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Influence of Competency and Soft Skill on Teachers' Performance through Teachers' Creativity

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ABSTRACT

This study aims to determine and analyze the effect of competence and soft skills on teacher performance through teacher creativity at a state Madrasah Aliyah in Malakaji Gowa. The research approach used a quantitative approach. The researcher used a saturated sampling technique sample, with a sample size of 60 teachers. Sources of data used in this study are primary data and secondary data. The data was obtained using a questionnaire distributed directly to the respondents. Analysis and processing of data in this study using descriptive analysis using SPSS. This research concluded that the results of the partial test of competence and soft skills had a positive and significant effect on teacher creativity. Competence and Soft Skills contribute to teachers' creativity by 60.40%. Partially competence, soft skills, and creativity of teachers positively and significantly affect teacher performance. The contribution of competence, soft skills, and teacher creativity to teacher creativity is 70.4%. In addition, teacher creativity also has a positive and significant effect on teacher performance. Furthermore, from the results of the indirect influence research, competence and soft skills have a positive and significant effect on teacher performance which is mediated by teacher creativity.

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1. INTRODUCTION

In order to ensure that the learning process in schools works smoothly, efforts to improve school quality must be coordinated, controlled, and empowered. The administration of the school in question affects the effectiveness of teacher performance and leadership in the learning process to generate better or more qualified graduates. Efforts to improve the quality of schools are a strategic point in efforts to create quality education (Afrida et al., 2018). Given the importance of teacher performance in schools, a teacher must carry out his duties and responsibilities as an educator. Teacher performance must be built professionally through mastery of competencies in completing work.

Schools should pay attention to teacher performance because it can indicate whether they are succeeding in their goals. A teacher's effectiveness is reflected in how well their actions have met and satisfied the community's needs as a whole. Teacher performance is one factor that determines the effectiveness of any educational activity. Indeed, many renewal efforts have been carried out, such as curriculum, methods, coaching and counselling, but they have not been able to improve teacher performance (Purwanto, 2011) optimally. For this reason, every incentive to better the quality of education and the people who teach is crucial.

Many factors affect teacher performance, such as teacher competence. It is said that learning is important because school activities prepare students for the process of economic change in the context of nation-building, as outlined in the official handbook. However, not all teachers can develop and implement this training. Also, learning activities are the determining factor of success and graduates' well-being. Therefore, qualified teachers are needed to carry out effective teaching. A teacher needs to develop counselling skills, social skills, professionalism, and personal skills. In practice, teachers are asked to develop those skills but to develop those skills as knowledge and technology development. Skilled teachers can do the job, learn and teach in the classroom with a spirit of cheerfulness and style. Students always find something new every time they enter the classroom to learn. Students will not get tired of studying in the classroom because the teacher has. Finally, skilled teachers produce students who work hard because they like learning and understand the importance of learning for their future (Jejen, 2011). Optimal performance is the expectation of all parties, but the reality on the ground shows that there are still some teachers whose performance is still not optimal.

The preparation of skilled vocational high school graduates cannot be separated from the performance of teachers in terms of mastery of subject matter, teaching skills, entrepreneurship, and skills in the vocational field they have. About the demands for the provision of competitive human resources as instructed, the Directorate General of Teachers and Education Personnel (Ditjen GTK) of the Ministry of Education and Culture will conduct a skill competency test for productive teachers in vocational high schools through work competency certification by the Indonesian National Work Competency Standard (SKKNI). Thus, it is hoped that teachers can form and make SMK graduates with work competencies as needed by the business and industrial world (Putra, 2020). Currently, through the innovation program, the Governments of Indonesia and Australia have established a partnership since 2016 to understand better and address the challenges of teacher teaching and student learning (Inovasi, 2018). The focus is on the quality of 21st-century literacy, numeracy, and skills learning. During the Covid-19 pandemic, innovative programs are required to create creative ways for teachers to improve learning.

The Covid-19 pandemic has forced the government to close schools since March 2020. Local governments responded to this policy by implementing distance learning (PJJ). In its implementation in the regions, education during the pandemic has several challenges in inadequate facilities and infrastructure such as electricity and the Internet. Adjustments to education during the pandemic also include curriculum modifications. The national curriculum was made simpler under the government's Emergency Curriculum strategy. The basic competencies for each topic have been scaled back in the emergency curriculum to allow teachers and students to concentrate on the capabilities that are absolutely necessary for progressing to the next level of learning. Despite using distance learning methods and emergency curricula, teachers are still trying to maintain the essence of quality education during the pandemic. In line with the statement of the Minister of Education and Culture that "Teachers are no longer required to meet the workload of 24 hours face-to-face in one week so that teachers can focus on providing interactive lessons to students without the need to pursue fulfilling hours (Faradita & Afiani, 2021). Teachers can continue to increase the capacity to conduct interactive learning, and schools can facilitate teaching and learning activities with the most appropriate methods.

