



DETERMINING THE QUALITY OF EDUCATORS AND TEACHER WORK PRODUCTIVITY: COMPETENCY AND SOFT SKILL ANALYSIS

Junaidi JM¹, Kemas Imron Rosadi²

¹Student of Islamic Education Management Doctoral Program, Sultan Thaha Saifuddin State Islamic University Jambi, email: junai122793@gmail.com

²Lecturer of the Islamic Education Management Doctoral Program, Sultan Thaha Saifuddin State Islamic University Jambi, email: kemasimronrosadi@uinjambi.ac.id

Corresponding Author: Junaidi JM¹

Abstract: Previous research or relevant research is very important in a research or scientific article. Previous research or relevant research serves to strengthen the theory and phenomena of the relationship or influence between variables. This article reviews the Determination of the Quality of Educators and Teacher Work Productivity: Competence and Soft Skill Analysis, A Study of Human Resource Management Literature. The purpose of writing this article is to build a hypothesis of the influence between variables to be used in further research. The results of this research library are that: 1) Competence affects the Quality of Educators; 2) Soft Skills affect the Quality of Educators; 3) Competence has an effect on Teacher's Work Productivity; 4) Soft Skill has an effect on Teacher's Work Productivity; and 5) Quality of Educators has an effect on Teacher Work Productivity.

Keywords: Quality of Educators, Teacher Work Productivity, Competence and Soft Skills

INTRODUCTION

Education has an important reciprocal relationship in the era of globalization. Is a characteristic of the era of globalization, namely a high level of competition (*high competition*). To meet these needs, the formation of potential educators who have the competence to compete and compete in a healthy manner is a key program to be realized by education stakeholders from elements of the government or society. In other words, globalization of superior teachers with optimal competitiveness.

Educators are a determining factor in shaping relevant human resources in the era of globalization. The direct presence of the teacher is an absolute priority which has implications for student achievement in various activities. Teacher competence is a key element in forming outstanding students. Teachers are required to master the relevant competencies as educators, namely pedagogical competence, professional competence, personality competence, and professional competence. These various competencies have an effect on improving the quality of educators and teacher work productivity in interacting in schools. Another factor that influences teacher productivity is the soft skills of an educator.

Productive educators are the most expected criteria to be able to realize educational goals. The quality of educators must be a concern for both educational organizations because the high and low quality of teachers can affect the achievement of the goals of the educational organization as a whole. (Hamdani, 2017)

Based on the background that has been presented, this research article aims to strengthen concepts and theories related to the influence of competence and soft skills on the quality of educators and their impact on teacher work productivity.

Based on the background, the problems to be discussed can be formulated in order to build hypotheses for further research, namely:

- 1) Does competence affect the quality of educators?
- 2) Does Soft Skill affect the Quality of Educators?
- 3) Does competence affect teacher work productivity?
- 4) Does Soft Skill affect Teacher's Work Productivity?
- 5) Does the Quality of Educators Affect Teacher's Work Productivity?

LITERATURE REVIEW

Quality of Educators

The quality of educators is the ability of an educator to produce good educational competencies in accordance with the competencies possessed by an educator, namely pedagogical, cognitive, professional and social abilities so that they become professional educators. (Nez, 2013). Dimensions of the Quality of Educators as described in the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning SNP Article 28, namely: a. Educators must have academic qualifications and competence as agents of learning, be physically and mentally healthy, and have the ability to realize national education goals. b. The academic qualification as referred to in paragraph (1) is the minimum level of education that must be met by an educator as evidenced by a diploma and or certificate of relevant expertise in accordance with the provisions of the applicable legislation. c. Competencies as learning agents at the primary and secondary education levels as well as early childhood education include: (a). Pedagogic competence, (b). Personal competence, (c). Professional competence, and (d). Social competence. d. A person who does not have a diploma and or certificate of expertise as referred to in paragraph (2) but has special expertise that is recognized and needed can be appointed as an educator after passing a feasibility and equality test. (Israpil, 2018)

