



The Influence of Practical Lecturer Competence and Innovation on Improving Soft Skills and Hard Skills in Early Children

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Abstract

The purpose of this study was to determine the relationship and influence between the competence of practical educators and the abilities and knowledge of early childhood in soft skills and hard skills. Problems or difficulties arise when learning does not always run smoothly, including a poor school environment, unattractive learning models and reduced early childhood abilities. This situation is often a problem that often arises in the learning process. Teaching and learning has many objectives to be achieved, including the development and improvement of student performance and skills. The method used is quantitative validation. The target of this study were students from several state early childhood education schools in DKI Jakarta Province with a total of 285 students, and the number of children selected using the purposive sampling method was 165 children. The results of the study show that there is a positive and significant relationship between the competence of practicing teachers and young children (soft skills and hard skills). Practical teacher innovation greatly influences the development of early childhood skills. Meanwhile, the competence and innovation of practicing teachers have a positive and significant effect on improving early childhood skills (soft and hard skills). Based on these findings, schools need to maintain children's achievements and develop children's skills in a sustainable manner by providing experienced and trained teachers.

Keywords: *competence; innovation; soft skills and hard skills*

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Introduction

Learning does not always run smoothly, problems or difficulties arise, ranging from sub-optimal school environmental conditions, unattractive learning patterns, declining children's skills and others. This situation is often a common problem that occurs in the teaching and learning process. There are many goals that must be achieved in the teaching and learning process, including improving and developing children's achievements and skills. The quality of education is determined by many factors, one of which is the teacher, especially early childhood teachers. The teacher is a very decisive figure because it is in the hands of the teacher that the learning process can be successful or not (Rustiyanti, 2021). The speakers are also educators and educators for the next generation of the nation. But in reality, many instructors still lack opportunities to improve the quality of their skills (Gunawan, 2021). This is caused by various factors, one of which is limited space for training and discussion.

Many factors influence the increase or decrease in children's learning outcomes. One of them is the teacher's ability to convey material inside and outside the classroom (Hafiyusholeh *et al.*, 2020), there are still many teachers who only fulfill their duties by providing teaching materials without adding value to students' understanding of their studies. Ritonga *et al.*, (2021) Along with the involvement of teachers in the field of professional work, higher teacher skills are needed in the teaching and learning process, including teacher skills in learning that connects the world of education with the world of industry. Murti dan Prasetio (2018) argue that competence is a set of knowledge, skills, and behaviors that a teacher must possess, internalize, and acquire to perform professional tasks. Early childhood teacher learning is a multifaceted concept that measures various aspects of consistent knowledge sharing with their students, including communication skills, subject knowledge, teacher presence, teaching skills, and teacher attitudes (Muzenda, 2014). Teacher competence is related to content knowledge competence and is a breakthrough in the world of education in terms of skills that teachers need to acquire to improve the quality of their teaching (Solihin *et al.*, 2021). If education is the key to nurturing future innovators, what role will universities play in that process? To answer this question, we first review the existing evidence on the relationship between universities and innovation. increase. Educational innovations are new ideas, products or works that can be used to achieve educational goals or as modifiers to solve educational problems (Yanthy *et al.*, 2020). Educational innovation is believed to be able to improve the quality of education and make it more intensive. This is in accordance with Fidalgo-Blanco *et al.* (2018) learning innovation is the application of ideas to create intentional changes in processes, services, or products that improve learning outcomes.