Based on preliminary observations made, teacher performance is still not optimal, showing that there are still many low-competent teachers. For example, related to pedagogic competence, in teaching practice, most teachers do not change their way of teaching by asking about the abilities, abilities, and

characteristics of current students. Especially during a pandemic, the low quality produced, especially that currently high-performing teachers are needed. The learning process becomes "slow", and the child cannot learn the instructions given by the teacher, so the child has learning difficulties. Children sometimes do not want to listen to explanations because they are tired of learning from teachers, and secondly, many teachers do not show the dignity and dignity of learning. Thirdly, just as children are abused when provoked by their feelings about professional skills, many teachers do not do their job. Such as being too lazy to teach students in the classroom, preferring to talk to other teachers in the office, and only giving homework without being accompanied by the teacher, and teachers cannot be four to talk and communicate with their students. So it is not surprising that sometimes there is miscommunication in learning (Kartowagiran & Jaedun, 2016).

Furthermore, the author conducts interviews to assess the extent of teacher creativity. The author conducts random interviews with teachers and generally says that very few teachers can build relationships and teacher creativity in designing and preparing teachers/subjects, managing classrooms, using various techniques and teaching materials, and developing evaluation tools. It has not been fully felt optimally by both the school and the students, strengthened by data on the results of teacher UKG in a state Madrasah Aliyah in Gowa Regency in the last two years. The average UKG result in 2019 was 55.82, and the average UKG result in 2020 was 54.12, indicating fluctuations in the performance of Gowa District High School teachers.

A study conducted by Adirestuty (2017) concluded that teachers' self-efficacy negatively affects student learning motivation, the reactivity of teachers has a positive effect on student learning motivation, Self- the efficacy of teachers has a positive effect on student learning achievement. Teacher self-efficacy, directly and indirectly, influences learning motivation on student achievement. Teacher creativity has a positive effect on student learning achievement. Teacher creativity, directly and indirectly, influences learning motivation on student achievement. Student learning motivation negatively affects student learning achievement. Also, research conducted by Darwis et al. (2018) concluded that competence positively and significantly affects the learning process at the Academy of Sailing Sciences AIPI Makassar. Infrastructure has a positive and significant effect on the learning process at the AIPI Makassar Academy of Shipping Sciences. Competence has a positive and significant effect on the performance of lecturers at the Academy of Sailing Sciences AIPI Makassar. Infrastructure has a positive and significant effect on the performance of lecturers at the Academy of Sailing Sciences AIPI Makassar. The learning process has a positive and significant effect on the performance of lecturers at the Academy of Sailing Sciences AIPI Makassar. Competence has a positive and significant effect on the performance of lecturers through the learning process at the Academy of Sailing Sciences AIPI Makassar. Infrastructure has a positive and significant effect on the performance of lecturers through the learning process at the AIPI Makassar Academy of Sailing Sciences. This research is a replication of previous research, namely research conducted by Nurrochmah & Sontani (2020) entitled the contribution of Competence to teacher performance. However, in this study, researchers added soft-skill and teacher creativity variables, which can be other aspects that need to be studied. This study analyzes competencies and soft skills on teacher performance through teacher creativity.

2. METHODS

This research approach uses a quantitative approach. Sampling using saturated sampling techniques, with a sample of 60 teachers at MAN Malakaji Gowa. This research was conducted from August 10, 2022, to August 24, 2022. The data sources used in the study are primary data and secondary data. Primary data were obtained from the results of the questionnaire distribution, which consisted of 18 questions/ questions/ questions. The measuring scale used is the Likert Scale. The answer to each instrument item used has a gradation from strongly agreeing to disagree strongly.

Meanwhile, secondary data is obtained from journals, books, and previous studies. Data analysis and processing in this study used descriptive analysis using the help of SPSS. Test the hypothesis using validity, reliability, path analysis, the coefficient of determination test, and the t-test.

