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The Influence of Soft Skills on The Quality of Learning Through Teacher Creativity in the Basic Subdistrict of Bajeng Gowa Regency

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

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. The population, in this study, is a teacher in an elementary school in the 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. In contrast, teacher creativity influences the quality of learning in elementary schools in the Bajeng District of Gowa Regency.

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1. INTRODUCTION

Teachers are the pillars of education, so teachers have a very central role in realizing the goals of national education. central role in pursuing and realizing the goals of national education. Therefore,

The success of education in a country is strongly influenced by the strategic role of its teachers. Thus, it is the right reason that teacher competence must be continuously improved along with the times. be improved along with the times. Teachers are the caretakers in determining the quality of learning. In other words, the main task and role of the teacher is located in the aspect of learning [1,2].

Teachers are professional educators with the main tasks of educating, teaching, guiding, training, and evaluating students in early childhood education through formal education, primary education, and secondary education. Learners in early childhood education through formal education, basic education, and secondary education. Education. To create competent teachers, efforts are needed from various parties, including the government, through a certification program implemented for all teachers. Certification programs are implemented for all teachers, both civil servant teachers and non-civil servant teachers [3].

As a teacher, you must understand the condition of your students; here is where the professionalism of the teacher is proven by how the teacher interacts with students. Students. Teachers must understand how to rebuild motivation and maintain and increase students' learning motivation. Maintain and increase the learning motivation of their students. In implementation, teachers must be able to manage learning activities creatively. Creative teachers can utilize everything available so that teaching and learning interactions can be enjoyable and motivate students to learn. Teaching and learning interaction can occur pleasantly, motivating students to follow the learning. Teachers can optimize creativity to encourage students both from within and from outside. For example, the teacher must be good at being a person who is close to students. While from outside, for example, the teacher can choose the suitable method and use the appropriate media to motivate students to learn [4].

A creative teacher presents learning excitingly and innovatively. For example, friendly, smiling, and funny. Teacher creativity is educators who carry out learning by optimizing their knowledge and expertise in using learning methods". Expertise in using learning methods A creative teacher can be creative in planning the teaching and learning process by formulating learning objectives, choosing companion books for students, and creating or developing exciting media. Interesting media. Based on the opinions expressed, teacher creativity is an educator's ability to choose and develop learning methods and media to achieve learning goals. Learning media can achieve learning objectives and stimulate the interests and talents of students [5].

Teachers are encouraged to make various learning innovations so that learning can run effectively, efficiently, and productively and improve education quality. Effectiveness, efficiency and productivity so that the quality of learning can be improved. One indicator that the school still has a low rate can be seen from the lack of learning achievement and the number of graduates who continue to the next level of education. And the number of graduates who continue to the next level of education. Learning will run better if it is supported by teacher creativity in improving the quality of education. Quality of learning, including a teacher's ability to make students more interested in every subject. Subject. With more creative teaching, students will be more enthusiastic about following learning during class. Learning during class. Therefore, a teacher must continue to improve their innovation and creativity to improve the quality of learning. And creativity is an effort to improve their students' learning quality. Therefore, teachers need to be supported in improving innovation and creativity by learning that is of good quality and increases motivation. Quality and a high increase in motivation both from within and from outside [6].

In the learning process in class, There is a process of interaction between participants, educators, and teachers. This interaction constitutes a class so students can achieve the standard achievement values and knowledge. Many students still need to be more optimal or

meet the grade minimum completeness standards [7].

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 in elementary schools in the Bajeng District of Gowa Regency.

2. MATERIALS 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. Causal research is experimental research and non-experimental research experiments. The more popular non-experimental research is called survey research. The principal difference between empirical and non-experimental research lies in the researcher's ability to control the treatment applied to research subjects. On research experiment. Researchers have control over the treatment given to research subjects. Meanwhile, in survey research is no. If there is a hypothesis that states that if X and Y, then In non-experimental research, researchers only collect data about the tendencies in X and Y and then estimate the high degree of covariation, the researcher has one prerequisite to say if X and Y. On the other hand, for a research experiment, in testing the hypothesis, the researcher will measure variations in variable Y and then manipulate the variable X and then look at the degree of covariation between X and Y. If there is a high degree of covariation, then the treatment imposed on variable X, which causes covariation between X and Y. Another difference that differentiates between the two is in experimental research is based on the assumption of equality of groups to be compared. Before The treatment given to the groups to be studied must be deeply equal conditions, what makes them unequal is because of the treatment given by the researcher. In non-experimental research, treatment is assumed to occur, so the assumption of equality does not apply. The analysis results show that one group has characteristics of certain groups while other groups do not [8].

