Learning Management as Soft Skills in Enhancing Teacher Professionalism

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ABSTRACT: The purpose of this study was to determine the role of learning management as a soft skill in enhancing the professionalism of teachers in Central Maluku, Indonesia. We conducted a descriptive quantitative approach. Selected participants (*N*=40) involved filling out a closed-questionnaire (35 favorable questions). Then, we examined our hypotheses using the Wald-Wolfowitz run test. We found that learning management as a soft skill has a role in enhancing teacher professionalism. Particular measures of indicators had a greater impact than others, such as self-management and learning preparation. However, all indicators' proportions remain in the high to very high category.

KEYWORDS: Learning management, soft skills, teacher professionalism

INTRODUCTION

The credentials of teachers are not the sole measure of their competency. In addition, soft skills affect a teacher's level of competency (Mislia et al., 2021; Said et al., 2020). Soft skills are among the remaining talents that must be addressed (Asbari et al., 2020; Mailool et al., 2020). Some educators need to recognize the importance of soft skills in the classroom. It may be taught alongside or ingrained in hard skills. However, several teachers reported that improving and evaluating the development of soft skills was difficult. This circumstance undermines teachers' sense of professional duty (De Pietro & Altomari, 2019).

In order to achieve school and educational goals in general, it is anticipated that learning would go easily, methodically, and effectively, teachers must construct learning management in order to control how learning takes place, what is learned, and the results of learning in order to attain the intended educational objectives (Hanafi & Setiyani, 2021; Korbuakaew et al., 2022). Learning management encompasses all attempts to develop an effective and efficient teaching and learning process by regulating the teaching and learning process (Azman, 2020; Hediansah & Surjono, 2020).

Learning management is the organizing of all activities classed as core and supplementary curricula according to a predefined curriculum (Sulaiman, 2018). It aims to supervise student activities so that they have a good effect on the school. The aforementioned principles demonstrate that every educator must be able to handle active, imaginative, creative, practical, and enjoyable learning activities by using a variety of tactics and approaches and adapting them according to the specifics of each situation.

Widespread research on teacher competency has encouraged the strengthening of certain soft skills among educators (AlHouli & Al-Khayatt, 2020; Fernandes et al., 2021). Training was conducted by targeting certain competence components, such as the creation of creative learning media and the use of ICT for learning (Tang, 2020). There are no studies that particularly cover the management of soft skills for high school teachers. The educational process at one of the high schools in the Salahutu District (Central Maluku, Indonesia) is based exclusively on the technical capabilities of the teacher, according to the facts (hard skills). In contrast, soft skills are not a priority, therefore the success of creating school quality is based only on quantity rather than quality.

The purpose of this study was to determine the role of learning management as a soft skill in enhancing the professionalism of teachers in Central Maluku, Indonesia. By analyzing empirical data, we elucidated how learning management might assist the professionalism of teachers in the form of soft skills. The study was led by the following research questions: how does learning management as a soft skill enhance teacher professionalism?

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METHODS

We conducted a descriptive quantitative approach to test our suggested study hypotheses. This section describes the sample and procedures, instruments, and data analysis techniques.

This study was conducted at a high school in Central Maluku, Eastern Indonesia. A saturated sampling strategy was adopted to select participants. The methods we conducted involved filling out a closed-questionnaire. 40 teachers contacted to participate. The questionnaire was submitted to 40 teachers, from whom we obtained 40 valid questionnaires. The response rate was 100%. Using scales from existing questionnaires and adapted items from previous research, the study model's principles were assessed. There are 35 favorable elements in the questions. Items written in English were properly translated and altered for the Indonesian secondary school environment. The correctness of the translation was verified using back-translation. The instruments were field-tested with teachers to ensure the content validity of the instrument items.

To get the average proportion of each indicator, we used a quantitative descriptive approach. Determined the interpretation based on a set of criteria (see Table 1). Then, we examined our hypotheses using the Wald-Wolfowitz run test.

