PATH ANALYSIS: PROFESSIONAL COMPETENCE, TEACHER ATTITUDE, MOTIVATION AND CREATIVITY TOWARDS LEARNING OUTCOME

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Abstract. *The purpose of this study was to 1) explain the influence of professional competence and teacher attitude toward students' learning motivation of narrative writing, 2) explain the influence of professional competence and teacher attitude towards students' creativity in narrative writing and 3) explain the influence of professional competence, teacher attitude, motivation, creativity toward students' learning outcomes in narrative writing. This study uses a quantitative approach with experimental research methods and explanatory design. The population of study was the whole of primary school students of Kartika Jaya 1-11 Padang and sample were students of class VI consists of five classes namely VA to VE, amounting to 94 people. Data were collected by using questionnaires with 5-point Likert scale measurement. Data was obtained from narrative essay tests. Data analysis used path analysis test. Research findings show that the attitude of professional competence and teacher attitude simultaneously and partially effect on student motivation, but partially the teacher attitude did not have significant effect on motivation. As well as professional competence and teacher attitude simultaneously and partially effect on students' creativity, but partially teacher attitude did not have significant effect on students' creativity. The influence of all variables simultaneously indicate that professional competence, teacher attitude, motivation and creativity significant effect on learning outcomes of narrative writing to the elementary school students of Kartika Jaya1-11, Padang, but partially not all variables have significant influence, where professional competence had no significant effect to results learning, as well as teacher attitude had no significant effect on learning outcomes.*

Key Words : Professional competence, teacher attitude, motivation, creativity.

INTRODUCTION

Progress of basic education in Indonesia showed more than 60 percent of elementary school teachers have not been able to improve the quality of students learning outcome, especially the ability to think creatively.[1] Elementary school face considerable challenges in strengthening the professional competence of teachers compared to the high schools. Based on these considerations, various strategies have been undertaken to improve the competence professional of elementary school teachers including following any workshop and training of developing teaching design, models, methods, syllabus integration and management classes.

In addition to the problems of teachers' professional competence, is the age distribution has become one of the important issues where the distributions of primary school teachers' age are not evenly distributed. Most primary schools have teachers over the age of 35 to 60 years old. In other words, this age is less productive. In addition,

several other classes are facing a shortage of teachers. In some subjects, students are not taught at the required level. Teachers teach almost every subject, no specialization is emphasized. Exchange of knowledge and experience in learning management does not vary and the limited allocation of time. All these problems lead teachers have difficulty to develop their professionally. It got worse when teachers do not prepare the lesson plans and teaching materials as well. [2]

Learning is not planned well, certainly very minimal with teaching materials used. The fact that teachers implement the learning process without preparation usually only focus on one textbook only, without the use of many other supporting materials, in addition to the models and learning methods are often monotonous and teacher center. It makes students do not pay attention in following the teaching learning process in the classroom. Students feel bored and led to a decline their creativity in learning to write a narrative.

In order to increase students' motivation in teaching learning process at the classroom according to Rhoades and Rhoades (1980) it can be done by fostering the concept of students as one important component of motivation. [3]. Participation in learning allows students actively involved in the discussions class (both with the teacher or with their peers), thus opening up communication, feelings and their experiences in exercises to make a work of narrative writing in various social contexts.[4,5] Linking the science that teachers owned have significant relation with the development of their self-concept to manage their students including to support the success of their students' to increase in the motivation. [6] The ability of teachers to build students' motivation is closely related to the strengthening of teachers' professional competence in their work, so that the stronger the teaching profession, the easier the teacher build the students' motivation that will be leading the students' creativity and learning outcomes.

The success of teachers in implementing their professional competence in line with their attitude in doing so, in this case the success of teaching profession in teachers' work is needed patience, dedication and sustainable teaching development, it is important to love and be willing to practice their profession. In this context, the teachers/ attitude plays an important role in the success of their future career for that reason it could motivate student in such away both in positive or negative.