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. 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 [1].

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 commonly called sampling population.

2.1 Data Analysis Technique

Data analysis is the process of processing the collected data, and the data processing results are interpreted. 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 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.

3. RESULTS

3.1 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 data processing [9].

To test this instrument, do the following:

3.2 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 is:

Where:

rxy = The new mean moment
rpq = Total part correlation coefficient
sby = Standard deviation of factor scores

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

3.3 Mediation Test with Sobel Test

Path analysis is used to analyze the relationship pattern between variables with the aim is to determining the direct or indirect effect of the independent variable (exogenous) on the dependent variable (endogenous). (exogenous) on the dependent variable (endogenous) [10].

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

Sab = √ (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:

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

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 test requires a large number of samples, if the number of samples is small, the Sobel test is less conservative.

Path analysis is a method for analyzing the causal relationship that appears in multiple regression when the independent variable relationship arises in multiple regression when the independent variable affects the dependent variables (related/independent/dependent) both directly and indirectly but also indirectly. The path analysis model can be described as follows in Fig. 1.

3.4 Validity and Reliability Test

Validity Test: The validity test aims to see whether the instrument (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 value ≥ 0.30 or sig <0.5 is declared valid. Conversely, if the value of r < 0.30 or sig ≥ 0.05 is declared invalid. The results of the information validity test in Table 1.

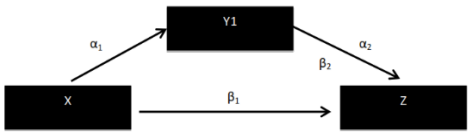

Fig. 1. Path Analysis Model

Table 1. Validity test results

Variable		Corrected Item-Total Correlation	R Critical	Remark
Soft Skill (X)	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
Teacher Creativity (Y1)	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
Quality of Learning (Y2)	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.

3.5 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 2.

From Table 2, the reliability value of each variable is soft skills (X) of 0.88, Teacher Creativity (Y1) of 0.82, and quality of learning (Y2) 0.89. This table shows that the research instrument used is reliable or reliable.

4. DISCUSSION

4.1 Respondent Profile

In this research, the author distributed 111 questionnaires, and they were successfully collected and feasible processed so that the response rate from the results of disseminating the questionnaire is 100%. Characteristics analysis Respondents can help obtain an overview of their behavioural tendencies selected in this study, starting with characteristics based on gender, age, Work status, length of service and last education of the respondents are shown in the Table 3 following.

a. Respondent Character Based on Gender

Based on Table 3 shows that in the distribution of questionnaires distributed to respondents, the majority are female with the number of respondents. To respondents, the majority are female, with a total of 65 respondents or 58.6%. Sixty-five total respondents, or 58.6%. While the rest are respondents who are male, namely 46 total respondents or 41.4%. Or 41.4%.

b. Characteristics of Respondents by Age

Based on the age characteristics of the respondents in Table 3, it is known that the majority of the respondents are in the age range between the age of respondents is in the age range between <30 years, namely 43 respondents or 38.7%. Or 38.7%. Furthermore, as many proof people are in the age range between 31 - 40 years as mis as 34 people or 30.6%. Respondents aged 41 - 50 years were 17 people or 15.3%. Respondents aged > 51 years were 17 people or 15.3%.

c. Characteristics of Respondents Based on Work Status

Based on the age characteristics of the respondents in Table 3, it is known that the majority are non-civil servants, with a total of 58 respondents or 15.3%. Those with non-civil servant work status had 58 respondents or 52.3%. Total respondents or 52.3%. While the rest are respondents who are civil servants, namely 53 total respondents or 47.7%. 47,7%.