Educators as workers must be capable which includes mastery of subject matter, professional mastery of educators and education, mastery of ways to adapt and have the personality to carry out their duties, besides that, educators must be individuals who are developing and dynamic. This is in accordance with what is stated in Law no. 20 of 2003 concerning the National Education System that educators and education staff are obliged to a) create a meaningful, fun, creative, dynamic, and dialogical educational atmosphere, b) have a professional commitment to improve the quality of education and c) set an example and maintain the good name of the institution. , profession, and position in accordance with the trust given to him. (Putra M. R., 2018)

The quality of educators is a very dominant and most important factor in formal education in general, because for students, educators are often used as role models and even become self-identification figures. Educators are elements that greatly influence the achievement of educational goals in addition to students and other facilities. The success of education is largely determined by the readiness of educators in preparing their students through teaching and learning activities. However, the strategic position of educators to improve the quality of educational outcomes is strongly influenced by the professional abilities of educators and the quality of their performance.

The benchmark for progress in educational organizations can not only be measured by high student input, but the quality factor of educators who provide teaching to students is also very decisive. (Putra M. R., 2018)

The quality of these educators has been studied by many previous researchers, including: (Harun, 2021), (Rafid, 2019), and (Imron, 2021).

Teacher Work Productivity

Teacher Work Productivity is the potential or power produced by individuals (teachers) that are used optimally, to achieve more, creative, generative outputs, and generate profits or benefits. Measurements were made through the following subvariables: (a) learning planning and implementation, with indicators for teaching design, semester program and annual program; (b) academic achievement, with indicators of academic work and monumental works; (c) professional development work, which includes indicators for article writing, media creation and use, and learning tools; and (d) participation in scientific forums, with indicators of workshops, training, presenters, and seminar participants. Based on this understanding, it can be concluded that the teacher's task is not only teaching, but starting from the planning, implementation, evaluation, evaluation analysis, and enrichment processes. The task is not easy to do, if the teacher does not have good work professionalism. The concept of work productivity can be seen from two dimensions, namely the individual dimension and the organizational dimension. The individual dimension sees productivity in relation to individual personality characteristics that appear in the form of mental attitudes and implies the desires and efforts of individuals who are always trying to improve the quality of their lives. Meanwhile, the organizational dimension looks at productivity in terms of the technical relationship between inputs and outputs.

Therefore, in this view, the increase in productivity is not only seen from the aspect of quantity, but can also be seen from the aspect of quality. (Sutikno, Indikator Produktivitas Kerja, 2009). Dimensions or indicators of Teacher Work Productivity are: a) Ability, Having the ability to carry out tasks. The ability of an employee is very dependent on the skills they have and their professionalism at work. It provides power to complete the tasks assigned to them. b). Improving Results Achieved, Strive to improve results achieved. The result is one that can be felt both by those who do and those who enjoy the results of the work. Thus, it is an effort to take advantage of work productivity for each person involved in a job. c) Work Spirit,

This is an effort to be better than yesterday. This indicator can be seen from the work ethic and the results achieved in one day later compared to the previous day. d) Self-Development, Always developing oneself to improve work ability. Self-development can be done by looking at the challenges and expectations with what will be faced. The stronger the challenge, the absolute self-development is done. Likewise, the hope to be better in turn will greatly affect the desire of employees to improve their abilities e). Quality, Always trying to improve the quality better than the past. Quality is the result of work that can show the quality of an employee's work. So improving quality aims to provide the best results which in turn will be very useful for the company and itself. f) Efficiency, the comparison between the results achieved with the overall resources used. Inputs and outputs are aspects of productivity that have a significant impact on employees (Sutrisno, 2011).

Teacher Work Productivity is the entire achievement of the work of teachers for one year in the work environment by developing creativity in the learning process, effectively and efficiently in using time, costs, facilities and being responsible for achieving educational goals by producing good quality human resources (Jakiyah, 2018)

Teacher Work Productivity is a comparison of the work achieved by teachers in carrying out tasks in their work environment to produce creative and useful work (output) by

using resources (inputs) that are connected with time used efficiently so that there is a desire to improve teaching methods more effectively. to achieve educational goals (Lestari, 2018)

This teacher's work productivity has been studied by many previous researchers, including: (Sutikno, 2011), (Wahyuni, 2019) and (Yusuf, 2013).