In the teaching of writing narrative, the attitude of patience, dedication and teachers' attention demanded to motivate the students in order want to continue to learn and practice a writing narrative subject. Professional competence of teachers make them become more creative in guiding and teaching their learners, not just the strengthening of cognition, as well as writing learning reinforcement.

Regarding cognition and learning, previous research by Salkind reported about in order to improve students' skill in writing a narrative text, it can be done through strengthening their memory to remember their unforgettable story in their live [7]. Anderson said that the ability to remember their unforgettable experience for long term, students should be allowed by teachers to train remembering their unforgettable

experience in their life to be appointed as a single topic or theme that is useful in making a narrative writing [8].

The preparation of writing a narrative text is required to formulate the ideas and themes in the form schemata. It is done by encouraging children to build and interpret their ideas into writing, especially tell about their unique experience into a narrative content. Story content can be built by using the reconstruction of students' experiences.[9,10,11]

In writing a narrative text by appearing moral messages, the writing should be having interesting storyline and uploading the reader when reading it. This strategy can be taught to students in motivating them to build an interesting theme and topic of a story [12,13]. Similar feelings were expressed by Renkl said that professional teachers competence are supported by a good attitude of teacher in teaching at the class, it also can motivate students earnestly to follow the learning and increase students' creativity ability to write good narratives that ultimately have positive effect to students' learning outcomes. [14]

From explanation above, the purpose of this study was to answer the questions of research hypothesis and clarify the relationship and influence among variable studied were: 1) whether the professional competence and teacher attitude affect to students' motivation in following the writing of narrative? 2) Whether the professional competence and teacher attitude affect the students' creativity in writing a narrative? and 3) whether the professional competence, teacher attitude, motivation, creativity effect on students' learning outcomes? These are the questions that invited us to conduct this study in order to explain how much influenced variables and correlated among professional competence, teacher attitude, motivation, creativity, and students; learning outcomes.

RESEARCH METHODOLOGY

This study uses a quantitative approach with experimental research methods and explanatory design. According to Creswell explanatory study is to test the hypothesized among variables[15]. The hypothesis of this study will be verifiable. It describe that the hypothesis have strong relationship between two variables, and how them influence student\s learning outcome. Analysis of this study used a path analysis model. This research was conducted at SD Kartika Jaya 1-11 Padang from February to June 2017. The entire of population is students of SD Kartika Jaya 1-11 Padang and samples were all fifth grade students consist of class V_A to V_E as much as 94 students. Data were collected by using questionnaires with a 5-point Likert scale measurement for each independent variable. Before spreading the research questioner, firstly researcher should have passed the validity and reliability test of it. .According to Creswell [15] the validity of the test showed the extent to which a measuring device used to measure its validity. The measurement of it can be done by using product moment, the item can be considered as a valid question if it is greater than 0:30. while reliability is if all question asked of

respondents trusted based on Cronbach alpha test, when the Cronbach's alpha (α)> 60% (0.60) then the variable is reliable, otherwise Cronbach's alpha (α) <60%, then the variable is unreliable. Data collection of this research used dependent variable is obtained from the test of narrative essay writing by evaluating of students' skill in composing sociolinguistic, discourse and grammar in their narrative text. The data of research was measured by using path analysis test by focusing to know the influence of two exogenous variables, namely professional competence (X1) and teacher attitude (X2), to three endogenous variable, such as students' motivation to learn ((Y1), students' creativity to learn (Y2) and the students' learning outcome for writing a narrative subject (Y3).

RESULTS

From the results of research conducted at SD Kartika Jaya 1-11 Padang since February to June 2017 involving all students in fifth grade of SD Kartika Jaya 1-11 Padang obtained the following results:.