Table 2. Reliability Test Results

Variable	Number of Question Items	Cronbach's Alpha	Standard Cronbarch's Alpa
Soft Skill (X)	5	0.88	> 0,60
Teacher Creativity (Y1)	4	0.82	> 0,60
Quality of Learning (Y2)	6	0.89	> 0,60

Table 3. Respondent Profil

Characteristics		Frequency	Per cent
Gender	Man	46	41.5
	Woman	65	58.6
	Total	111	100
Age	< 30 Years	43	38.7
	31 – 40 Years	34	30.6
	41 – 50 Years	17	15.3
	>51 Years	17	15.3
	Total	111	100
Employment Status	Government Employees	53	47.7
	Non Civil Servants	58	52.3
	Total	111	100
Years Of Service	< 5 Years	42	37.8
	6 – 10 Years	22	19.8
	11 – 15 Years	15	13.5
	16 – 20 Years	15	13.5
	> 20 Years	17	15.3
	Total	111	100
Last Education	Bachelor	90	81.1
	Masters	20	18.0
	Doctor	1	0.9
	Total	111	100

d. Characteristics of Respondents Based on Working Period

Table 3 shows that based on the respondents' tenure characteristics. Most teachers have a tenure of less than 5 years, with as many as 42 people or 37.8%. Furthermore, the number of respondents who have a working period between 6-10 years is 22 people or 19.8%, respondents who had a tenure of > 20 years were 17 people or people or 15.3%, the number of respondents who have a term of work respectively between 11 - 15 years and 16 - 20 years as many as 15 people or 13.5% This illustrates that the majority of employees have a long working period. It shows that the majority of employees have a pretty good working period.

e. Characteristics of Respondents Based on Years of Service

Table 3 shows that in the last education, most teachers educated as many as 90 people or 81.8%. As many as 20 respondents have mastered education or 20.0%. Furthermore, respondents with a doctor's education are 1 person or 0.9%. This shows that the teachers are good in terms of education, with the Majority having an undergraduate and even postgraduate education. The Majority have undergraduate and even postgraduate education. However, it is still necessary to encourage them to improve their education further to a higher level.

4.2 Variable Description

a. Description of soft skill variables

Based on the data collected from the questionnaire on soft skill variables, it can be seen that the frequency distribution of the variable items is as follows in Table 4.

Table 4. Frequency Distribution of SoftSkill Variables (X)

Statements	STS		TS		R		S		SS		Mean	Description
Items	F	%	F	%	F	%	F	%	F	%		
X.1	1	0.9	2	1.8	12	10.8	22	19.8	74	66.7	4.50	Very High
X.2	0	0.0	3	2.7	9	8.1	20	18.0	79	71.2	4.58	Very High
X.3	0	0.0	1	0.9	12	10.8	29	26.1	69	62.2	4.50	Very High
X.4	0	0.0	5	4.5	7	6.3	22	19.8	77	69.4	4.54	Very High
X.5	0	0.0	2	1.8	9	8.1	32	28.8	68	61.3	4.50	Very High
total average soft skills											4.52	Very High

Based on Table 4. where the indicator "Communication skills" (X.1), most of the respondents' answers or 66.7%, strongly agreed. On the other hand, "Emotional emotional abilities" (X.2) majority of respondents' answers, or 71.2% who stated firmly agree, while the indicator "Thinking ability" (X.3), the majority of respondents' answers or 62.2% strongly agree with the indicator "Ethics" (X.4). The majority of respondents' answers or 69.4% who strongly agree with the hand "Leadership skills" (X.5) the majority of respondents' answers, or 61.3%, strongly agree. From the statements described above, it can be concluded that of the five indicators on the soft skills variable whose most substantial influence is the "Emotional ability" (X.2), the majority of respondents' answers or 61.3%, strongly agree. emotional ability" (X.2), and the lowest influence there are 3 indicators, including "Communication skills" (X.1), "Thinking skills" (X.3), and the indicator "Leadership skills" (X.5). Leadership skills" (X.5). Meanwhile, the total average value of soft skill variables is 4.52 and is a very high category (between 4.52 and 4.52). It is a very high category (between 4.20 - 5.00).

b. Description of teacher creativity variables

The following is the frequency distribution of variable items for the Teacher Creativity variable, which can be seen from the data collected from the questionnaire.