Competence

Competence is a collection of knowledge, skills and behaviors that are used to improve performance or circumstances or quality that is adequate or very qualified, has the ability to perform certain roles. (Mulyasa, 2013) Dimensions or indicators of competence are :

- a) Knowledge: awareness in the cognitive field, for example a teacher knows how to identify learning and how to do good learning according to the needs of the school.
- b) Skills: the ability to do certain physical or mental tasks. Mental competence or cognitive skills include analytical and conceptual thinking.
- c) Work attitude: positive or negative evaluation that a person has about aspects of the work environment (Elizar, 2018)

Competence is a combination of knowledge, skills, values and attitudes that are reflected in the habit of thinking and acting on a task/job. (Ismuha, 2016). Dimensions or indicators of competence can be divided into three, namely: a) Intellectual competence is the character of attitudes and behavior or the will and intellectual abilities of individuals (can be in the form of knowledge, skills, professional understanding, conceptual understanding, etc.) which are relatively stable when faced with problems at work. workplace, which is formed from the synergy between the characteristics of self-concept. Internal motivation, as well as the capacity for contextual knowledge, b) Emotional competence is the character of attitudes and behavior or the willingness and ability to control oneself and understand the environment objectively and morally so that the emotional pattern is relatively stable in dealing with problems in the workplace, which is formed from the synergy between the characteristics of self-concept. Internal motivation, as well as emotional knowledge capacity, c) Social competence is the character of attitudes and behavior or the willingness and ability to build cooperative nodes with other people that are relatively stable when facing problems at work which are formed through synergy between character, self-concept internal motivation and conceptual social knowledge capacity. (Prayogi, 2019)

According to Sedarmayanti, competence is closer to the ability or capability that is applied and produces employees or leaders or officials who show high performance called competence. Competence is the ability of an individual shown by good performance in his position or job. Competence is a collection of knowledge, skills and behaviors that are used to improve performance or circumstances or qualities that are adequate or of high quality, having the ability to perform certain roles. This means that First, competence is a combination of knowledge, skills, and behavior to improve performance. Second, a strong indicator of competence here is an increase in performance to a good or very good level. Third, combination and behavior are the capital to produce performance. (Soetrisno, 2018)

Competencies have been studied by many previous researchers, including: (Andina, 2018), (Baharun, 2017), and (Werdayanti, 2008).

Soft skills

Soft skills are a set of abilities that affect how a person interacts with others. He further explained that soft skills include effective communication, creative and critical thinking, team building, and other abilities related to individual personality capacities. (Hamrin, 2012)

Soft skills are skills that are more related to the sensitivity of one's feelings to the surrounding environment. Because soft skills are related to psychological skills, the impact is

more abstract but can still be felt, such as polite behavior, discipline, determination, the ability to work together, help others, and so on. (Rokhimawan, 2012)

Soft Skills are skills and life skills, both for yourself, in groups, or in society, as well as with the creator. The rest, having soft skills, will make a person's presence even more felt in society (Elfindri, 2011). Soft Skill dimensions or indicators are :

- a) Communication skills, communication skills are skills or the ability to convey messages, ideas or thoughts to others with the aim that other people can understand what is meant by good, directly or indirectly.
- b) Cooperation, the ability of a group of people who work together to achieve a common goal.
- c) Responsibility, Responsibility is an attitude in which a person does what has become his duty and obligation that he should do to himself, society, the environment (nature, social, and culture), the State and God Almighty
- d) Honesty, the attitude of doing something actually both in the world of work and everyday life
- e) Adaptation, the ability to be able to adjust to new people or environments. (Jafar, 2017)

Soft Skills have been studied by many previous researchers, including: (Setiani, 2016), (Hamidah, 2012), and (Wagiran, 2014).