Braßler & Schultze (2021) confirms that innovative ideas are essential for sustainable development. The potential of child innovation for sustainable development has been neglected. Innovation is often associated with an interdisciplinary approach. Innovation itself is a key factor in shaping the ability of teachers to convey and impart knowledge to their students (Asbari *et al.*, 2020). Educators are one of the most important elements in the implementation of education, both in schools and tertiary institutions. The magnitude of the teacher's influence in the educational environment requires them to always improve their performance and professionalism (Subakri, 2022). Increasing competency and innovation is carried out as a form of realizing interesting and fun learning. Nahdliyah *et al.* (2018) teachers are professional educators and scientists whose main mission is to transform, develop, and disseminate science, technology, and art through teaching, research, and community service. In addition, teachers must have the ability to carry out their duties. It is a combination of knowledge, skills, values and attitudes that are reflected in habits of thought and action. (Rustiyanti, 2021). Human abilities are generally divided into two areas, namely technical abilities (hard skills) and the ability to lead oneself and others (soft skills). According to Budiningsih *et al.*, (2020) hard skills are the acquisition of scientific, technical and engineering skills related to scientific disciplines. Soft skills are skills related to your personality and how you work with other people. Hard skills are knowledge that is easy to understand and construct, and soft skills are very personal knowledge that is still in the mind (Asbari *et al.*, 2020).

Hard skills relate to the technical aspects of multitasking at work. Therefore, hard skills are primarily influenced by cognitive ability and intelligence quotient (IQ). Soft skills are related to a person's emotional intelligence (EQ) (Wang *et al.*, 2020). It is not easy to articulate and translate soft his skills into hard skills (Mohajan, 2016). A person's ability to move himself, to take initiative, to understand what needs to be done and what can be done well, to solve minor problems that arise suddenly, and to help him survive when problems arise. Soft skills are not solved (Ratnasari & Thiyarara, 2020). Lecturer innovation can inspire anyone interested in the process of learning and teaching. Innovation in education means anything new or new methods developed to stimulate student interest and improve students' soft and hard skills in schools and campuses (Lambriex-Schmitz *et al.*, 2020). The competence and

innovation of early childhood teachers in educating their students have direct and indirect positive effects on children's learning activities and encourage the growth of soft skills and hard skills. Ultimately, one of the main goals of education is to equip children with post-graduation skills related to business and industry to increase their competitiveness (Ummatqul Qizi, 2020).

Muzenda (2014) examined teacher competence and student academic achievement in several studies related to teacher competence and innovation and teaching. Her research found that subject knowledge, teaching skills, teacher attendance, and teacher attitudes have a very positive impact on student achievement. Subsequent studies by Asbari *et al.*, (2020) study of individual innovative competence of early childhood teachers concluded that hard and soft skills have a significant positive impact on teacher innovative competence, both directly and indirectly through the mediation of organizational culture. achieved. Jauhari (2020) argues that improving the quality of educators' teaching skills can have a positive impact on student learning interest and motivation. The role of school principals in producing competent graduates in the 4.0 era cannot be separated from the skills that must be possessed to carry out their learning (Ritonga *et al*, 2021). Others were reported by Prasetio *et al*, (2017) examining the relationship between teacher professional competence and the teacher's influence on children's academic achievement in early childhood education. The results of the study show that professional competence has no significant relationship with students' academic achievement. Teaching skills and emotional intelligence have no effect on students' understanding of learning, as supported by the results of Aziz research (2021), Pedagogic competence and emotional intelligence have no effect on students' learning abilities. You can't control how institutions, intelligence levels, study habits, and teachers' abilities affect student understanding.

Based on the above phenomena, referring to previous studies, the authors propose a theory on teacher competencies, and by proposing innovations to improve students' competencies (soft and hard skills), the existing trying to fill the gap. The purpose of this study was to determine the relationship and influence between the competence of practical educators and the abilities and knowledge of early childhood in soft skills and hard skills.

Methodology

Given the various literature studies that have been used to identify effects and relationships between variables, the thinking structure of this study seems to be presented in figure 1 conceptual framework.