Based on Table 5, where the indicator "New ideas" (Y1.1), most respondents or 64.9%, strongly agree. On the hand, "New concept" (Y1.2) the majority of respondents' answers, or 73.9%, strongly agreed, while on the hand "New concepts" (Y1.2) "Finding something new" (Y1.3), the majority of respondents' answers, or 69.4%, who strongly agree and the indicator "Produce something new" (Y1.4), the majority of the respondents' answers, or 66.7% who stated firmly agree From the statements described above, it can be concluded that of the four indicators on the Teacher Creativity variable that have the highest influence are the indicators of "New concepts" (Y1.2), and the lowest power is the indicator "New ideas" (Y1.1). (Y1.1). Meanwhile, the total average value of the Teacher Creativity variable is 4.58 and is in the very high category (between 4.20 and 5.00).

c. Description of learning quality variables Based on data collected from questionnaires about learning quality variables It can be seen that the frequency distribution of the variable items is as follows in Table 5.

Based on Table 6, the indicator "Teacher learning behaviour" (Y2.1), most of the respondents' answers, or 74.8%, strongly agreed. On the other hand, in "Behavior or Student Activity" (Y2.2), the majority of respondents' answers, or 75.7% who stated firmly agreed, while the indicator "Learning climate" (Y2.3), the majority of respondents' answers, or 82.9% who stated firmly agree, the indicator "Learning material" (Y2.4) the majority of the respondents' answers or respondents' answers, or 66.7% who firmly agree, the hand "Learning media." (Y2.5), the majority of respondents answered, or 71.2%, stated strongly agree, and with the indicator "Learning system" (Y2.6), the majority of respondents responded, or 66.7%, strongly agree. "learning system (Y2.6). The majority of respondents' answers, or 73.0%, strongly agree. From the statements described above, it can be concluded that of the six indicators of the learning quality variable, the highest indicators on the learning quality variable which has the highest effect is the indicator "Learning climate" (Y2.3), and the lowest influence there are 2 indicators, including "Learning materials" (Y2.4) and the hand "Learning media" (Y2.5). The total average value of the learning quality variable is 4.67, a very High category (between 4.20 and 5.00).

Table 5. Frequency Distribution of Teacher Creativity Variable (Y1)

Statements Items	STS		TS		R		S		SS		Mean	Description
	F	%	F	%	F	%	F	%	F	%		
Y.1.1	0	0.0	1	0.9	14	12.6	24	21.6	72	64.9	4.50	Very High
Y.1.2	0	0.0	1	0.9	7	6.3	21	18.9	79	73.9	4.66	Very High
Y.1.3	0	0.0	0	0.0	10	9.0	24	21.6	69	69.4	4.60	Very High
Y.1.4	0	0.0	1	0.9	11	9.9	25	22.5	77	66.7	4.55	Very High
total average teacher creativity											4.58	Very High

Table 6. Frequency Distribution of Learning Quality Variables (Y2)

Statements Items	STS		TS		R		S		SS		Mean	Description
	F	%	F	%	F	%	F	%	F	%		
Y.2.1	0	0.0	1	0.9	4	3.6	23	20.7	83	74.8	4.69	Very High
Y.2.2	0	0.0	0	0.0	4	3.6	23	20.7	84	75.7	4.72	Very High
Y.2.3	0	0.0	0	0.0	7	6.3	12	10.8	92	82.9	4.77	Very High
Y.2.4	0	0.0	1	0.9	7	6.3	29	26.1	74	66.7	4.59	Very High
Y.2.5	0	0.0	2	1.8	9	8.1	21	18.9	79	71.2	4.59	Very High
Y.2.6	0	0.0	2	1.8	5	4.5	23	20.7	81	73.0	4.65	Very High
the total average quality of learning											4.67	Very High

Table 7. Results of Model 1 regression calculations

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	T	Sig.	Tolerance	VIF
1	(Constant)	5.426	0.899		6.036	0.000		
	Soft Skill	0.570	0.039	0.811	14.478	0.000	1.000	1.000

a. Dependent Variable: teacher creativity

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.811[a]	0.658	0.655	1.309

a. Predictors: (Constant), Soft Skill

4.3 Data Test Results

a. Path Analysis sub-structure 1

The analysis test results on the sub-structure 1 equation in this study can be seen in the Table 7.

