developing the ability of UPT teachers of SMA Branch III Gowa Regency to understand a learning need and create effective learning, just as teachers with social competencies can build good interactions, especially in the classroom. In addition, soft skill variables also affect teacher performance with teachers' ability to build good communication with teachers and students. Teacher creativity variables that highlight the ability to communicate so that it impacts teacher performance, teachers are better at assessing/evaluating the learning process. Indirectly, teacher creativity as an intervening variable can moderate the relationship between competence and soft skills to teacher performance. However, the role of this variable is partial mediation.

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