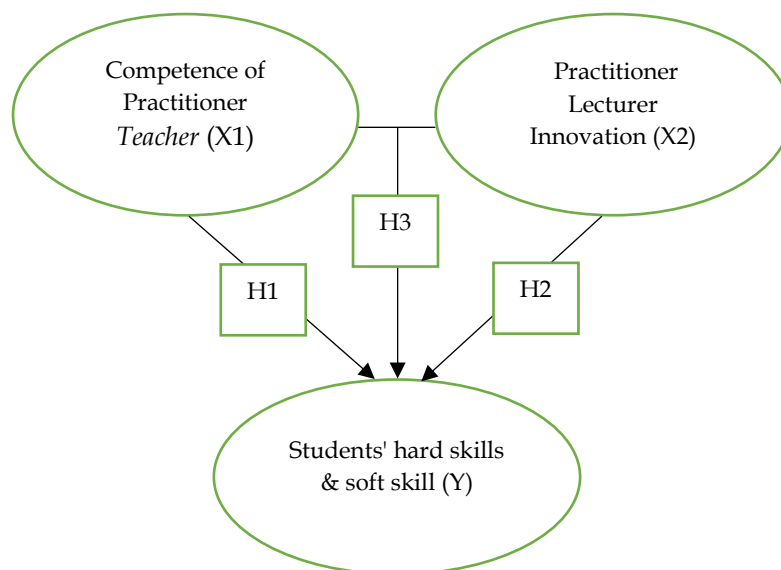


Figure 1: Conceptual Framework

The survey was conducted at one of PAUD in DKI Jakarta during September-October 2022 and produced a sample of 165 respondents (students) according to the Surobin method. The inclusion criteria for this study were students with an average Grade Point Average or GPA between 2.5 and 3. The distribution of the returned questionnaires was 87% of all respondents (285 students). The performance of professional teachers is measured using several questionnaire items filled out by students. Students choose from five possible responses based on a Likert scale. All items are valid and item confidence is 0.300. An example of the question is: "Lecturers can inspire the creativity of their students", while the value of the report card is sufficient for student academic achievement. This method has been used extensively in other studies.

This study uses a quantitative approach. A quantitative approach corresponds to the quantitative paradigm. A quantitative approach is the study of problems occurring in humans or society and is based on theoretical tests consisting of a set of analyzed statistical variables that are numerically measured. Determine if the theory used for prediction is correct.

Results and discussion

Results

Looking at student participation in the study by gender, most students were female, with 97 of the 165 students responding (59%). This is followed by the remaining male respondents, 68 college students (41%). It is important to measure the learning duration criterion as it can determine the quality of the data obtained in this study. In this study, interactions between teachers and students become more intense, and as long as the students are engaged, they feel the effects on the performance of the teacher. Learning activities are associated with lessons. In terms of course duration, the majority of respondents were 3 years (5th and 6th semesters), followed by at least 53 respondents (32%), 2 years (3rd and 4th semesters) to 39 respondents (twenty four%) and 2 years (3rd and 4th trimesters) or 39 respondents (24%) and 3+ years (7th and 8th trimesters) or a group of 39 respondents (24%), 0-1 year olds The group of precocious students (1st and 2nd semester) also has 34 (20%) respondents. Table 1 presents the demographic profile of the respondents.

Table 1. Demographic profile of respondents

Demographic Variabel	Frequency	Percentage (%)
Gender		
Male	68	41
Female	97	59
Length of Study		
0-1 year	34	20
2 years	39	24
3 years	53	32
>3 years	39	24

Data sources obtained by researcher (2022)

N=165

The use of variable demography on respondents aims to obtain results from more valid and reliable data processing, this can be seen in table 2. Based on the processing of primary data in table 2, it was concluded that all survey tool measurements obtained from the respondents were valid and could be used as additional analytical tools. A mean search variable can be found by measuring the response for each variable, as shown in Table 3.

The table 3 shows this with the Practitioner *Teacher* Competence variable. The score for this variable is 2300 with an average of 328.6. This indicates that professional competence is a key factor in creating, shaping and improving students' skills, both hard and soft. world. On the Practitioner variable, he scored 2567 with an average lecture innovation of 320.9. This

shows that private universities need professional innovation that contributes and improves to create student skills that are ready to face the competition in business and industry.