1. **The influence of professional competence and teacher attitude toward students' learning motivation to write narrative**

To answer the first hypothesis whether professional competence and teacher attitude have significant influence towards students' learning motivation in writing a narrative essay can be measured by using regression test with the results as shown in Table 1

Table 1, Effect of Professional Competence and Teachers Attitude
Toward students' Motivation in Composing a Narrative Writing

Model		Sum of Squares	df	mean Square	F	Sig.
1	Regression	16235.501	2	8117.750	2.414E3	.000a
	Residual	305 988	91	3,363		
	Total	16541.489	93			

a. Predictors: (Constant), teacher attitude, professional competence

b. Dependent Variable: Motivation

From the table above it can be seen that the ANOVA test obtained F-value of 2.414 with sig. = 0.00. Because significant value less than 0.05, then H_0 are rejected, it means that teacher attitude and professional competence simultaneously affect students' motivation. Contribution of this variable obtained R-square of 0.982, it means that students' motivation following study to write a

narrative essay have been influenced by teacher attitude and professional competence as much as 98.2%, it can be seen in Table 2.

Table 2, Contributions of Professional Competence and Teacher Attitude Toward students; Motivation in Writing a Narrative Essay

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.991a	.982	.981	1.83372

a. Predictors: (Constant), Teacher Attitude, professional competence

Partially analysis test of each variable between the influence of professional competence toward students' motivation to follow the teaching of writing narrative essay can be motivate students to accomplished their writing a narrative task, it can be seen from the regression results in Table 3.

Table 3, Partial t-test between the Influence of Professional Competence and Teacher Attitude to the Student Motivation in Learning of Narrative Writing

Coefficients

Model		Coefficients unstandardized		standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1891	1510		-1252	.214
	professional competence	.963	.014	.990	69 200	.000
	Pedagogy teacher	-.004	.014	-.004	-.269	.789

a. Dependent Variable: Probing question skill

From Table 3 above can be explained the there is relationship between professional competence and teacher attitude partially where teachers' professional competence variables affect students' motivation with coefficients of t-value -269 with significant value of 0,000. It is less than 0.05, so H_0 is accepted, it means that the professional competence have significantly influence to the students' following the learning of narrative writing with path coefficient value of 0.990.

Furthermore, for the variables of teacher attitude toward students; motivation is obtained the Coefficients of t-value 10.359 with significant value of 0,789. It is more than 0.05, So H_0 is rejected, it means that teacher attitude have no significant effect on students' motivation. Based on the explanation above, partially showed that there is no effect on teacher attitude towards students' motivation to follow a narrative essay.

2. Effect of Professional Competence and Attitude Toward Teacher Creativity Student Makes Narrative Writing

To know the influence of professional competence and teacher attitude toward students' creativity in composing a narrative essay is done by using a regression test to see what the effect of them simultaneously and partially. The explanation of the second hypothesis whether professional competence and teacher attitude affect on the students' creativity in composing a narrative writing as shown in Table 4.

Table 4, Effect of Professional Competence and Teacher Attitude
Toward Students' Creativity in Composing a Narrative Writing

Model	Sum of Squares	Df	mean Square	F	Sig.
1 Regression	16151.166	2	8075.583	1.309E3	.000a
residual	561 610	91	6,172		
Total	16712.777	93			

a. Predictors: (Constant), Teacher Attitude, professional competence

b. Dependent Variable: Creativity Learning

From the table 4 above, it can be seen that the ANOVA test obtained F-value of 1.309 with significant of 0,00, it is less than 0.05, so H_0 is rejected, It means that the teacher attitude and professional competence together influence on students' creativity in composing a narrative writing. The contribution of teacher attitude toward students' creativity can be determined by using R-square test result, is 0.982,

it means that the students' creativity in composing a narrative writing is influenced by professional competence and teacher attitude amounted to 96.6%, as can be seen in Table 5.