Table 1. Variables / Item Measurement

Variables	Code	Item/Construct	Major Reference
Competence (X1)	• K1 • K2 • K3 • K4	• Pedagogic competence • Personality competence • Professional competence • Social competence	Arfah & Mapparenta, (2020); Ferial, (2019)
Soft Skills (X2)	• SS1 • SS2 • SS3 • SS4 • SS5	• Communication skills • Emotional skills • Language skills • Group skills • Have ethics and morals	Aryanti & Sutrisno, (2020)
Teacher Creativity (Y1)	• K1 • K2 • K3 • K4 • K5	• Designing teaching materials • Manage classes • Using varied methods • Utilizing learning media • Develop evaluation instruments	Rahmatullah & Halim, (2021) ; Adirestuty, (2017)(Adirestuty, 2017)
Teacher Performance (Y2)	• KG1 • KG2 • KG3 • KG4	• Plan a study program • Carry out the learning process • Assess learning progress • Mastering teaching materials	Aqmar, (2019)

Table 2. Characteristics of Respondents

Variable	Measurement	N	%
Gender	Man	21	35,0
	Woman	39	65,0
Age	26-35 Years	16	26,7
	36-45 Years	32	53,3
	>45 Years Old	12	20,0
Education Level	S2	4	6,67
	S1	48	80,0
	D3	8	13,3
Work-length	1-5 years	17	28,3
	6-10 years	33	55,0
	>10 years	10	16,7

Source: Primary Data processed, 2022

The validity test demonstrates the degree of agreement between the data the researcher collected and the data that are recorded on the object (Sugiyono, 2018). This validity test is carried out to measure whether the data obtained after the study is valid. This validity test is done with an r count greater than the r table then the statement is declared valid. The r value of the table with a significance level of 5% and the Df value of 58 = 60-2 is 0.266. Furthermore, the reliability test is the extent to which the measurement results using the same object will produce the same data. A variable is said to be good if it has a value of Cronbach's Alpha > 0.6 (Sugiyono, 2018). The following is a table of validity and reliability test results:

Table 3. Validity and Reliability Test Results

Variable	Instrument	r-calculated	Cronbach Alpha	Result
Competence (X1)	X1.1	.742	0,812	Valid and reliable
	X1.2	.717		Valid and reliable
	X1.3	.753		Valid and reliable
	X1.4	.709		Valid and reliable
Soft Skills (X2)	X2.1	.648	0,728	Valid and reliable
	X2.2	.634		Valid and reliable
	X2.3	.626		Valid and reliable
	X2.4	.707		Valid and reliable
	X2.5	.616		Valid and reliable
Teacher Creativity (Y1)	Y1.1	.762	0,747	Valid and reliable
	Y1.2	.739		Valid and reliable
	Y1.3	.705		Valid and reliable
	Y1.4	.825		Valid and reliable
	Y1.5	.738		Valid and reliable
Teacher Performance (Y2)	Y2.1	.727	0,736	Valid and reliable
	Y2.2	.726		Valid and reliable
	Y2.3	.757		Valid and reliable
	Y2.4	.762		Valid and reliable

Source: Primary Data processed, 2022

Table 3, namely the results of the validity test, it is known that all question items in this study are valid, which is indicated by the value of each question item on the variables of competence (X1), soft skills (X2), teacher creativity (Y1), and teacher performance (Y2) has an r-count value greater than the r-table of 0.266. All question items on each of these variables are valid and can be further analyzed (Sugiyono, 2018). Then the reliability test results show that all research variables have a value of Cronbach's Alpha > 0.60, so it can be interpreted that all indicators of each variable are used to have good reliability (Sugiyono, 2018). Based on the analysis results, it can be concluded that all indicators used in this study are reliable and can be used for further analysis.

Investigation into the many forms of quantitative analysis. The positivist research methodology, quantitative research, examines a certain representative population or sample. Research tools and quantitative and statistical data analysis are used during data collection to test the proposed hypothesis. This study also includes associative research because it aims to connect four variables, namely competence (X1), soft skills (X2), teacher creativity (Y1), and teacher performance (Y2).