Table 2. Test the Validity and Reliability of Research Instruments

<i>Validity of Practitioner Teacher Competency Data (X₁)</i>			
Research variable items	Calculation results	Standard validity of questionnaires	Category
X1.1	0,745	0,3	Valid
X1.2	0,762	0,3	Valid
X1.3	0,682	0,3	Valid
X1.4	0,722	0,3	Valid
X1.5	0,712	0,3	Valid
X1.6	0,648	0,3	Valid
X1.7	0,682	0,3	Valid
<i>Validity of Practitioner Teacher Innovation Data (X₂)</i>			
X2.1	0,684	0,3	Valid
X2.2	0,618	0,3	Valid
X2.3	0,836	0,3	Valid
X2.4	0,749	0,3	Valid
X2.5	0,783	0,3	Valid
X2.6	0,765	0,3	Valid
X2.7	0,747	0,3	Valid
X2.8	0,834	0,3	Valid
<i>Validity of Student Skills Data (Hard skill dan Soft skill) (Y)</i>			
Y1	0,614	0,6	Valid
Y2	0,527	0,6	Valid
Y3	0,768	0,6	Valid
Y4	0,725	0,6	Valid
Y5	0,807	0,6	Valid
Y6	0,774	0,6	Valid

Primary data sources processed by researchers (2022)

Table 3. Recap of variable mean score

No	Variable	Score	Mean
1	Competence of Practitioner <i>Teacher</i> (X ₁)	2300	328,6
2	Practitioner <i>Teacher</i> Innovation (X ₂)	2567	320,9
3	Student Skills (Hard skills and Soft skills)	1924	320,7

Data sources processed by researchers (2022)

The table 4 shows that for the performance variables (hard and soft skills) students had a score of 1924 with an average score of 320.7 from the statements on hard and soft skills when completing various tasks assigned by the teacher, which shows that various problems can be solved. while studying. The skills available to students are expected to make them excellent graduates and more competitive in global competition. Based on the classical hypothesis test computation above, the Kolmogorov-Smirnov value is $0.209 > 0.05$, indicating that the data are normally distributed. Autocorrelation tests are shown in Table 5.

From the table 6 we can see that the Durbin Watson value is 1.893. If the Durbin-Watson value is not between dL and $(4 - d_u)$, there is no sign of autocorrelation. The values in the table are larger than the dL value (1.6046). Values of $(4 - d_u)$ or $(4 - 1.6985)$ or less than 2.3015 The values of dL and d_u can be found in the Durbin Watson table with $\alpha = 5\%$. So from the values in the table we can see that $1.893 < 1.893. 2.3015$, so we can conclude that there is no autocorrelation symptom.

Table 4. Classical Assumption Test/Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		165
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	2.77312563
Most Extreme Differences	Absolute	.114
	Positive	.114
	Negative	-.057
Kolmogorov-Smirnov Z		1.062
Asymp. Sig. (2-tailed)		.209

a. Test distribution is Normal.
 b. Calculated from data.

Table 5. Autocorrelation Testing Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.385 ^a	.148	.128	2.80594	1.893

a. Predictors: (Constant), COMPETENCE, INNOVATION OF PRACTITIONER LECTURERS
 b. Dependent Variable: STUDENT'S SKILLS

Table 6. Multicholinerity Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error				Beta	Tolerance
(Constant)	7.903	2.676		2.954	.004		
1COMPETENCE	.218	.081	.274	2.675	.009	.970	1.031
INNOVATION	.156	.070	.228	2.225	.029	.970	1.031

a. Independent Variable: COMPETENCE _ INNOVATION

Based on the results in the table 7, we can conclude that the tolerance is $0.970 > 0.10$ and the VIF value is $1.031 < 10$. Therefore, we can define that there is no multicollinearity.