Table 1. Interpretation Criteria

Percentage Range (%)	Criteria
89-100	Very high
60-88	High
41-59	Moderate
12-40	Low
<12	Very low

RESULTS AND DISCUSSION

The objective of this research is to determine the role of learning management as a soft skill in enhancing teacher professionalism. We discovered that particular measures of learning management had a greater impact on enhancing teacher professionalism. In this section, we give the results and explore the consequences of our results. We begin with a description of each indicator's data, followed by a presentation of the study hypothesis's substantial findings.

The composite measure of learning management in this study has a mean of 4.76 (*SD* = 0.34) for self-management, 4.67 (*SD* = 0.38) for lesson planning, 4.58 (*SD* = 0.38) for implementation of learning. The mean score for learning evaluation was 4.59 (*SD* = 0.41) and for follow-up planning was 4.65 (*SD* = 0.42) (see Table 2).

Table 2. Percentage, means, standard deviations and confidence level among indicators.

Indicator	%	M	SD	CL (95.00%)
Self-management	**95.15**	**4.76**	**0.34**	**0.11**
Obey school's rules	97.50**	4.88**	0.33	0.11*
Honest and trustworthy	96.50	4.83	0.38	0.12
Have high innovation	95.00	4.75	0.44	0.14
Be polite and courteous	96.50	4.83	0.38	0.12
Communicate well with students	96.00	4.80	0.41	0.13
Communicate well with headmaster	94.50	4.73	0.45	0.14
Communicate well with colleagues and parents	94.50	4.73	0.45	0.14
Put forward creative ideas	93.50	4.68	0.47	0.15
Foster enthusiasm for learning	95.50	4.78	0.42	0.14
Critical thinking skills	92.00*	4.60*	0.50	0.16**
Lesson preparation	**93.33**	**4.67**	**0.38**	**0.12**
Arrange a syllabus according to the curriculum	96.50**	4.83**	0.38	0.12*
Make lesson plan every new academic year according to the guidelines	94.50	4.73	0.45	0.14

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Formulate learning objectives	93.00	4.65	0.48	0.15
Plan effective learning activities	92.50	4.63	0.49	0.16**
Follow the sequence of learning materials according to learning objectives	91.50*	4.58*	0.50	0.16**
Choose learning resources/learning media according to the material and learning strategies	92.00	4.60	0.50	0.16**
Learning implementation	**91.69**	**4.58**	**0.38**	**0.12**
Start learning effectively	94.50	4.73	0.45	0.14
Carry out learning activities in accordance with the design that has been prepared	95.50**	4.78**	0.42	0.14
Carry out learning activities according to the contents of the curriculum	94.00	4.70	0.46	0.15
Carry out various learning activities with sufficient time	90.50	4.53	0.51	0.16**
Manage classes effectively	91.50	4.58	0.50	0.16**
Adapting learning activities designed to class conditions	91.00	4.55	0.50	0.16**
Provide many opportunities for students to ask questions, practice and interact with other students	89.50	4.48	0.51	0.16**
Using teaching aids and/or audio-visual (including ICT) to increase student learning motivation	87.00*	4.35*	0.48	0.15
Learning evaluation	**91.70**	**4.59**	**0.41**	**0.13**
Compile the assessment tool	94.00**	4.70**	0.46	0.15*
Carry out assessments with various techniques and types of assessment	91.50	4.58	0.50	0.16**
Analyze the results of the assessment to identify difficult basic topics/competencies	90.00*	4.50*	0.51	0.16**
Utilize input from students and reflect on it to improve further learning	91.00	4.55	0.50	0.16**
Utilize the results of the assessment	92.00	4.60	0.50	0.16**
Follow-up planning	**92.92**	**4.65**	**0.42**	**0.14**
Revisit subject matter that students have not mastered	92.00	4,60	0.50	0.16**
Provide motivation or study guidance	94.00	4,70	0.46	0.15
Read material from other sources	95.00**	4,75**	0.44	0.14*
Give assignments or exercises that students must do at home	94.00	4,70	0.46	0.15
Inform the topic to be discussed at the next meeting	92.50	4,63	0.49	0.16**
Conduct remedial work	90.00*	4,50*	0.51	0.16**
Average	92.96			
General category interpretation	Very high			
Asymp. Sig. (2-tailed)	**(0.838)**			