3. FINDINGS AND DISCUSSION

3.1. Path Analysis I. Effect of Competence (X1) and Soft Skills (X2) on Teacher Creativity (Y1)

a. Probability plot normality test

Figure 2. Normality of P-Plot Line I

The figure above shows the distribution of standardized residual regression on the Teacher Creativity variable (Y1), a dependent variable whose distribution is evenly distributed along the diagonal line. It proves that the points follow the diagonal of the line from the zero point and shows the absence of a spread that is too far so that it is said that the data has a normal distribution, but if the point moves away from the diagonal line, an abnormal distribution certainly occurs. Based on the P-Plot images in this study, these data show a normal distribution.

b. Multicollinearity test

Table 4. Multicollinearity of Line I

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Kompetensi (X1)	.413	2.142
	Soft Skill (X2)	.421	2.142

Dependent Variable: Teacher creativity (Y1)
Source: Processed data, 2022

As shown in the table above, it shows that the tolerance value of the regression model of the three independent variables shows that none of the independent variables has a tolerance value below 10%, so it can be said that there is no correlation among independent variables of more than 95% (Ghozali, 2016). The results of the VIF calculation also give the same indication. Namely, in the model, none of the independent variables is at values above 10, showing no multicollinearity symptoms. By this analysis, the calculation of tolerance and VIF values shows that in the built model, there is no multicollinearity between independent variables.

c. Heteroscedasticity Test

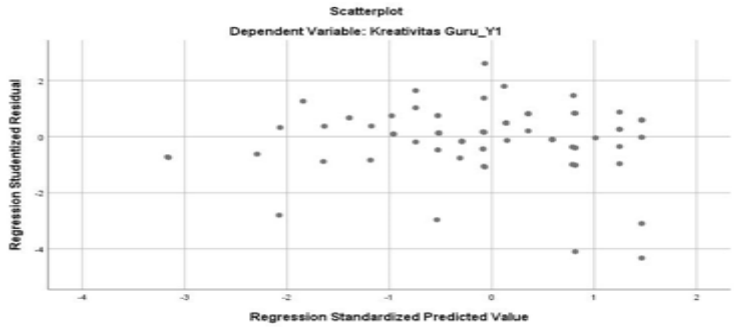

Figure 3. Scatter plot Line 1

As in testing the violation of the assumption of the least squares method or the so-called Ordinary Least Square method, namely normality, multicollinearity and heteroscedasticity (Ghozali, 2016), for this case, an autocorrelation test is not carried out because it uses cross-section data while this autocorrelation test is only used if the data used is a time series.

In the path analysis, there is an estimation of the parameters or the calculation of the path coefficient. Partial influence testing (t-test) between independent and dependent variables using significance values and alpha (α). To determine the magnitude of the direct influence can be seen in the following table:

Table 5. Effect of X1 and X2 on Y1

Coefficients

Type		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	2,732	1,562		1.921	.058		
	Competence (X1)	.464	.115	.432	4,384	.000	.413	2.142
	Soft Skill (X2)	.476	.119	.447	4.425	.000	.421	2.142

a. Dependent Variable: teacher Creativity (Y1)

Source: Processed data, 2022

Based on the results on line 1, the following equation can be made:

$$Y1 = 0.464\ X1 + 0.476X2 + e1$$

a. The value of the path coefficient ($\alpha 1$) = 0.464 and the significant level of 0.000, which means that it has a positive and significant effect (Sig < 0.05). Therefore, the relationship of variable X1 has a significant positive influence on variable Y1. The magnitude of the influence of this relationship can be seen from the standardized coefficients beta, which is 0.464, which means that every time there is an increase in one point of Competence (X1), it will be able to increase Teacher Creativity (Y1) by 0.464 points. Thus, the high and low of Teacher Creativity (Y1) can be influenced by Competence (X1) of 0.464 points.

b. The value of the path coefficient ($\alpha 2$) = 0.476 and the significant level of 0.000, which means that it has a significant positive effect (Sig < 0.05). Therefore, the relationship of variable X2 has a significant positive influence on Y1. The magnitude of the influence of this relationship can be seen from the standardized coefficients beta, which is 0.476, which means that every time there is an increase of one Soft Skill point.

From the results of the regression analysis test, the results were obtained that the Competency Variables (X1) and soft skills (X2) had a significant influence on the Teacher Creativity variables (Y1), so individual testing could be carried out.

Table 6. Test Coefficient Determination Model I

ModelSummary [b]

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.752[a]	.604	.626	1.673

a. Predictors: (Constant), Soft Skill_X2, Competence_X1

b. Dependent Variable: Teacher Creativity_Y1

Source: Processed data, 2022

The magnitude of the square R-value is 0.604. shows that the contribution of the influence of competency variables (X1) and Soft Skills (X2) on teacher creativity (Y1) is 60.40%. The rest is determined by other variables that are not studied, as shown by the residual variable e2= $\sqrt{1 - 0{,}604} = 0{,}629$, which means that variables outside of the independent variability influence teacher creativity (Y1) in this study by 6.29%.