Table 5, Contributions of Professional Competence and Teacher Attitude
Toward Students' Creativity in Composing a Narrative Writing

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.983a	.966	.966	2.48426

a. Predictors: (Constant), Teacher Attitude,
professional competence

Partially analysis test of each variable between the influences of the professional competence toward students 'creativity to make writing narrative. It can be explained by the regression results of Table 6 below:

Table 6, T-Partial Test of Effect between Professional Competence and Teacher Attitude Toward Students' Creativity in Composing a Narrative Writing

Coefficients

Model		Coefficients unstandardized		standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,050	2,045		1,002	.319
	professional competence	.960	.019	.982	50910	.000
	Pedagogy teacher	-.011	.019	-.011	-.580	.564

Coefficients

Model		Coefficients unstandardized		standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2,050	2,045		1,002	.319
	professional competence	.960	.019	.982	50 910	.000
	Pedagogy teacher	-.011	.019	-.011	-.580	.564

a. Dependent Variable: Guiding skill
question

From Table 6 above can be explained the there is relationship between professional competence and teacher attitude partially where the professional competence variables affect on students' creativity in composing a narrative writing with coefficients of t-value 50.910 with significant value of 0,000. It is less than 0.05, so H_0 accepted, it means that the professional competence significantly influence on students' creativity with Path coefficient value of 0.985.

Furthermore, to the influence of teacher attitude towards students' creativity in composing a narrative writing obtained the coefficients t-value -0.580 with significant value of 0.564. It is more than 0.05, So H_0 is rejected, and it means that teacher attitude no significant effect on students' creativity to make writing a narrative.

3. **Effect of Professional Competence, Teacher Attitude, Motivation and Creativity Student Makes Narrative Writing on Learning Outcomes**
To answer the third hypothesis whether professional competence, teacher attitude, motivation and creativity have significant influence on students learning outcome in composing a narrative writing. This analysis can be tested by multiple linear regressions whether these four variables influence on student learning outcomes of narrative writing. Multiple linear regression test results can be seen in Table 7 below.

Teacher attitude have significant influence towards students' learning motivation in writing a narrative essay can be measured by using regression test with the results as shown in Table 7 below.

Table 7, Effect of Professional Competence, Teacher Attitude, Motivation and Creativity toward Students' Learning Outcome in Composing a Narrative Writing

Model		Sum of Squares	df	mean Square	F	Sig.
1	Regression	16732.780	4	4183.195	8.224E3	.000a
	residual	45 273	89	.509		
	Total	16778.053	93			

a. Predictors: (Constant), Professional Competence, Teacher Attitude, Motivation, Creativity

b. Dependent Variable: Learning Outcomes

From the table mentioned above it can be seen that the results obtained of Anova F-value is 8.224 with sig. = 0.00. Because this value less than 0.05, So Ho is rejected, it means that professional competence, teacher attitude, motivation and students' creativity in composing a narrative writing have significant influence simultaneously toward students' learning outcomes.

Contribution of this variable obtained R-square of 0.997, it means that students' creativity in composing a narrative writing is influenced by professional competence and teacher attitude amounted to 99.7%, it can be seen in Table 8

Table 8. Contributions of Professional Competence, Teacher Attitude, Motivation and Students Creativity in Composing a Narrative Writing toward Learning Outcomes

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.999a	.997	.997	.71322

a. Predictors: (Constant), Guiding skill question, Pedagogy teachers, professional competence, skill Probing question

Partially for the analysis test of each of the four tests conducted variables namely professional competence, teacher attitude, motivation and creativity of

students make the narrative writing student learning outcomes can be explained by the regression results Table 9 below:

Table 9, T-Partial of Professional Competence, Teacher Attitude, Motivation and Students Creativity in Composing a Narrative toward Learning Outcomes