Based on the Table 7 of regression calculation results for model 1 using SPSS The conclusion was obtained that the soft skill (X) value of 0.811 means that if soft skill (X) increases by 1 point, then Teacher Creativity in Elementary Schools in Bajeng District, Gowa Regency will increase by 0.811. To measure how much exogenous variables can explain variance from endogenous variables can be seen in the results of the coefficient analysis test.

b. Path Analysis of sub-structure 2

The results of the analysis test on the sub-structure 2 equation in this study can be seen in Table 8.

Table 8. Results of model 2 regression calculations

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
2	(Constant)	7.770	1.337		5.813	0.000		
	Soft Skill	0.197	0.087	0.210	2.269	0.025	0.342	2.923
	Kreativitas Guru	0.862	0.123	0.647	6.995	0.000	0.342	2.923

a. Dependent Variable: Kualitas Pembelajaran

Table 9. Coefficient of determination analysis test results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
2	.827[a]	0.684	0.678	1.685

a. Predictors: (Constant), theacher creativity,*softskill*

Based on the Table 8 of regression calculation results of model 2 using SPSS the following conclusions were obtained:

a. The value of soft skills (X) of 0.210 means that if soft skills (X) increase by 1 Then, the quality of learning in elementary schools in the Bajeng sub-district, Gowa Regency, will increase by 0.210. will increase by 0.210.

b. The value of Teacher Creativity (Y1) of 0.647 means that if Teacher Creativity (Y1) increases by 1 point, the quality of learning in elementary schools in the Bajeng sub-district, Gowa Regency will increase by 0.647. Measure how much the ability of exogenous variables to explain the variance of endogenous variables can be seen in the coefficient of determination analysis test results. Testing the coefficient of determination is carried out on each model from model 2 path analysis as follows in Table 9.

Based on testing using the SPSS application, the results of the coefficient analysis were obtained 2 of determination (R) which shows that the contribution of the influence of soft skill variables (X) and variable teacher creativity (Y1) on the learning quality variable (Y2) is 0.684 or 68.4%. or 68.4%. The remaining 31.6% is influenced by other variables not included or not discussed in this study.

4.4 Hypothesis Test Results

1. Analysis of the effect of Soft Skills (X) on Teacher Creativity (Y1): The t value for the Soft Skills variable on teacher creativity is obtained at 14.478 with a significance value of 0.000, indicating that the calculated t value is greater than the t table value of 1.980. The significance value is smaller than 0.05, and the path coefficient value shows a positive sign of 0.811. There is a significant effect of X1 on Y1. on Y1. So the Soft Skill hypothesis positively and significantly impacts Teacher Creativity in Elementary Schools in Bajeng District, Gowa Regency, is accepted.

2. Analysis of the Effect of Soft Skills (X) on Learning Quality (Y2): The t value for the Soft Skills variable on learning quality is obtained at 2.269 with a significance value of 0.025, indicating that the value of significance of 0.025 indicates that the t value is greater than the t table value of 1.980. The significance value is smaller than 0.025. the significance value is

smaller than 0.05, and the path coefficient value shows a positive sign of 0.210. There is a significant direct effect of X on Y2. X on Y2. So, the Soft Skills hypothesis positively and significantly impacts the quality of learning in elementary schools in Bajeng District, Gowa Regency, and is accepted.

3. Analysis of the effect of Teacher Creativity (Y1) on Learning Quality (Y2): The value of t count value for the teacher creativity variable on learning quality was obtained at 6.995 with a significance value of 0.000, indicating that the t value is greater than the t table value of 1.980. The significance value is smaller than 0.000. The significance value is smaller than 0.05, and the path coefficient value shows a positive sign of 0.647. a positive sign, which is 0.647. There is a direct Y1 on Y2. So, the hypothesis that Teacher Creativity has a positive and significant effect on the quality of learning in elementary schools in the Bajeng sub-district, Gowa Regency, is accepted.

