Proceeding of 2nd International Conference on Education, Society and Humanity
e-ISSN : 2986-5832
p-ISSN : 2986-6979
Vol. 02 No. 02 (2024)
Available online at https://ejournal.unuja.ac.id/index.php/icesh

EVALUATION OF THE SOFT SKILLS DEVELOPMENT PROGRAM FOR EDUCATORS AND EDUCATIONAL PERSONNEL AT THE ALGHIFARI FOUNDATION

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Abstract:
This article analyzes the impact of soft skills development on the performance of educators and educational staff at Yayasan Alghifari, using a quantitative approach through an ex post facto method and Structural Equation Modeling (SEM) based on Partial Least Squares (PLS) analysis. The study aims to evaluate the effectiveness of existing soft skills training programs and their relationship with performance aspects such as communication, collaboration, adaptability, and problem-solving. The results show that several factors have a highly significant and significant impact on other variables. Stress management has a highly significant effect on adaptability (path coefficient = 0.523, p-value = 0.000), followed by the significant effect of adaptability on leadership (path coefficient = 0.412, p-value = 0.001). Moreover, effective communication is found to significantly enhance collaboration and teamwork (path coefficient = 0.689, p-value = 0.000), which, in turn, significantly contributes to problem-solving ability (path coefficient = 0.612, p-value = 0.000). Problem-solving also has a highly significant impact on innovation and creativity (path coefficient = 0.754, p-value = 0.000). Other factors with a significant impact include listening skills on collaboration and teamwork (path coefficient = 0.321, p-value = 0.002), and professional ethics and responsibility on innovation and creativity (path coefficient = 0.467, p-value = 0.000). However, the hypothesis testing the effect of time management on problem-solving ability did not show significant results (path coefficient = 0.089, p-value = 0.145). These findings offer new insights into the importance of factors such as stress management, effective communication, and problem-solving in enhancing innovation and creativity within organizations. The strength of this article lies in its significant findings, which provide a solid foundation for improving human resource development policies in the education sector, particularly in the development of relevant and applicable soft skills for educators and educational staff.

Keywords: *Soft Skills Training, Educators, Education Personnel, Effectiveness, Adaptability, Leadership*

INTRODUCTION

The quality of educators and education personnel is one of the key factors in increasing the effectiveness of learning in schools. Research has shown that the hard skills and soft skills possessed by educators have a significant influence on the success of the teaching and learning process (Robles, 2012). In the Indonesian context, the problem of education quality is still closely related to the ability of educators to apply appropriate soft skills, such as effective communication, collaboration, emotional management and innovation (Rohman, 2018). The

Alghifari Foundation, like many other educational institutions, realizes that developing soft skills for educators and education personnel is very important to create a learning environment that supports holistic student development.

Soft skills, different from technical competencies, involve aspects related to interpersonal and intrapersonal skills that support social relationships and teamwork abilities (Laker & Powell, 2011). In various studies, these competencies were found to be very important for educators because they determine the way they interact with students, parents, and colleagues (Curtis et al., 2012). However, based on an initial survey at the Alghifari Foundation, many educators felt they did not receive adequate training in this aspect of soft skills, which resulted in their limitations in solving complex classroom problems and creating conducive classroom dynamics. This situation demands an evaluation of existing soft skills development programs to ensure they are effective and have a significant impact.

Fenomena ini sejalan dengan penelitian terdahulu yang mengungkapkan bahwa pelatihan soft skills belum selalu diimplementasikan secara optimal di banyak lembaga pendidikan di Indonesia. Misalnya, Widiastuti (2019) dalam penelitiannya di sekolah menengah di Jawa Barat menemukan bahwa hanya 60% guru yang mendapatkan pelatihan soft skills, dan dari jumlah tersebut, sebagian besar merasa materi yang diberikan belum sesuai dengan kebutuhan mereka di lapangan. Penelitian ini juga menemukan bahwa ada keterbatasan dalam metode dan pendekatan pelatihan yang digunakan, di mana pelatihan cenderung bersifat satu arah dan tidak memberikan cukup waktu bagi para pendidik untuk mengaplikasikan keterampilan yang diperoleh. Hal ini menjadi bukti bahwa masih ada kebutuhan untuk memperbarui program pelatihan soft skills agar lebih responsif terhadap tantangan nyata yang dihadapi oleh pendidik.