3.2. Path Analysis 2. Effect of Competence (X1), Soft Skills (X2) and Teacher Creativity (Y1) on Teacher Performance (Y2)

1. Probability plot normality test

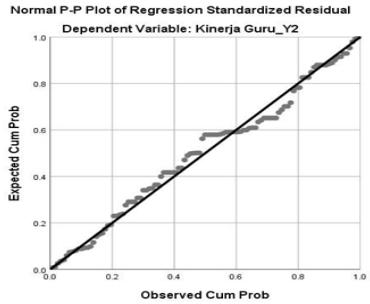

Figure 5. Normality of P-Plot Line 2

The figure above shows the distribution of standardized residual regression on the Teacher Performance variable (Y2), in this case, a dependent variable whose distribution is evenly distributed along the diagonal line. In this case, it proves that the points follow the diagonal line from the zero point and shows that no distribution is too far away, so the data is said to be normally distributed. However, if the point moves away from the diagonal line, it can be ascertained that an abnormal distribution occurs. Thus, it shows that the data used in this study has met the assumptions of normality so that it can be used as an indicator in measuring variables and if experience doubts about the results of this normality test, it can be continued with the Kolmogorov-Smirnov test which is a follow-up test and confirms more about the test carried out. Based on the P-Plot images in this study, these data show a normal distribution.

2. Multicollinearity test

Table 7. Multicollinearity Line 2

		Collinearity Statistics	
Type		Tolerance	VIF
1	(Constant)		
	Competence (X1)	.370	2.219
	Soft Skills (X2)	.346	2.954
	Teacher Creativity (Y1)	.368	2.615

Dependent Variable: Teacher Performance (Y2)
Source: Processed data, 2022

As shown in the table above shows the tolerance value of the regression model gets as well as the three independent variables which show that none of the independent variables has a tolerance value below 10% so it can be said that there is no correlation among the independent variables of more than 95%. The results of the VIF calculation also give the same indication. Namely, in the model, none of the independent variables is at values above 10, showing no symptoms of multicollinearity. By this analysis, the calculation of tolerance and VIF values shows that in the built model, there is no multicollinearity between independent variables.

3. Heteroscedasticity Test

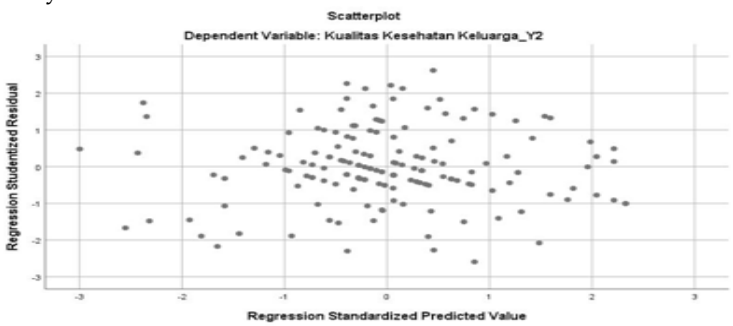

Figure 7. Scatter plot Line 2

As in testing the violation of the assumptions of the least squares method or the Ordinary Least Square method, namely normality, multicollinearity, and heteroscedasticity, it shows no assumption violation in the model. For this case, an autocorrelation test is not carried out because it uses cross-section data, while this autocorrelation test is only used if the data used is a time series. Therefore, the model can be used as an efficient estimator and does not show bias.

Table 8. Effect of X1, X2 and Y1 on Y2

Coefficients[a]

		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	Type	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	3,131	.919		3.105	.002		
	Competence (X1)	. 308	.082	.363	4.310	.000	.370	2.219
	Soft Skills (X2)	.164	.043	.192	1,867	.056	.346	2,054
	Teacher Creativity (Y1)	.272	.058	.374	4,431	.000	.368	2.615

Source: Processed data, 2022

Based on the analysis of path 2, the following equation can be made:

$$Y2 = 0.308X1 + 0.164X2 + 0.\ 272Y1 + e1$$

a. The value of the path coefficient ($\beta1$) = 0.308 and the significant level of 0.000, which means that it has a significant positive effect (Sig < 0.05). Therefore, the relationship of the X1 has a significant positive influence on the Y2. The magnitude of the influence of this relationship can be seen from the standardized coefficients beta, which is 0.308, which means that every time there is an increase in Competence (X1), it will be able to increase Teacher Performance (Y2) by 0.308 points. Thus, the high and low Teacher Performance (Y2) can be influenced by Competence (X1) of 0.308 points.