4. Analysis of the Effect of Soft Skills (X) through Teacher Creativity (Y1) on the Quality of Learning (Y2): it is known that the direct effect of X on Y2 is equal to learning (Y2): it is known that the immediate impact given by X on Y2 is 0,210. The indirect effect of X through Y1 on Y2 is the multiplication between the beta value of X on Y1 and the beta value of Y1 on Y2, namely: 0,811 x 0,647 = 0,524. Then, the total effect exerted by X on Y2 is the direct effect plus the indirect effect: 0,210 + 0,524 = 0,734. Based on the results of the above calculations It is known that the value of the direct impact is 0.210, and the indirect effect is 0.734 means that the value of indirect influence is greater than that of direct influence. In terms of direct effect, this result shows that indirectly, X through Y1 significantly influences Y2. Has a significant influence on Y2. From a series of discussions on the results above, it can be concluded that the hypothesis that reads "Soft Skills have a positive and significant effect on significant effect on learning quality through teacher creativity in elementary schools in Bajeng District, Gowa Regency" is accepted.

4.5 Hypothesis Testing using the Sobel Test (Indirect Effect)

Hypothesis testing of the indirect effect between exogenous variables and endogenous variables through intervening variables can be done by calculating the Sobel formula test. The Sobel Test was carried out with the help of an online Sobel test calculator, the results of which are as follows as follows Fig. 2.

Table 10. Indirect Effect Test Results

Path Coefficient	Standardized Coefficient	Std. Error
X against Y1	0, 811	0, 039
Y1 against Y2	0, 647	0, 123
X against Y2 through Y1	0, 811 x 0,647 = 0,524	-

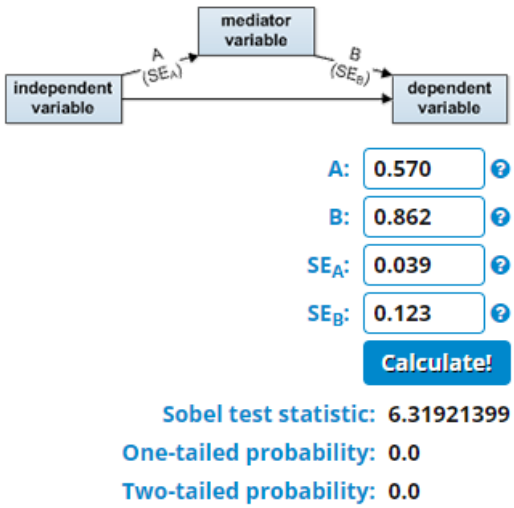

Fig. 2. Sobel test results

Table 11. Final Results of Hypothesis Testing

Path Coefficient	Standardized Coefficient	Tcount	Conclusion
X against Y1	0,811	14,478	Hypothesis accepted
X against Y1	0,210	2,269	Hypothesis accepted
Y3 against Y2	0,647	6,995	Hypothesis accepted
X against Y2 through Y1	0,524	6,319	Hypothesis accepted

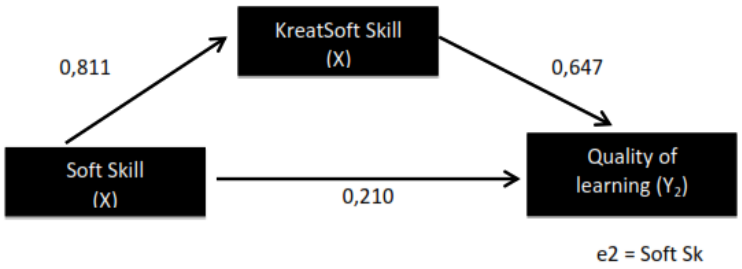

Fig. 3. e1 Creativity

Fig. 2 shows that the t-count value of the soil test results for the soft skills variable (X) on learning quality (Y2) through teacher creativity (Y1) is 6.319 at a significance of 0.000 with a positive path coefficient of 0.524. matter of 0.000 with a positive path coefficient of 0.524. This shows the count value is greater than the table, namely 6.319> 1.980, with importance smaller than 0.05, namely 0.000 <0.05, which is 0.000 <0.05. Soft skills positively and significantly affect the quality of learning through teacher creativity in schools. Gowa Regency is accepted based on learning quality through teacher creativity in elementary schools in the Bajeng sub-district.

The following are the final results of hypothesis testing, which fully explain the direct and indirect effects. Indirect effects in total.

The test results of Structure I and Structure II can be described as follows in Fig. 3.

5. CONCLUSION

Based on the results and discussion of research on the influence of soft skills on the quality of learning in primary schools and 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. 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 imagination 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 fulfil their duties and obligations. Self-creativity needs to be encouraged and nurtured regularly. Regularly.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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