Table 1: Previous research

No.	Author (year)	Previous Research Results	Equation with this article	Difference with this article
1	(Afrian, 2015)	Competence, Soft Skills and career maturity have a positive and significant impact on the Quality of Educators and Teacher Work Productivity	Soft Skills & Career Maturity Affect the Quality of Educators & Teacher Work Productivity	Competence affects the Quality of Educators & Teacher Work Productivity
2	(MUTAKIN, 2015)	Competence & compensation have a positive and significant effect on the quality of educators and teacher work productivity	Soft skills affect teacher work productivity	Competence affects the quality of educators
3	(Kuswibowo, 2021)	Competence, soft skills and work motivation have a positive and significant effect on the quality of educators and teacher work productivity	Competence & work motivation affect the quality of educators	Soft Skills Affect Teacher's Work Productivity
4	(Putra, 2021)	Competence, Soft Skills and Work Discipline have a positive and significant impact on the Quality of Educators and Teacher Work Productivity	Soft Skills & Work Discipline Affect the Quality of Educators & Teacher Work Productivity	Competence affects the Quality of Educators & Teacher Work Productivity
5	(Sari, 2019)	Competencies & incentives have a positive and significant impact on the quality of teaching staff and teacher work productivity	Soft skills affect teacher work productivity	Competence affects the quality of educators
6	(Habibie, 2020)	Competence, soft skills and managerial competence of principals	The principal's managerial	Soft Skills Affect Teacher's Work

		have a positive and significant effect on the quality of educators and teacher work productivity	competence and competence are influential on the quality of educators	Productivity
7	(Irdiyanti, 2021)	Competence, Soft Skills and School Culture have a positive and significant impact on the Quality of Educators and Teacher Work Productivity	Soft Skills & School Culture Affect the Quality of Educators & Teacher Work Productivity	Competence affects the Quality of Educators & Teacher Work Productivity
8	(Lubis, 2021)	Competence & work environment have a positive and significant impact on the quality of educators and teacher work productivity	Soft skills affect teacher work productivity	Competence affects the quality of educators
9	(Rumimpunu, 2015)	COMPETENCE, SOFT SKILL and work stress have a positive and significant impact on the QUALITY OF EDUCATORS and TEACHER WORK PRODUCTIVITY	Competence & work stress affect the quality of educators	Soft Skills Affect Teacher's Work Productivity
10	(Zulviliansih, 2012)	Competence, Soft Skills and job satisfaction have a positive and significant impact on the Quality of Educators and Teacher Work Productivity	Soft Skills & Job Satisfaction Affect the Quality of Educators & Teacher Work Productivity	Competence affects the Quality of Educators & Teacher Work Productivity
11	(Rakhmatullah, 2018)	Competence & Work Experience have a positive and significant impact on the quality of educators and teacher work productivity	Soft skills affect teacher work productivity	Competence affects the quality of educators
12	(Muyassaroh, 2020)	Competence, soft skills and education level have a positive and significant impact on the quality of educators and teacher work productivity	Competence & Education Level affect the quality of educators	Soft Skills Affect Teacher's Work Productivity
13	(Darsana, 2014)	Competence, Soft Skills and work ethic have a positive and significant impact on the Quality of Educators and Teacher Work Productivity	Soft Skills & work ethic affect the Quality of Educators & Teacher Work Productivity	Competence affects the Quality of Educators & Teacher Work Productivity
14	(Anggraini, 2021)	Competence & emotional intelligence have a positive and significant impact on the quality of educators and teacher work productivity	SOFT SKILL has an effect on teacher work productivity	Competence affects the quality of educators
15	(Sulistiyan, 2015)	Competence, soft skills and teaching motivation have a positive and significant impact on the quality of educators and teacher work productivity	Competence & teaching motivation affect the quality of educators	Soft Skills Affect Teacher's Work Productivity

RESEARCH METHODS

The method of writing scientific articles is by using qualitative methods and literature review (Library Research). Assessing theory and the relationship or influence between variables from books and journals both offline in the library and online sourced from Mendeley, Scholar Google and other online media.

In qualitative research, literature review must be used consistently with methodological assumptions. This means that it must be used inductively so that it does not direct the questions posed by the researcher. One of the main reasons for conducting qualitative research is that it is exploratory (Ali, 2013)

FINDINGS AND DISCUSSION

Based on relevant theoretical studies and previous research, the discussion of this literature review article is:

The Effect of Competence on the Quality of Educators

Competence affects the Quality of Educators, where the dimensions or indicators of Competence (a Knowledge: awareness in the cognitive field, for example a teacher knows how to identify learning and how to do good learning according to the needs of the school. b) Skills: the ability to do physical tasks or certain mentality. Mental competence or cognitive skills include analytical and conceptual thinking. c) Work attitude: positive or negative evaluations that a person has about aspects of the work environment) affect the dimensions of the Quality of Educators which include physical and spiritual qualities, personality, intelligence, and morals. (Nurhayati, 2020). The quality of educators in educational institutions of course has a direct influence on the quality of education offered, so to improve the quality of education, an educational institution must know the governance of teaching staff well so that existing human resources can maximize their function to achieve the goals of educational institutions..