Note: *N*=40; CL= Confidence Level; * = min. score of the indicator; ** = max. score of the indicator

Self-management has the highest proportion (20.47%) of learning management indicators function by teachers (see Fig. 1). Compared to other sub-indicators, a greater proportion of teachers (97.50%) (see Table 2) obey school rules. Our findings show that as the highest proportion of learning management indicators, obeying school's rules has the greatest function that teachers

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have on enhancing their professionalism. This part was shown more by teachers before preparing lessons. In contrast, teachers possess at least critical thinking abilities (92.00%).

Learning preparation came next after self-management (20.08%) (see Fig. 1), whereby a greater proportion of teachers organized a syllabus according to the curriculum (96.50%) (see Table 2) than those who followed the order of learning materials according to learning goals (91.50%). Learning preparation is a decision-making process that results from logically considering particular learning goals and objectives, namely behavioral changes and a sequence of actions that must be carried out to reach these goals by employing all available learning resources (Kobayashi, 2021). The final outcome of the decision-making process is the creation of papers including the aforementioned topics, so that these documents may be utilized as references and guides for the learning procedure (Ndihokubwayo et al., 2020; Nurtanto et al., 2021). The process of a plan must begin with the establishment of goals to be accomplished via a requirements analysis and full documentation, followed by the determination of the measures necessary to attain these objectives. When we plan, we consider how this objective might be attained most effectively and efficiently. While learning can be interpreted as a process of cooperation between teachers and students in utilizing all existing potential and sources, both potential originating from within the students themselves, such as their interests, talents, and basic abilities, as well as learning styles and potential that exist outside the students, such as the environment, facilities, and learning resources, in order to achieve certain learning goals, learning can also be viewed as a process of utilizing all existing potential and sources (Sudrajat, 2018; Yonkaitis, 2020).

More teachers (19.99%) were engaged in planning for follow-up in third place, since this should be at the last place by order. More of them read content from other sources (95.00%) than conduct remedial work (90.00%). As a follow-up to the results of the evaluation, the teachers have made an effort to find out the success of the assistance that has been given to students. The follow-up based on the evaluation results of the actions taken in an effort to provide guidance. However, our finding shows that 10% of teachers have not taken any real follow-up steps in providing remedial work for students, although more of them always read material from other sources for the follow-up preparation.
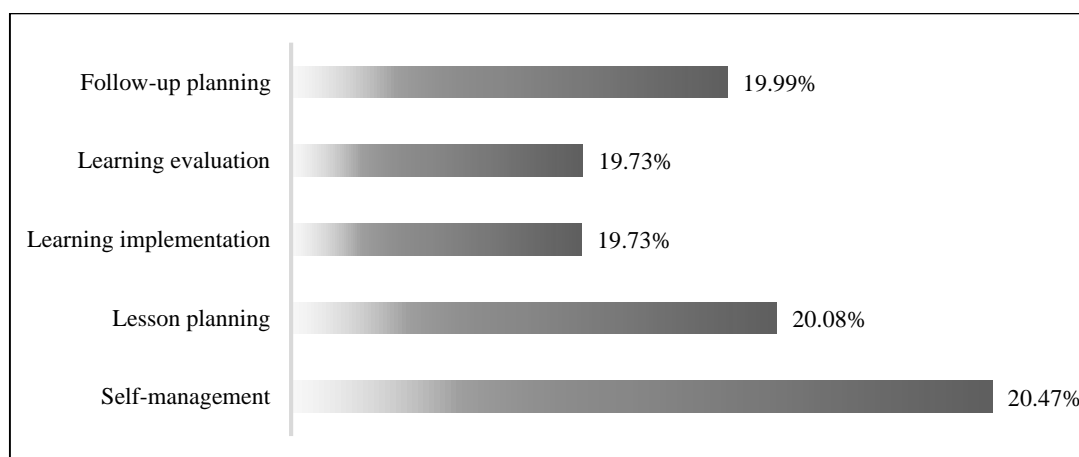

Figure 1. Percentage obtained between indicators.