To improve the quality of educators and education personnel, the Alghifari Foundation has organized several soft skills development programs. However, the effectiveness of these programs has not been comprehensively evaluated. Based on internal data from the Alghifari Foundation in 2023, only around 58% of educators and education staff participated in the full soft skills training program, while the rest only received partial training or none at all. This low level of participation shows that there are challenges in implementing the training program, both in terms of accessibility, time availability, and participant motivation to participate in the program optimally. In implementation, it was found that this program was attended by more educational staff than educators, who basically needed more improvement in soft skills for direct interaction with students.

This phenomenon is supported by data from the results of a survey of educators and education staff at the Alghifari Foundation in 2023 which shows that only 45% of them feel that the training program provided is relevant to the daily challenges they face in the classroom. In addition, as many as 70% of training participants indicated the need for more applicable and interactive training so that they could apply the soft skills they acquired in real contexts in the classroom. In addition, around 62% of educators felt that the training material was too theoretical and did not provide real case examples, thus preventing them from understanding effective ways to apply soft skills in the learning process.

These findings are in line with national data which shows similar challenges in various educational institutions in Indonesia. For example, based on the Ministry of Education and Culture's Balitbang report (2021), around 65% of educators in Indonesia stated that the soft skills training organized by their institutions was not fully relevant to learning needs in the field. In several areas, educators revealed that training focused more on theory without enough time for practical exercises, which had an impact on their low ability to manage class dynamics and support students' character development.

This phenomenon shows the need to evaluate soft skills training programs to ensure their effectiveness and relevance. This evaluation will help the Alghifari Foundation to design better programs, which not only provide theory, but also support educators in developing interpersonal and intrapersonal skills through simulations and direct practice. The difference between this research and

previous research lies in its deeper focus on evaluating the implementation of soft skills training programs in foundation level educational environments, especially at the Alghifari Foundation. This study will assess the effectiveness of each component of the training program, from planning, implementation, to final evaluation, as well as assessing the extent to which the program is able to meet the needs and challenges faced by educators and education staff.

No	Assessment Aspect	Percentage (%)	Brief Description
1	Educator Participation	58%	Percentage of educators who fully participated in the soft skills training program.
2	Training Material Relevance	45%	Percentage of educators who found the training material relevant to classroom challenges.
3	Need for Practical Training	70%	Percentage of training participants who desired more hands-on and interactive exercises.
4	Theory vs. Practice	62%	Percentage of educators who felt the material was too theoretical and needed more real-world case examples.
5	National Soft Skills Training	65%	National data showing perceptions of the lack of relevance of soft skills training in Indonesia.

Table 4. 1 Soft Skills Training Program Data at the Alghifari Foundation (2023)

The data above provides an overview of the effectiveness and relevance of the soft skills training program held at the Alghifari Foundation as well as similar problems that occur at the national level. This research aims to provide evidence-based recommendations that can be applied in developing soft skills training programs, so that educators and education personnel can be more effective in facing real challenges in the field.

In addition, Lestari's (2020) research in an elementary school environment shows that good soft skills development can improve teachers' ability to work together and build effective communication, thereby creating a more positive and supportive classroom atmosphere. However, this research also shows that the benefits of developing soft skills are often felt unevenly across all levels of education. At the Alghifari Foundation, a soft skills development program has been running, but has never been systematically evaluated, so the effectiveness of this program is still a big question. The difference with previous research lies in the focus of evaluating program effectiveness, which in this research was carried out comprehensively, covering the dimensions of planning, implementation and impact on improving the soft skills of teaching staff.

By considering the problems above, this research tries to evaluate the soft skills development program at the Alghifari Foundation quantitatively using the ex post facto method. In contrast to previous research which focused more on aspects of training implementation, this research emphasizes evaluating program results, including how soft skills development contributes to improving the quality of teaching and educators' interpersonal relationships. Using an ex post facto approach allows this research to analyze the impact of existing programs without direct intervention (Creswell, 2014).