The quality of educators in the field of education is a very important field in developing education in a country. Developed countries can certainly have a very good education system and quality. This is because the education sector is very influential on the quality of educators. To improve the quality of these educators, an educational institution must also pay attention to the competencies possessed by a teacher.

Improving the quality of educators by implementing collaborative strategies. This means looking at and paying attention to his personal behavior and the situation or condition of the educators, listening to ideas and suggestions from the educators, resolving and clarifying the personal mistakes of the principal and the errors of the educators, expressing wishes, providing input and trying to solve problems for educators, sharing work together, set an example, act according to the abilities of the educators, give more attention to those who are diligent. (Habibie, 2020)

Competence affects the Quality of Educators, this is in line with research conducted by: (Darmaji, 2019), (Narsih, 2017), and (Rohman, 2020)

Effect of Soft Skills on the Quality of Educators.

Soft Skills affect the Quality of Educators, where the dimensions or indicators of Soft Skills are: (a Ability to communicate, b. Organizational ability, c. Leadership, d. Thinking logically, e. Never give up (Effort), f. Collaborate, g. Ethics) (Rokhayati, 2017), affect the dimensions or indicators of the Quality of Educators as follows: (a. Quality of work. This indicator relates to the quality of work of teachers in mastering everything related to the preparation of learning program planning and application of research results in classroom

learning. b. Speed/determination of work. This indicator relates to the accuracy of the teacher's work in adjusting teaching materials to the characteristics of students and the completion of teaching programs in accordance with the academic calendar c. Initiatives in work This indicator relates to the initiative of teachers in the use of varied learning models according to the subject matter and the use of various school inventory wisely d) Workability This indicator relates to the teacher's ability to lead a conducive classroom environment, manage teaching and learning activities, and assess student learning outcomes e. Communication This indicator is related to communication what the teacher does in the process, tutoring services with students who are less able to take part in learning and are open to receiving input for learning improvement.(Faizah, 2019)

Soft skill development for teachers is very important because it will have a positive impact on the quality of teaching staff. Soft skills absorbed by the teacher will color and will inherently be reflected in the teacher's mastery of knowledge of students, mastery of methods, mastery of materials and learning support. Furthermore, if soft skills are able to be reflected in learning planning, a higher quality learning implementation will be created.

To improve the quality of educators by paying attention to soft skills, what management must do is to conduct teacher competency development. In coaching and developing soft skills of teachers, it is necessary to understand and determine the soft skill material to be developed, the principles of guidance to be adhered to as well as appropriate techniques and approaches. For example, in this case the material to be chosen is communication, leadership, teamwork, and collaboration.

The coaching technique can be adapted to the needs, both material needs and competencies that need to be developed. There are several techniques that can be applied such as seminars and workshops, sharing between teachers and coaches, innovative learning training, lesson study, and others. The coaching technique chosen by the teacher will be successful if the teacher has good soft skills. (Yuni, 2017)

Soft Skills affect the Quality of Educators, this is in line with research conducted by: (Yuni, 2017), (Murdianto, 2019), and (Sumiyati, 2020).

The Influence of Competence on Teacher's Work Productivity.

Competence affects the quality of educators, where there are three dimensions or indicators of competence, namely: a) Intellectual competence is the character of attitudes and behavior or the will and intellectual abilities of individuals (can be in the form of knowledge, skills, professional understanding, conceptual understanding, etc.) relatively stable when facing problems at work, which is formed from the synergy between the characteristics of self-concept. Internal motivation, as well as the capacity for contextual knowledge, b) Emotional competence is the character of attitudes and behavior or the willingness and ability to control oneself and understand the environment objectively and morally so that the emotional pattern is relatively stable in dealing with problems in the workplace, which is formed from the synergy between the characteristics of self-concept. Internal motivation, as well as emotional knowledge capacity, c) Social competence is the character of attitudes and behavior or the willingness and ability to build cooperative nodes with other people that are relatively stable when facing problems at work which are formed through synergy between character, self-concept internal motivation and conceptual social knowledge capacity. affect the dimensions or indicators of Teacher Work Productivity, namely: (a) Having expertise, responsible management; (b) outstanding leadership; (c) organizational and operational simplicity; (d) effective staffing; (e) challenging tasks; (f) planning and controlling objectives; and (g) special managerial training.(Sutikno, Indikator Produktivitas Kerja, 2009).