Table 7. Heterokedasticity Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficient	t	Sig.
	B	Std. Error			
(Constant)	-.727	1.781		-4.08	.684
1COMPETENCE	-.009	.054	-.018	-1.71	.865
INNOVATION	.112	.047	.258	2.41	.068

a. Dependent Variable: RES2

The table 7 shows a significance value of 0.865 for the Competence variable. where $0.865 > 0.05$ and the significance value of the innovation variable is 0.068 and $0.068 > 0.05$. This means that there is no heteroscedasticity.

Correlation analysis results

Correlation analysis calculations using Pearson's product-moment correlation were performed to determine how strong the relationships were among the several independent variables examined in this study. The calculations used the SPSS program and the results are shown in the table 8.

From the 8 table, obtaining an interpretation table of r-values (correlations) can explain that the ratio of the practitioner-lecturer competence variable (X1) to the practitioner-instructor innovation (X2) is 0.175. Weak one-way relationship level because the value is positive.

Table 8. Correlation Results Between Variables

Correlations		COMPETENCEINNOVATIONSTUDENT'S SKILL		
COMPETENCE	Pearson Correlation	1	.175	.313**
	Sig. (2-tailed)		.106	.003
	N	87	87	87
INNOVATION	Pearson Correlation	.175	1	.275**
	Sig. (2-tailed)	.106		.010
	N	87	87	87
STUDENT'S SKILLS	Pearson Correlation	.313**	.275**	1
	Sig. (2-tailed)	.003	.010	
	N	87	87	87

** . Correlation is significant at the 0.01 level (2-tailed).

Data sources processed by researchers (2022)

Table 9. Calculation of the effect of Competence (X1) and Innovation (x2) on student skills (Y)

Model	Coefficients ^a			Sig.
	Unstandardized Coefficients B	Standardized Coefficientst Beta	Std. Error	
(Constant)	7.903		2.676	2.954.004
1COMPETENCE	.218	.274	.081	2.675.009
INNOVATION	.156	.228	.070	2.225.029

a. Dependent Variable: STUDENT'S SKILL

To partially test the hypothesis (Table 9), the p-value for the Speaker Practitioner Competence variable (X1) is $0.009 < 0.05$, or $2.675 > \text{table } 1.987$. Then the practitioner's innovation variable (X2) p-values $0.029 < 0.05$ or $t_{\text{count}} 2.225 > t_{\text{table}} 1.987$. The decision from the partial hypothesis test is as follows: The first hypothesis: H_0 is rejected and H_a is accepted, which means that the skill Practitioner Teacher (X1) has a partial effect on the skills of the student (Y), the second hypothesis: H_0 is rejected and H_a is accepted accepted, which means that the innovation of the lecturer practitioner (X2) has a partial impact on the skills of the students (Y). From the above data, the direct and indirect effects by path analysis of the independent variable on Y as the dependent variable can be seen. For more details on how the effect of the above variables is calculated, see the calculation table 10.

Table 10. The Effect of Practitioner Lecturer Competence (X1) on Student Skills (Y)

Variable	Path analysis interpretation	Calculation Process	The Magnitude of Influence
X ₁	Direct influence to Y	0.274×0.274	0.075
	Indirect influence via X2 to Y	$0.274 \times 0.175 \times 0.228$	0.011
	Total		0,086

Source: Primary data processed by researcher (2022)

From the table 11, it can be seen that the effect of the Competence of practitioner lecturers directly on student skills is 0.075 through the innovation of practitioner lecturers of 0.011, and overall of 0.086. From table 12, it can be seen that the effect of Innovation directly on student skills is 0.052 through the organizational structure of 0.011 and overall of 0.070.