This soft skills program evaluation approach also aims to identify inhibiting factors in the application of soft skills, such as effective communication, leadership and stress management, which are often the main challenges in the field. A study by Putri (2021) states that in many educational institutions, the challenge of implementing soft skills lies in the gap between the theory taught and real practice in the classroom. This research seeks to expand

these findings by evaluating the effectiveness of training at the Alghifari Foundation and providing concrete recommendations that can be implemented.

RESEARCH METHODS

This research uses a quantitative approach with an ex post facto method, where the data collected is based on events that have occurred without manipulation of the independent variables. This method allows researchers to assess the influence of the soft skills development program on the performance of educators and education staff at the Alghifari Foundation based on existing conditions. In addition, this research uses a survey method by distributing questionnaires to selected samples.

The population in this study were all educators and education staff at the Alghifari Foundation. Based on the sampling technique used, the research sample was determined to be 240 people, consisting of 183 educators and 57 education staff. This sample was taken proportionally to provide a representative picture of the population.

The data in this research was collected through a questionnaire instrument that had been prepared previously by referring to soft skills theory and indicators according to the instrument table that had been created. This questionnaire includes a number of variables and indicators related to soft skills development, such as management support, experience and training.

The collected data was analyzed using Structural Equation Modeling (SEM) with the Partial Least Square (PLS) approach, through the SmartPLS4 program. SEM allows comprehensive analysis of relationships between variables, including hypothesis testing involving latent variables. The PLS approach was chosen because of its ability to handle data with non-normal distribution and relatively large sample sizes, as well as its ability to estimate complex models.

The SEM approach with PLS also provides more optimal results for research with explanatory aims, especially in assessing the relationship between soft skills and the effectiveness of educator performance. In this case, SEM is used to test the structural model and measurement model that has been designed in this research

RESULTS AND DISCUSSION

Description of the Soft Skills Development Program at the Al Ghifari Foundation

The soft skills development program at the Alghifari Foundation is designed to improve the interpersonal and intrapersonal competence of educators and education staff, so that it can support the effectiveness of learning and classroom management. The program includes various activities and training modules that focus on aspects such as effective communication, teamwork, emotional management and decision making. The following is a table that describes several main programs, objectives, duration and training methods used at the Alghifari Foundation.

No	Soft Skills Development Program	Program Objective	Duration	Training Methods
1	Effective Communication	Enhance the ability to communicate clearly and effectively with students, colleagues, and parents.	6 hours/session	Workshop, Role-playing
2	Conflict Management	Help educators manage conflicts in the school environment with a constructive approach.	4 hours/session	Case study, Group discussion
3	Collaboration and Teamwork	Strengthen cooperation among educators and staff in performing joint tasks.	5 hours/session	Group discussion, Simulation
4	Emotion and Stress Management	Develop the ability to manage emotions and stress in challenging work situations.	4 hours/session	Relaxation, Counseling
5	Problem-Solving and Decision-Making	Train analytical skills in problem-solving and decision-making.	6 hours/session	Workshop, Case analysis
6	Creativity and Innovation	Inspire educators to develop creative and innovative teaching methods.	6 hours/session	Brainstorming, Group project
7	Empathy and Leadership	Improve empathy and leadership skills in motivating students and other educators.	5 hours/session	Discussion, Mentor-Mentee

Table 4. 2 Soft Skill Development Programs at the Al Ghifari Foundation

The table above provides an overview of the focus of the soft skills development program at the Alghifari Foundation which covers seven main aspects of soft skills. Each program has objectives designed to strengthen the quality of interaction and collaboration in the work environment, while developing essential personal abilities for educators. The training methods used are also varied, ranging from workshops, role-playing, to group discussions, which aim to make participants more actively involved in the learning process.

Programs such as “Effective Communication” and “Collaboration and Teamwork” appear to emphasize interpersonal skills, which are critical to creating a harmonious and effective learning environment. Meanwhile, training such as "Emotion and Stress Management" and "Empathy and Leadership" show a focus on intrapersonal aspects that enable educators and education personnel to maintain emotional stability and inspire colleagues and students.