Competence is an important factor that can affect teacher work productivity, because it is known that competence is the key for someone to produce excellent performance. If a

person's performance is good, it will produce good work productivity as well. In general, it is explained that there are six groups of competencies to achieve high work productivity, namely: a. Competence achievement and action b. Competence to serve c. Competence to lead (influence) d. Competence to manage (managerial) e. Competence thinking (cognitive) f. Effective personality competence (personal effectiveness). (Mulyadi, 2010)

Based on research results (Abubakar, 2018) that the competence variable has an effect on employee work productivity by 0.689 or 68.9%. Employee competence which consists of components of attitude, knowledge, and skills has a very strong influence on employee work productivity which consists of Training Factors, mental and employee abilities, and the relationship between subordinates and superiors.

Competence affects Teacher Work Productivity, this is in line with research conducted by: (Prasasti, 2014), (Bahri, 2016) and (Abubakar, 2018)

Effect of Soft Skills on Teacher Work Productivity

Soft Skills affect Teacher Work Productivity, where the dimensions or indicators of Soft Skills are (a). Communication skills, communication skills are skills or the ability to convey messages, ideas or thoughts to others with the aim that other people can understand what is meant by good, directly or indirectly. b). Cooperation, the ability of a group of people who work together to achieve a common goal. c). Responsibility, Responsibility is an attitude in which a person does what has become his duty and obligation that he should do to himself, society, the environment (nature, social, and culture), the State and God Almighty d). Honesty, the attitude of doing something actually both in the world of work and everyday life e). Adaptation, the ability to be able to adapt to new people or environments, affects the dimensions or indicators of Teacher Work Productivity, namely: First, more than meeting job qualifications, meaning that high productivity is impossible to achieve if employee qualifications are low. Typical observations are: (a) intelligent and able to learn quickly; (b) professionally or technically competent; (c) creative and innovative, (d) understand the work; (e) work "smart", use logic, organize work efficiently, always pay attention to design performance, quality, reliability, maintenance, safety, financing, and scheduling; (f) always looking for improvement but knows when to stop; (g) deemed valuable by his superiors; (h) have a successful track record; and (i) always self-improvement), Second, highly motivated, which in this case the typical observations are: (i) self-motivated; (a) persevering; (b) have a strong will to work; (c) work effectively with or without a supervisor; (d) see things that must be done and take necessary actions, (e) like challenges, Third, have a positive work orientation. This can be observed from: (a) liking his job and being proud of it; (b) setting high standards; (c) have good work habits. (Sutikno, Indikator Produktivitas Kerja, 2009).

The work productivity of each teacher is very important in achieving educational goals, so that teacher work productivity must be further improved, it is necessary to have Soft Skill training for teachers on the skills they have so that teachers are able to maximize the expertise or skills they have and can increase productivity work in educational organizations. Skills greatly affect a person's level of success. With the existing skills, a person can create a better life for himself and the environment around him

Soft Skills have an effect on Teacher Work Productivity, this is in line with research conducted by: (Widayanti, 2014), (Yanthi, 2020), and (Asbari, 2020).

The Influence of the Quality of Educators on Teacher Work Productivity

The quality of educators affects teacher work productivity, where the dimensions or indicators of quality of educators consist of: (a) teachers have a minimum academic qualification of undergraduate (S1) or four-diploma (D4) from an accredited study program; (b) Teachers have educator certificates; (c) Teachers teach subjects according to educational