Coefficients

Model		Coefficients unstandardized		standardized Coefficients		
		B	Std. Error	beta	t	Sig.
1	(Constant)	4,097	.628		6527	.000
	professional competence	.048	.040	.049	1,196	.235
	Teacher Attitude	.004	.005	.004	.666	.507
	Motivation	.185	.069	.184	2,695	.008
	Creativity	.770	.051	.768	15 206	.000

a. Dependent Variable: Student Results

From Table 9 above can be explained partially there is relationship between the four independent variables namely professional competence, teacher attitude, motivation and students creativity in composing a narrative writing toward students' learning outcomes is not all related significant. The influence of teachers' professional competence toward learning outcomes obtained coefficients t-value is 1.196 with sig. = 0.235. Because significant value less than 0.05, then H_0 accepted, it means that the professional competence have no significant effect toward students' learning outcomes.

Next variable, the influence of teacher attitude towards students' learning outcomes in composing a narrative writing got the coefficients of t-value is 0.666 with significant values 0.507. This value is more than > 0.05, and then H_0 is also accepted, meaning that teacher attitude also has no impact on students' learning outcomes of writing subject.

While the influence between students' learning motivation toward student learning outcomes got the coefficients t-values is 2.695 with significant value is 0.008. Because this value less than 0.05, so H_0 is rejected, it means that the motivation of Students follow the narrative writing subject in the classroom have significant effect on the students' learning outcomes.

Similarly, the influence of students' creativity in composing a narrative writing also have significant affects toward students' learning outcomes with coefficients of t-value is 8.966 by significant value is 0.01. Because this value is less

than 0.05, So H_0 is rejected, it means that the students' creativity in learning writing a narrative assay have significant effect on the students' learning outcomes.

Based on the partial test results of the explanation above there are two test results that do not have a significant effect on students' learning outcomes in the narrative writing subject, those are the influence of professional competence to the students' learning outcomes in the subject of narrative essay. There is no effect of teacher attitude towards students' learning outcomes in composing a narrative writing based on path way analysis referred to path diagram. For that reason, test results mentioned above can be summarized as follows:

Table 10, Path Analysis Test to measure the influence of Professional Competence, Teacher Attitude, Motivation and Students Creativity toward Students' Learning Outcomes

The influence between variables	path coefficient analysis (Beta)	t	F-value	Test result	The coefficient of determination R square	Another variable coefficient (residual)
Y1 to Y3	0.184	2,695	8.224	H_0 is rejected	0.997 or 99.7%	0,003 or 0.3%
Y2 to Y3	0.768	8.966		H_0 is rejected		

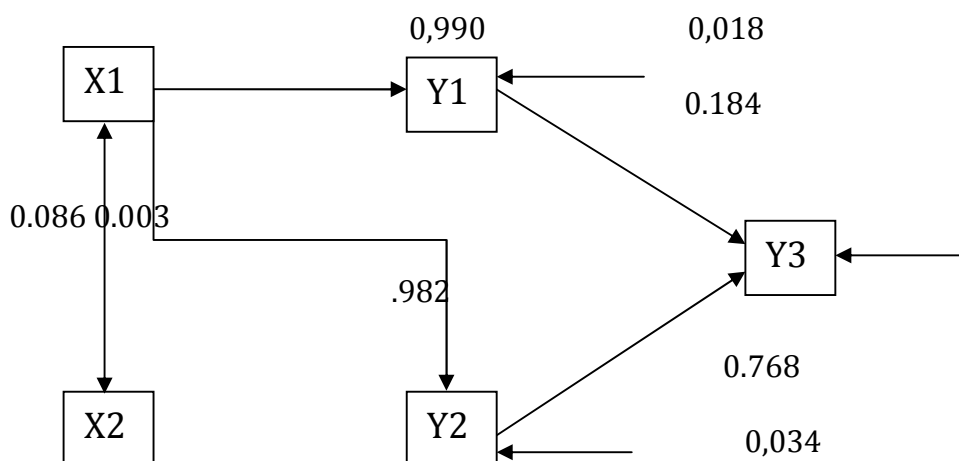Diagram *track after trimming can be described as follows:*