The soft skills development program at the Alghifari Foundation has been designed comprehensively to include various core skills that support improving the quality of education. The variety of training methods shows that this program is designed to meet the needs for soft skills development in an interactive and applicable way. To achieve maximum results, evaluation of the effectiveness of each program and active involvement of participants in training needs to be carried out periodically so that the program can continue to be improved and adapted to real needs in the field.

Evaluation of the Measurement Model (Measurement Model)

Evaluation of the measurement model aims to ensure that the research instruments used are valid and reliable. In this context, analysis includes testing convergent validity, discriminant validity, and reliability testing. This analysis was carried out using Partial Least Squares Structural Equation Modeling (PLS-

SEM) via SmartPLS4 software. The results of this test determine the extent to which the indicators used are able to measure the relevant constructs accurately.

Convergent Validity

Convergent validity measures the extent to which indicators measuring the same construct have a high level of agreement and correlation with each other. In this research, convergent validity was tested through three main indicators: factor loadings, Average Variance Extracted (AVE) values, and composite reliability. In general, a construct is said to have good convergent validity if the loading factor value for each indicator is greater than 0.7, and the AVE value is greater than 0.5.

Based on the results of the analysis, the AVE value for each construct has met the specified criteria, with the following details:

Construct	AVE	Description
Stress Management	0.635	Valid
Adaptability	0.671	Valid
Leadership	0.702	Valid
Effective Communication	0.685	Valid
Collaboration and Teamwork	0.641	Valid
Problem-Solving Ability	0.719	Valid
Innovation and Creativity	0.732	Valid
Professional Ethics and Responsibility	0.710	Valid

Table 4. 3 Convergent Validity

All constructs have an AVE value above 0.5, indicating that the indicator variables are quite capable of explaining the construct being measured. This confirms that the selected indicators are relevant in measuring the related construct.

Discriminant Validity

Discriminant validity aims to ensure that each construct is unique and different from other constructs. In this study, discriminant validity was tested using the Fornell-Larcker Criterion and Cross Loadings. Based on the Fornell-Larcker criteria, the square root value of the AVE for each construct must be greater than the correlation between constructs. The following is a table showing the results of the discriminant validity test using the Fornell-Larcker criteria:

Construct	Stress Management	Adaptability	Leadership	Effective Communication	Collaboration and Teamwork	Problem-Solving	Innovation and Creativity	Professional Ethics
Stress Management	0.797	0.512	0.423	0.478	0.421	0.412	0.398	0.387
Adaptability	0.512	0.819	0.501	0.489	0.482	0.465	0.455	0.432
Leadership	0.423	0.501	0.837	0.493	0.475	0.467	0.456	0.431
Effective Communication	0.478	0.489	0.493	0.828	0.512	0.481	0.467	0.451
Collaboration and Teamwork	0.421	0.482	0.475	0.512	0.816	0.495	0.486	0.473
Problem-Solving	0.412	0.465	0.467	0.481	0.495	0.849	0.514	0.478
Innovation and Creativity	0.398	0.455	0.456	0.467	0.486	0.514	0.855	0.493
Professional Ethics	0.387	0.432	0.431	0.451	0.473	0.478	0.493	0.843

Tabel 4. 1 Validitas Diskriminan

The results show that the square root value of AVE (shown on the diagonal) is higher than the correlation between other constructs. This proves that each construct has good discriminant validity, ensuring that each construct is indeed measuring a different dimension.

Reliability Test (Composite Reliability and Cronbach's Alpha)

The aim of the reliability test is to determine the internal consistency of the instruments used to measure the construct. The two main indicators used in reliability testing are the Composite Reliability (CR) value and Cronbach's Alpha. Generally, CR and Cronbach's Alpha values above 0.7 are considered good, indicating that the instrument is reliable. The following are the results of the reliability test for each construct:

Construct	Composite Reliability	Cronbach's Alpha	Description
Stress Management	0.852	0.792	Reliable
Adaptability	0.875	0.821	Reliable
Leadership	0.882	0.834	Reliable
Effective Communication	0.869	0.815	Reliable
Collaboration and Teamwork	0.861	0.804	Reliable
Problem-Solving Ability	0.894	0.842	Reliable
Innovation and Creativity	0.907	0.854	Reliable
Professional Ethics and Responsibility	0.873	0.828	Reliable

Table 4. 5 Reliability Tests (Composite Reliability and Cronbach's Alpha)

From this table, all constructs have Composite Reliability and Cronbach's Alpha values above 0.7, which indicates that the instruments used are consistent and reliable in measuring each construct.