The lowest percentage (19.73%) is shared between learning assessment and learning implementation. In terms of learning implementation, a greater proportion of teachers carry out learning activities in accordance with the plan (95.50%) than those who use teaching aids and/or audio-visual (including ICT) to boost student learning motivation (87.00%). Implementation of learning is the application of the interaction process of students with educators and learning resources in a learning environment, learning interaction is a process exchange information (Gunawan et al., 2020; Macqual et al., 2021). Meanwhile, the implementation of learning is an act or implementation of a plan that is arranged in a mature and detailed learning process. Based on some of the definitions above, it can be concluded that the implementation of learning is a process of carrying out ideas and plans that have been prepared in carrying out interactions between students, educators and learning resources in the learning environment.

In learning assessments, more teachers (94.00%) create the assessment instrument than (90.00%) study the assessment data to identify challenging fundamental topics/competencies. Evaluation of learning is a process of obtaining data and information needed to determine the extent to which and how learning has taken place. Evaluation of education includes all components, the implementation process and educational products in total, and includes at least three concepts. Evaluation is an important factor which is one of the benchmarks for the success of the learning process (Awidi & Cooper, 2015; JH & Baderiah, 2020). Therefore, it

is very important to really know the purpose of the evaluation, so that what you want to achieve in the evaluation process can occur.

Nonetheless, all these proportions remain in the high to very high category.

If $p<0.05$, then H_0 is rejected and H_a is accepted, whereas if the value is $p>0.05$ then H_0 is accepted and Ha is rejected. Obtained $p=0.84$, which means $p>0.05$, so that H_0 is accepted and H_a is rejected. We assume that learning management as a soft skill has a role in enhancing teacher professionalism. Currently, hard skills are no longer the only major benchmark that is assessed by the world in various fields, including in the field of education. Currently, soft skills are taken into consideration as a counterbalance to the hard skills possessed by everyone, including teachers. A soft skill development management model is offered to improve teacher competency (Cahyadiana, 2020). Development of soft skills to improve the quality of teacher performance can be identified from the implementation of learning. This is because the implementation of learning is the main task of a professional teacher.

CONCLUSION

Learning management as a soft skill has a role in enhancing teacher professionalism including five indicators, namely self-management, learning preparation, learning implementation, learning evaluation, and follow-up planning. Particular measures of learning management had a greater impact than others, such as self-management and learning preparation. However, all indicators' proportions remain in the high to very high category.

Limitation of the study

Regarding limitation, it should be noted that the school sample was not randomly selected from the population. This limitation restricts our ability to generalize the results outside the sample. Moreover, the sample size of teachers was modest. It precluded us from using more complex conceptual models and statistical tools, such as structural equation modeling methodologies, which would have supplied us with useful information regarding direct and indirect impacts. To study the role of learning management in teacher professionalism, more research with a bigger and more varied sample of Central Maluku schools is necessary.

Next, the descriptive nature of our work is a potential restriction. As the research provides a snapshot of the problem, it may provide interim functional solutions. More experimental and quasi-experimental investigations must be undertaken in the future. Also, the present research focuses on teacher professionalism as the distal dependent variable, as opposed to student learning. It does not indicate a more plausible connection between learning management functions and the potential shrinking of learning implementation gaps in selected schools' classrooms. When high-quality accomplishment data is available, it might be interesting to further investigate its impact on student learning.

Declaration of conflicting interests

We declared no potential conflicts of interest with respect to research, authorship and/or publication of this article.

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