b. The value of the path coefficient ($\beta2$) = 0.164 and the significant level of 0.056, which means that it has a positive and insignificant effect (Sig > 0.05). Therefore, the relationship of variable X2 has a positive and insignificant influence on variable Y2. The magnitude of the influence of this relationship can be seen from the standardized coefficients beta, which is 0.164, which means that every time there is an increase in Soft Skills (X2), it will be able to increase Teacher Performance (Y2) by 0.164 points. Thus, the high and low of Teacher Performance (Y2) can be increased by Soft Skills (X2) by 0.164 points.

c. The value of the path coefficient ($\beta3$) = 0.272 and a significant level of 0.000 which means that it has a significant positive effect (Sig < 0.05). Therefore, the relationship of Y1 has a significant positive influence on Y2. The magnitude of the influence of this relationship can be seen from the standardized coefficients beta, which is 0.272, which means that every time there is an increase in Teacher Creativity (Y1), it will be able to increase Teacher Performance (Y2) by 0.272 points. Thus,

the high and low of Teacher Performance (Y2) can be influenced by Teacher Creativity (Y1) of 0.272 points.

From the results of the regression analysis test, the results were obtained that the Competency Variables (X1), soft skills (X2), and Teacher creativity (Y1) had a significant influence on Teacher performance (Y2), so individual testing could be carried out.

Table 9. Line 2 Coefficient of Determination

Model Summary b

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.834[a]	.714	.728	1.084

a. Predictors: (Constant), Teacher Creativity (Y1), Soft Skills (X2), Competence (X1)
b. b. Dependent Variable: Performance Teacher (Y2)
Source: Processed data, 2022

The magnitude of the square R-value is 0.714. shows that the contribution of the influence of competence (X 1), soft skills (X2), and teacher creativity (Y1) to Teacher Performance (Y2) is 7 1.4%. the rest is determined by other variables that are not studied, as indicated by the residual variable e1= $\sqrt{1-0.714} = 0{,}534$, which means that variables influence Teacher Performance (Y2) outside this study's independent variable by 53.4%.

3.3. Direct Effect, Indirect Effect and Total Effect

a. Direct Effect

A direct influence is shown on the standardized coefficient value in the coefficient table. Each of the direct influences is:

1) The direct influence of the competency variable (x1) on teacher creativity (y1) = 0.464 means that every time there is an increase in competence (x1), it will be able to increase teacher creativity (y1) in man Malakaji Gowa by 0.464 points.
2) The direct influence of the soft skill variable (x2) on teacher creativity (y1) 0.476 means that every time there is an increase in soft skills (x2), it will be able to increase teacher creativity (y1) in man Malakaji Gowa by 0.476 points.
3) The direct influence of the competency variable (x1) on teacher performance (y2) 0.308 means that every time there is an increase in competence (x1), it will be able to increase teacher performance (y2) in man Malakaji Gowa by 0.308 points.
4) The direct influence of the soft skill variable (x2) on teacher performance (y2) = 0.164 means that every time there is an increase in soft skills (x2), it will be able to increase teacher performance (y2) in man Malakaji Gowa by 0.164 points.
5) The direct influence of the teacher creativity variable (y1) on teacher performance (y2) = 0.272 means that every time there is an increase in teacher creativity (y1), it will be able to increase teacher performance (y2) in man Malakaji Gowa by 0.272 points.

Based on the description above, a recapitulation of direct influences can be made, as shown in the table as follows:

Table 10. Recapitulation of direct influences

Independent Variables	Variable Dependent	Symbol	Beta Coe.	Sig.	S.E
Competence (X1)	Creativeness Teacher (Y1)	X1-Y1	0.464	0.000	0.115
Soft Skills (X2)		X2-Y1	0.476	0.000	0.119
Competence (X1)	Teacher Performance (Y2)	X1-Y2	0.308	0.000	0.082
Soft Skills (X2)		X2-Y2	0.164	0.056	0.043
Teacher Creativity (Y1)		Y1-Y2	0.272	0.000	0.058

Source: Processed data, 2022

b. Indirect Effect

The Sobel test determines whether the intervening variable can be good and significant in moderating the independent variable against the dependent. z-value = a*b/SQRT (b2*sa2 + a2*sb2). The calculation of the indirect influence on this study was carried out using an online Sobel test calculator, and the following results were obtained:

Table 11. Recapitulation of indirect influences

Variable	Test Statistics	p-value
X1 to Y2 through Y1	3,241	0,008
X2 to Y2 through Y1	2,148	0,046

Source: Processed data, 2022

Based on the calculation results of the Sobel test calculator in the Sobel overview above, where it can be seen that the p-value of competence is 0.0 08 < 0.05 so it can be concluded that there is an indirect influence of variables X1 to Z through Y. This means that teacher creativity can mediate the relationship between competence (X1) and Teacher Performance (Y). Furthermore, to determine whether the Soft Skill variable (X2) indirectly influences Teacher Performance (Y) through teacher creativity. Meanwhile, it can be seen that the value of the p-value of the compensatory value is 0.0 46 < 0.05, so it can be concluded that there is an indirect influence of the variable X2 to Z through Y. This means that teacher creativity can mediate the relationship between Soft Skills (X2) and Teacher Performance (Y). Thus, a complete path analysis model can be shown as follows:

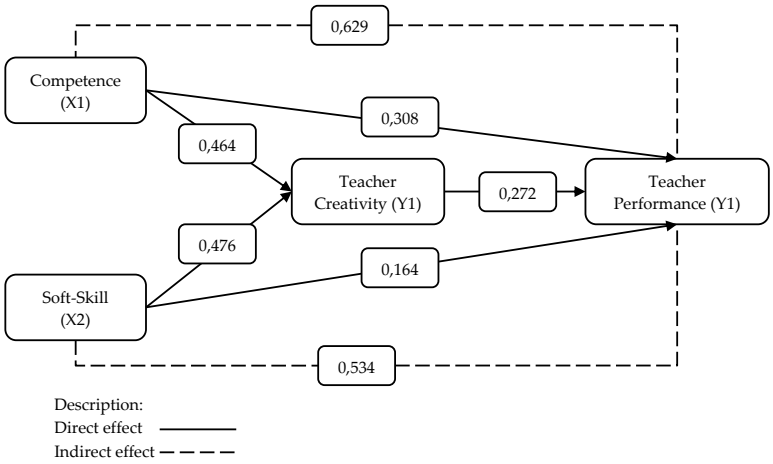

Figure 8. Full model path analysis
Source: Processed data, 2022

c. Total Effect

Total influence is the summation of direct influences and all indirect influences. The total influence of the Competency (X1) and Soft Skill (X2) variables on Teacher Performance (Y2) through Teacher Creativity (Y1) can be calculated as follows:

1) Total Effect (X1), which is 0.308 + 0.629 = 0.937, means the total effect of the Competency variable (X1) on teacher performance through Teacher Creativity (Y1) of 0.937 points.
2) Total Effect (X2), which is 0.164 + 0. 534 = 0.698, means that the total effect of the Soft Skill variable (X2) on teacher performance through Teacher Creativity (Y1) is 0.698 points.

First, the influence of competence on the creativity of teachers. The results of research on hypothesis 1 show that the influence of competence on teacher creativity is positive and significant, meaning that the increase in competence will be followed by an increase in teacher creativity, assuming that other factors affect the magnitude and smallness of competence are constant. These findings are

supported by the research of Afrida et al. (2018); Rosita & Djailani, (2018); Judiani, (2011); Ramadan, (2020). Competence is the ability to produce satisfactorily in the workplace and transfer and apply skills and knowledge in new situations.

Second, the influence of soft skills on teacher creativity. The results of research on hypothesis 2 show that the influence of soft skills on teacher creativity is positive and significant, meaning that an increase will follow the increase in soft skills in teacher creativity by assuming that other factors affect the size and size of soft skills are constant. These findings are supported by Aly's previous research (2017); Miyono et al., (2019). The concept of soft skills is a development of a concept known as emotional intelligence, defined as abilities beyond technical and academic abilities, which prioritize intra- and interpersonal abilities.

Third, the effect of competence on teacher performance. The results of research on hypothesis 3 show that the influence of competence on teacher performance is positive and significant, meaning that an increase will follow the increase in competence in teacher performance by assuming that other factors affect the magnitude and smallness of competence are constant. These findings are supported by previous research by Darwis et al. (2018); Ferial (2019) posits a positive and significant influence of competence on teacher performance. Competence refers to the ability to carry out something obtained through education. Competence is about the ability to achieve something obtained through education. Competence is the quality of actions and actions that achieve certain aspects in the implementation of educational activities. It is said to be rational because it has a direction and a goal.