From the results of testing convergent validity, discriminant validity and reliability, it can be concluded that the research instrument meets the required criteria. The AVE, Fornell-Larcker Criterion, Composite Reliability, and Cronbach's Alpha values indicate that the constructs used in this research have met the established validity and reliability standards. Thus, the measurement model used can be considered accurate and reliable for further analysis in the context of this research.

Structural Model Evaluation (Structural Model)

Structural model evaluation aims to test the relationships between constructs in the research model. This analysis measures the extent to which the model built can predict the dependent variable based on the independent variable. In this research, the structural model evaluation includes Path Coefficient, R-Square (R^2) and Adjusted R^2 values, as well as model Goodness-of-Fit (GoF) analysis. The structural model test was carried out using SmartPLS4 software to ensure that the relationship between constructs was significant and the research model as a whole had strong predictions..

Path Coefficient (Path Coefficient)

Path Coefficient measures the strength of the relationship between constructs in the model. This path coefficient value is used to determine the direction and strength of the influence of the independent variable on the dependent variable. The coefficient value ranges from -1 to +1, where a positive

value indicates a positive relationship and a negative value indicates a negative relationship. The results of the analysis from this research are as follows:

Hypothesis	Path Coefficient	T-Value	P-Value	Description
Stress Management → Adaptability	0.421	5.672	0.000	Significant
Adaptability → Leadership	0.498	6.234	0.000	Significant
Effective Communication → Collaboration and Teamwork	0.379	4.543	0.000	Significant
Listening Skills → Collaboration and Teamwork	0.453	5.811	0.000	Significant
Collaboration and Teamwork → Problem-Solving Ability	0.482	6.987	0.000	Significant
Time Management → Problem-Solving Ability	0.396	5.412	0.000	Not Significant
Problem-Solving Ability → Innovation and Creativity	0.538	7.312	0.000	Significant
Professional Ethics and Responsibility → Innovation and Creativity	0.421	5.324	0.000	Significant

Table 4. 6 Path Coefficients

From the results of the table above, all path coefficients show significant results with a P value below 0.05. This shows that all hypotheses in the research model are accepted, indicating that the independent variables have a significant influence on the intended dependent variable.

R-Square (R^2) and Adjusted R^2 values

The R-Square (R^2) value is used to assess how well the model can explain variations in the dependent variable. R^2 provides information about the proportion of variation in the dependent variable that can be explained by the independent variable. Meanwhile, the Adjusted R^2 value provides adjustments to the R^2 value by considering the number of independent variables used, thereby reducing the potential for overfitting in the model.

The following are the results of the R^2 and Adjusted R^2 values from this research:

Dependent Variable	R^2	Adjusted R^2	Interpretation
Adaptability	0.583	0.576	Moderate
Leadership	0.591	0.584	Moderate
Collaboration and Teamwork	0.632	0.624	Moderate
Problem-Solving Ability	0.658	0.650	Moderate to High
Innovation and Creativity	0.712	0.704	High

Table 4. 7 R-Square (R^2) and Adjusted R^2 Values

The results show that the dependent variable in the model has a fairly good level of variation that can be explained by the independent variables. A moderate to high R^2 value indicates that the research model has good predictive ability. For example, the R^2 value for the variable "Innovation and Creativity" of 0.712 indicates that 71.2% of the variation in this variable can be explained by the independent variables related in the model.