background and/or due diligence and equality; (d) Subject teachers have pedagogic competence, (e) Teachers have professional competence, (f) Teachers have personality competencies, including: (a) act in accordance with religious, legal, social and cultural norms, (b) present themselves as honest, noble, and exemplary personality, (c) presenting oneself as a steady, stable, mature, wise, and authoritative person, (d) demonstrating work ethic, responsibility, pride in being a teacher, and self-confidence, (e) uphold the professional code of ethics, (g) Teachers have social competence which is shown through effective and polite communication with: (a) fellow teachers, (b) educational staff, (c) students, (d) parents, (e)) Public.(Santika, 2019) affect the dimensions or indicators of Teacher Work Productivity, namely: 1) Position/position, with indicators of the level of achievement of positions in the organization and the level of suitability of the positions given; 2) Rank/class, with indicators The level of income suitability is supported by rank in the organization and the level of job suitability in accordance with the benefits provided; 3) Age/year of service, with indicators of ability to work and level of conformity with work improvement; 4) Financial and social security, with indicators of level of suitability of income with needs, level of suitability of insurance owned, level of suitability of good social security, and level of conformity of independent pension; 5) organizational career, with indicators of level of suitability of career interests, level of suitability of support from colleagues, and level of financial suitability; 6) Challenging work, with indicators of the level of suitability of challenging jobs and the level of suitability of the career achievement process; 7) Promotion/responsibility/social status, with indicators of level of suitability of organizational support for promotion and position responsibilities and level of readiness for job duties; 8) Appropriate co-workers, with indicators of the level of success with co-workers, the level of conformity with co-workers' support at work, and the level of compatibility with colleagues (Bahri, 2016)

The quality of educators has an effect on teacher work productivity, this is in line with research conducted by:(Putra Y. D., 2019), (Bahri, 2016), and (Mukti, 2017).

Based on the formulation of the problem, theoretical studies, relevant previous research and discussion of the influence between variables, the framework for thinking in this article is as follows.

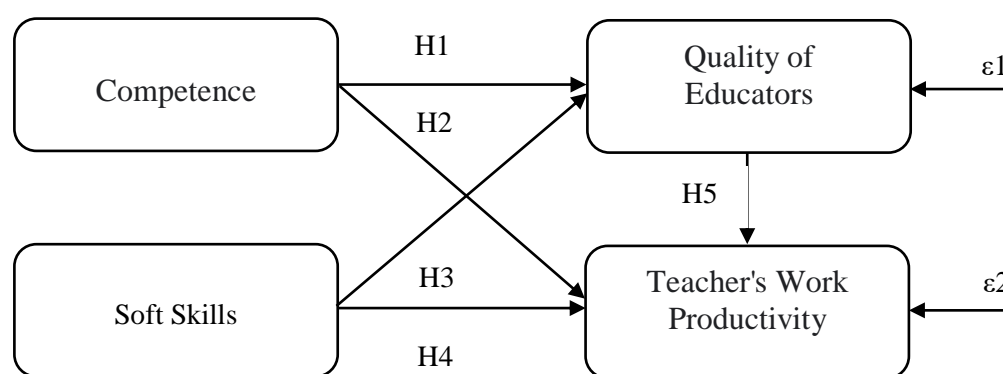


Figure 1: Framework for Thinking

Based on the conceptual framework picture above, then: Competence and Soft Skills affect the Quality of Educators and Teacher Work Productivity either directly or indirectly.

Apart from the Competence and Soft Skill variables that affect the Quality of Educators and Teacher Work Productivity, there are many other variables that influence it, including the following variables:

- 1) Work environment : (Prasasti, 2014), (Harefa, 2020), and (SitiImroatun, 2016).
- 2) Motivation : (ImamHambali, 2021), (Sarjana, 2012), and (Zulawati, 2016).
- 3) Work discipline: (Wulandari, 2020), (Novitasari, 2022), and (Suryadi, 2020).

CONCLUSION AND RECOMMENDATION

Conclusion

Based on theory, relevant articles and discussions, hypotheses can be formulated for further research:

- 1) Competence affects the Quality of Educators.
- 2) Soft Skills affect the Quality of Educators.
- 3) Competence affects Teacher's Work Productivity.
- 4) Soft Skills affect Teacher's Work Productivity.
- 5) The quality of educators affects the work productivity of teachers.

Recommendation

Based on the conclusions above, the suggestion in this article is that there are many other factors that affect the Quality of Educators and Teacher Work Productivity, apart from the Quality of Educators and Teacher Work Productivity at all types and levels of organizations or companies, therefore it is still needed. further studies to find out what other factors can affect the quality of educators and teacher work productivity other than those examined in this article, such as: x3, x4 and x5.

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