Fourth, the effect of soft skills on teacher performance. The results of research on hypothesis 4 show that the influence of soft skills on teacher performance is positive and insignificant, meaning that an increase will follow the increase in soft skills in teacher performance by assuming that other factors affect the size and size of soft skills are constant. These findings are supported by previous research Aqmar, (2019); Roqib & Nurfuadi (2020); Sopandi (2019), who stated that there is a positive influence of soft skills on teacher performance. Soft skills or soft competencies have several attributes between each other that are interrelated. All of these attributes have a mutually supportive role with each other. However, on the other hand, the attributes that everyone has had different levels. Some factors can influence the habits of thinking, behaving, saying and acting. The attributes of soft competence can change according to one's wishes if one is willing to change them by practising getting used to new things.

Fifth, the effect of teacher creativity on teacher performance. The results of research on hypothesis 5 show that the influence of teacher creativity on teacher performance is positive and significant, meaning that an increase will follow the increase in teacher creativity in teacher performance by assuming that other factors affect the magnitude and small creativity of teachers are constant. These findings are supported by the previous research of Istianah, (2017); Patarai et al., (2018); Cape, (2020); Zuliawati, (2016). Teachers are the most influential component in creating quality educational processes and outcomes. Therefore, any improvement efforts made to improve the quality of education will not make a significant contribution without the support of professional and qualified teachers. In other words, improving the quality of education is based on teachers and leads to teachers.

Sixth, the effect of competence on teacher performance through teacher creativity. Based on the results of research on hypothesis 6 shows that the indirect influence of competence on teacher performance through teacher creativity is positive and significant, meaning that an increase will follow the increase in competence in creativity and have an impact on teacher performance by assuming that other factors that affect the magnitude and smallness of competence are constant. Indirect influence with teacher creativity as an intervening variable shows a fairly good mediating role so that the competence possessed by teachers can encourage their creativity while achieving their performance.

This study's findings show that teachers' important role, especially in instilling knowledge, is very difficult to replace. Very clearly seen when learning is carried out. MAN Malakaji Gowa, pedagogic competence has a big role in improving teacher creativity and performance, known as the ability of teachers related to theoretical and practical mastery in learning, such as the ability to manage learning,

planning and implementation, evaluation of learning outcomes, and development of students to actualize their various potentials. Also, social competence builds relationships and teachers as individuals who live in the community environment (Ferial, 2019).

Seventh, the effect of soft skills on teacher performance through teacher creativity. Based on the results of research on hypothesis 7 shows that the indirect influence of soft skills on teacher performance through teacher creativity is positive and significant, meaning that an increase will follow the increase in soft skills in creativity and also have an impact on teacher performance by assuming that other factors that affect the magnitude and smallness of competence are constant. Indirect influence with teacher creativity as an intervening variable shows a fairly good mediating role so that the soft skills possessed by the teacher can encourage creativity while improving their performance.

Unlike hard skills that show the tendency of people to do certain tasks or activities, soft skills can be widely used, not limited to certain tasks or activities only Rahmatullah & Halim, (2021). Soft skills are a subset of skills that are more closely linked to a person's emotional receptivity to their environment. The managerial ramifications of the connection between soft skills and performance via teacher creativity demonstrate how well-suited teacher creativity is to mediate the link between soft skills and teacher performance. Teachers' ability to increase their own creativity is positively impacted by their ability to develop successful communication through soft skills. By creating instructional materials, teachers can determine the scope of the issues that need to be resolved in order to ultimately improve teacher effectiveness.

4. CONCLUSION

The study's findings suggest that there is a positive and statistically significant relationship between teachers' creativity and their level of partial competence and Soft Skills. Meanwhile, teachers' innovativeness is bolstered by their competences and soft skills to the tune of 60.40 percent. In addition, instructors' competency, soft skills, and creativity can significantly influence their effectiveness in the classroom. Competencies, soft skills, and teachers' originality all contributed to students' innovative thinking to the tune of 7.14%. Also, classroom outcomes benefit from teachers who are able to think beyond the box. Teacher Creativity is found to be a mediator between indirect influence, competence, and soft skills, and teacher performance. It is suggested that educators better their knowledge of the subject matter to make lessons more accessible to students and easier to understand on their end. Instructors are also tasked with holding frequent group conversations in which students can air their concerns and brainstorm potential solutions. Finally, it is intended that teachers would be more imaginative in their classroom management by setting a good example and tailoring their methods to each individual student. Also, the researcher recommended include other variables. The researcher also recommended using additional samples to increase the generalizability of the findings.

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