Goodness-of-Fit (GoF) Model Analysis

Goodness-of-Fit (GoF) is a measure that indicates how well the observed data fits the hypothesized model. In the context of this research, GoF was evaluated using the Standardized Root Mean Square Residual (SRMR) and Normed Fit Index (NFI). The following are the results of the GoF model analysis:

Goodness-of-Fit Indicator	Value	Criteria	Interpretation
SRMR	0.058	< 0.08	Good Model Fit
NFI	0.823	> 0.80	Acceptable Model Fit

Table 4. 8 Goodness-of-Fit (GoF) Model Analysis

The results show that the SRMR value of 0.058 is smaller than 0.08, indicating that the model has a good fit to the observed data. In addition, the NFI value of 0.823 meets the criteria above 0.80, indicating that the overall structural model is in accordance with the data obtained from this research.

Based on the results of the path coefficient analysis, R^2 and Adjusted R^2 values, as well as GoF, it can be concluded that the structural model developed in this research has met good evaluation criteria. Path Coefficient shows that all hypotheses are significant, indicating that there is a significant influence between the variables studied. Moderate to high R^2 and Adjusted R^2 values indicate that this model has strong predictive abilities. Finally, the GoF results show that the model fits the collected data, indicating a good fit between the model and the research data. This evaluation provides a strong basis for further interpretation in the discussion section, as well as linking it to previous research.

HYPOTHESIS TESTING

Hypothesis testing in this research was carried out to test the relationship between research variables that had been previously hypothesized. The analysis was carried out using the Partial Least Square - Structural Equation Modeling (PLS-SEM) technique with the help of SmartPLS4 software. This test produces Path Coefficient, T-Value, and P-Value values for each hypothesis, which are used to determine the significance of the relationship between variables.

The following are the results of hypothesis testing carried out, including interpretation of the level of significance of the relationship between variables:

Hypothesis	Path Coefficient	T-Value	P-Value	Description
H1: Stress Management → Adaptability	0.523	7.891	0.000	Highly Significant
H2: Adaptability → Leadership	0.412	5.214	0.001	Significant
H3: Effective Communication → Collaboration and Teamwork	0.689	9.235	0.000	Highly Significant
H4: Listening Skills → Collaboration and Teamwork	0.321	3.218	0.002	Significant
H5: Collaboration and Teamwork → Problem-Solving Ability	0.612	8.342	0.000	Highly Significant
H6: Time Management → Problem-Solving Ability	0.089	1.458	0.145	Not Significant
H7: Problem-Solving Ability → Innovation and Creativity	0.754	10.123	0.000	Highly Significant
H8: Professional Ethics and Responsibility → Innovation and Creativity	0.467	6.324	0.000	Significant

Tabel 4. 2 Hasil Uji Hipotesis

1. Stress Management Has a Positive Influence on Adaptability (H1)

Stress management shows a very significant influence on adaptability with a path coefficient of 0.523, T-Value 7.891, and P-Value 0.000. This shows that the better stress management an individual has, the higher the adaptability they show in facing changes and challenges. The relatively high path coefficient value indicates the strong influence of stress management on adaptability.

2. Adaptability Has a Positive Influence on Leadership (H2)

Adaptability also has a significant influence on leadership, with a path coefficient value of 0.412, T-Value 5.214, and P-Value 0.001. These results indicate that individuals who have high adaptability tend to have better leadership capacity. Although the effect is not as high as the previous hypothesis, these results still show a significant relationship and support adaptability theory in the leadership context.

3. Effective Communication Has a Positive Influence on Collaboration and Cooperation (H3)

Effective communication turns out to have a very significant influence on collaboration and cooperation, with the highest path coefficient value in this study of 0.689, T-Value 9.235, and P-Value 0.000. These findings show that clear and effective communication plays an important role in improving a team's ability to work together and collaborate. A high coefficient value indicates that communication is a key factor in a collaborative environment.

4. Listening Skills Have a Positive Influence on Collaboration and Cooperation (H4)

Listening ability shows a significant influence on collaboration and cooperation with a path coefficient of 0.321, T-Value 3.218, and P-Value 0.002. Although the effect is lower than that of effective communication, these results underscore the importance of listening skills in strengthening collaborative dynamics. This moderate value indicates that listening, although important, does not have a dominant influence compared to communication in general.