Table 11. The Influence of Innovation of practitioner lecturers (X2) on student skills (Y)

Variable	Path analysis interpretation	Calculation Process	The Magnitude of Influence
X ₂	Direct influence to Y	0.228 x 0.228	0.052
	Indirect influence via X ₁ to Y	0.228 x 0.175 x 0.274	0.011
	Total		0.070

Source: Primary data processed by researcher (2022)

Table 12. Pengaruh keseluruhan, pengaruh langsung dan tidak langsung

Variabel	Student's Skill (Y)			
	Direct Influence	Indirect Influence		Total Influence
		X ₁	X ₂	
Competence's Lecturer (X ₁)	7,50 %	-	1,10 %	8.60%
Innovation's Lecturer (X ₂)	5.20 %	1,10 %	-	6,30 %
Total Influence	12,70%	1,10 %	1,10 %	14,90%

Source : Data processing results

To partially test the hypothesis, which is the p-value for Practitioner Lecturer in the table above, we find that the variable Practitioner Lecturer Competence (X₁) has a direct effect of 7.50%. This is an indirect effect due to the instructor's relationship with innovation. (X₂) is 1.10%, so the overall effect is 8.60%. The Lecturer innovation variable (X₂) has a direct effect of 5.20% and the indirect effect of its relationship with Lecturer Competence (X₁) is 1.10%, so the overall effect is 6.30%. The combined impact of global Lecturer competence (X₁) and Lecturer innovation (X₂) on student skill (Y) is 14.90%. Another unknown factor that also influenced the performance of private college students was evidenced by a value of $P_{y\epsilon} = 0.851$ or 85.10%. Use the following calculations: $= 1 - R^2(0.148) = 0.851$ or 85.10%.

Enable students to thrive in rapidly changing work and living environments. School are increasingly looking to combine traditional and soft skills to help students better manage their lives and careers and find innovative solutions to social problems. Santoso et al (2021) found that the relationship between teacher competence and performance has a strong relationship and influence on hard and soft skills. Jauhari (2020) argues that teacher integrity and competence can improve student performance and shape competence. In addition to professionalism, teachers should make competence a key factor in improving the skills of their students. Students commonly report skills acquired through faculty engagement to improve their relationship with performance (Yan et al., 2019). From the above expert opinions, we can conclude that teacher competence is closely related to student skill. Then the hypothesis can be presented as follows. All educational institutions should capitalize on the common skills of their teachers by facilitating knowledge sharing and continuous learning. Such schools will become more creative and innovative leaders in the era of Education 4.0 (Yanthy et al., 2020).

Excellence in creativity and innovation determines the development of a student's ability to meet challenges after graduation (Cherian et al., 2020). A university's competitive advantage depends on the success of its faculty with the integrity and skills to deliver excellence while satisfying student learning. According to Lambriex-Schmitz et al (2020) there is a strong correlation between innovative work behavior and skills. The honed skills of our students broaden their thinking, solve problems, and embrace change. On the other hand, (Prasetio et al., 2017) define competency as directly proportional to determining a student's progress in learning. The quality of a university can be recognized by the quality of its graduates, and the higher the quality of its graduates, the better the PAUD. The author makes and considers the following hypotheses.

Conclusion

Teacher-practitioner Competence Against Early Childhood Skills in Jakarta The author estimates the average teacher-practitioner competence in DKI Jakarta. It can be concluded that the results with a correct category score of 328.6. This shows that respondents really appreciate the competence of teachers and practitioners, but there is still room for improvement in achieving an organizational structure that has a positive impact on work productivity. With a GPA of 320.9, Practitioner Teacher Innovation is in the right category. This suggests that while respondents appreciate the innovative workforce of practicing teachers, there is still room for improvement to improve the quality of skills of early childhood students, and this will have a positive impact on learning performance and competitiveness after graduation. Student skills are in the correct category with an average score of 320.7. This shows that the respondents considered the learning process to be good, but there were still a number of things that needed to be improved to achieve better performance. The competence of practicing teachers influences the competence of children in early childhood teachers in DKI Jakarta with an effect size of 8.60%. Practitioner innovation affects children's skills by 6.30%. Practitioner competence and innovation together influence children's skills with a magnitude of 14.90%.

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