5. Collaboration and Cooperation Have a Positive Influence on Problem Solving Ability (H5)

Collaboration and cooperation have a very significant influence on problem solving abilities with a path coefficient of 0.612, T-Value 8.342, and P-Value 0.000. This shows that good cooperation within teams substantially increases their ability to solve complex problems. This strong influence emphasizes the importance of collaborative aspects in the context of problem solving.

6. Time Management Does Not Have a Significant Influence on Problem Solving Ability (H6)

The test results show that time management does not have a significant influence on problem solving abilities, with a path coefficient of only 0.089, T-Value 1.458, and P-Value 0.145. This indicates that an individual's ability to manage time does not directly affect his ability to solve problems. These results are interesting because they contradict some management theories which state that time management is a key element in the problem solving process, indicating the need for further research in this context.

7. Problem Solving Has a Positive Influence on Innovation and Creativity (H7)

Problem solving ability has a very significant influence on innovation and creativity, with a path coefficient value of 0.754, T-Value 10.123, and P-Value 0.000. This effect was the highest among all the hypotheses tested, indicating that problem-solving skills are the main driver for encouraging innovation and creativity. This reinforces the theory that the ability to overcome challenges is the basis for effective innovation.

8. Professional Ethics and Responsibility Have a Positive Influence on Innovation and Creativity (H8)

Professional ethics and responsibility show a significant influence on innovation and creativity, with a path coefficient of 0.467, T-Value 6.324, and P-

Value 0.000. These results indicate that professional attitudes and a sense of responsibility at work have an important contribution in spurring innovative and creative processes in organizations. Even though it is not as strong as the influence of problem solving, professional ethics still makes a significant contribution in encouraging a culture of innovation.

Hypothesis Testing Conclusion

From the results of testing this hypothesis, it can be concluded that most of the hypotheses are accepted, confirming the existence of a significant relationship between the variables studied. These findings support most existing theories regarding stress management, effective communication, collaboration, and innovation. However, the findings regarding the influence of time management on problem-solving abilities were not significant, indicating the possibility of other factors being more dominant in influencing these abilities. In-depth analysis and further research may be needed to understand the more complex dynamics behind time management and problem solving.

DISCUSSION

The results of hypothesis testing carried out in this research provide in-depth insight into the factors that influence innovation, creativity and adaptability in organizations. Based on the results of hypothesis testing, it was found that most of the relationships between variables had a significant influence, while several other relationships were not significant. The following is a presentation of the results of hypothesis testing and their relationship to previous theories.

H1: Stress Management → Adaptability

The results of the H1 hypothesis test show a path coefficient of 0.523 with a t-value of 7.891 and a very small p-value (0.000), which shows a very significant relationship between stress management and adaptability. Effective stress management helps individuals to remain calm and rational, allowing them to better adapt to changing or challenging situations. These findings support Lazarus and Folkman's (1984) theory regarding stress and coping. Lazarus and Folkman argue that the way individuals manage stress influences their ability to adapt to change. Previous research also shows that good stress management can help individuals maintain emotional stability which is important for adapting to dynamic environments (Lazarus & Folkman, 1984).

H2: Adaptability → Leadership

The results of the H2 hypothesis test show a path coefficient of 0.412 with a t-value of 5.214 and a p-value of 0.001, which shows a significant influence between adaptability and leadership. Individuals who have a high level of adaptability will be better able to manage change in the organization and lead their teams effectively. Adaptability allows leaders to adjust their leadership style according to the needs of the situation and challenges faced. This finding is in line with the transformational leadership theory of Bass and Avolio (1994), which shows that adaptive leaders are able to direct change and motivate their team members more effectively. Leaders who are able to adapt quickly to change are better able to provide clear and effective direction, improving the performance of their teams (Bass & Avolio, 1994).

H3: Effective Communication → Collaboration and Cooperation

The results of the H3 hypothesis test show a path coefficient of 0.689 with a t-value of 9.235 and a very small p-value (0.000), which indicates that effective communication has a very significant influence on collaboration and cooperation. Open and clear communication between team members helps clarify shared goals, improves coordination, and reduces misunderstandings that can hinder collaboration. These findings support the organizational communication theory proposed by Shannon and Weaver (1949), which emphasizes the importance of clear communication for effective teamwork. Previous research also shows that good communication is the main factor in building strong relationships within a team and increasing cooperation between team members (Robinson & Judge, 2017).

H4: Listening Ability → Collaboration and Cooperation

The results of the H4 hypothesis test show a path coefficient of 0.321 with a t-value of 3.218 and a p-value of 0.002, which shows a significant influence between listening ability and collaboration and cooperation. The ability to listen carefully allows individuals to understand the perspectives of their peers, which in turn improves interpersonal relationships and increases cooperation within teams. These findings reinforce Brownell's (2012) view which emphasizes that listening ability is an important communication skill that facilitates better relationships in teams. Good listening leads to better understanding between individuals, which is critical in supporting effective collaboration.

H5: Collaboration and Cooperation → Problem Solving Ability

The results of the H5 hypothesis test show a path coefficient of 0.612 with a t-value of 8.342 and a very small p-value (0.000), which shows a very significant relationship between collaboration and problem-solving abilities. Effective collaboration in teams increases individual abilities in formulating more innovative and efficient solutions to the problems faced. These findings support the theory of Salas et al. (2015), who stated that good cooperation in teams enriches the problem-solving process by introducing a variety of perspectives and solutions. Collaboration speeds up the problem identification process and produces more creative solutions due to the contributions of various team members.

H6: Time Management → Problem Solving Ability

The results of the H6 hypothesis test show a path coefficient of 0.089 with a t-value of 1.458 and a p-value of 0.145, which indicates that time management does not have a significant influence on problem-solving abilities. These results suggest that although time management is important, other factors such as collaboration and communication may have a greater role in improving problem-solving abilities. This finding contradicts the time management theory of Macan (1994), which states that good time management increases effectiveness in completing tasks and solving problems. Nevertheless, these results suggest that in the context of this research, other factors such as collaboration and listening skills may be more dominant in improving problem solving.

H7: Problem Solving → Innovation and Creativity

The results of the H7 hypothesis test show a path coefficient of 0.754 with a t-value of 10.123 and a very small p-value (0.000), which shows a very significant relationship between problem solving and innovation and creativity. Individuals who are skilled at solving problems tend to be more innovative and creative in producing new and different solutions. These findings support Amabile's (1998) theory, which states that creative problem solving contributes to increased innovation and creativity. Previous research also shows that the ability to find innovative solutions to existing problems increases productivity and creative output in organizations (Amabile, 1998).

Professional Ethics and Responsibility → Innovation and Creativity

The results of the H8 hypothesis test show a path coefficient of 0.467 with a t-value of 6.324 and a very small p-value (0.000), which shows a significant relationship between professional ethics and responsibility and innovation and creativity. Individuals who have high professional ethics and a sense of responsibility tend to be more committed to producing innovative and creative ideas.

These findings develop the theory put forward by Amabile (1998), which states that professional ethics and responsibility play an important role in creating an environment that supports innovation and creativity. This research also shows that individuals who work with integrity and have a high sense of responsibility are more motivated to innovate and be creative in their work.

CONCLUSION

This research aims to analyze the influence of various factors on innovation, creativity, adaptability and problem-solving abilities in an organizational context. Based on the results of hypothesis testing, it can be concluded that stress management has a very significant influence on adaptability, which in turn influences leadership abilities. High adaptability allows leaders to adapt their leadership style to the dynamic needs of the

organization. In addition, effective communication and listening skills have been proven to have a significant influence on collaboration and teamwork. Good collaboration will improve problem-solving abilities, which is an important factor in encouraging innovation and creativity. On the other hand, time management did not show a significant influence on problem solving abilities in this study. Finally, professional ethics and responsibility have an important role in supporting innovation and creativity.

Overall, this research confirms that factors such as stress management, adaptability, effective communication, and collaboration have a significant relationship with various aspects that support innovative performance in organizations. However, other factors such as time management need to be considered further to understand their impact in more depth.

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