Figure 1. Path Diagram Analysis in measuring the influences of Professional Competence, Teacher Attitude, Motivation and Student Creativity toward Student Learning Outcome in final test of composing a Narrative Writing

For more details, the results of the path analysis diagram illustrated above can be explained how the direct influence between exogenous variables on endogenous variables, as shown in Table 4:11

Table 4.11. Direct Effect of Exogenous variables
Toward Endogenous Variables

No.	Effect of variables	The path coefficients (Beta squared)
1	Against X1 Y1	(0,990) 2 = 0.980
2	Against X1 Y2	(0.982) 2 = 0,964
3	Against Y1 Y3	(0.184) 2 = 0,034
4	Against Y2 Y3	(0.768) 2 = 0.589
5	Against X1 X2	(0.086) 2 = 0,007

While the results of the path analysis diagram reported there are exogenous indirect effect variables on endogenous variables, as shown in the table below 4:12 this:0

Table 4.12. The Indirect Exogenous variables Influenced
Endogenous Variables

No.	Effect of variable	path coefficient
1	X1 to Y3 via Y1	0.980 x 0.034 = 0.0333
2	X1 to Y2 via Y3	0.964 x 0.589 = 0.5678
3	X2 to X1 via Y1	0.007 x 0.980 = 0.0068

DISCUSSION

Psychologists, educators and researchers focusing on professional competence, teacher attitude and learning outcomes, they try to understand how the professional competence and teacher attitude offering the best effect to learning outcomes viewed from students' motivation and creativity. Researchers used different terms related to the relationship between teacher attitude and students' motivation and creativity, such as the personality type, attitudes, cognitive style, and professionalism of teachers in explaining the teaching materials in the classroom. According Schmeck, Gadzela and Baloglu, there are many professionals competence associate with strengthening students' motivation and creativity, they related to the teacher's personality, attitude and their profession. Learning can be observed through teachers' capability in implementing the learning process and choosing the right strategy to the right materials development for create the learning aspects of fun in the class by connecting between the approaches of thinking and teachers behavior (*teacher attitude*). The importance of measuring the professional competence and teacher attitude is to know whatever both of them influence students' motivation and creativity. Those can be seen from the ability of teachers in creating any kinds of teaching models, methods and strategies in

implementing the instruction become more attractive and lead Students happy to learn, enjoy and encourages their active and creative to follow the learning process. By this way, professional competence and teacher attitude can influence the students' learning outcomes. [16,17].

The most important output in this research is how the effects of professional competence and teacher attitude can increase students' motivation and creativity. Basically it can be done by integrating between teacher's ability in building a personality, attitude, good communication and teachers' capability in leading student to be more creative. According to Prucha, the learning outcomes can be measured based on the students' knowledge level owned, skills and affective characteristics. In order to measure this effect is quiet different with learning outcome. Unfortunately, we cannot find a difference term of effects and learning outcome in many papers presented abroad. To answer this challenge need to do something as follows: *First*, the education program should built by good teacher attitude and evaluate the effect of teacher attitude towards students' motivation and creativity before assess students' competence to get their final learning outcome.[18] Both professional competence and teacher attitude, both of them can affect each other, which led to obtain any domain effect can increase students' motivation and creativity. In the analysis of both toward students' primary school learning outcome, Tobler, 1986, Hansen, 1992, Anspaugh, Ezzel & Goodman, 1987, Verešová, 2001, 2004, do not immediately see the terminology of learning outcomes as the measurement of cognitive only, but as a process that need to build the strong students character in order to have good attitude as the nurturance effect of teaching. It can be reached by empower teacher attitude among students' society in the learning community. By learning community, teacher can know whatherver students' need s and wants. For that reason teacher should be a good patron for children as example who leads their eager and curiosity in the class. This strategy of course can motivate students become more creative and enjoy participating in the learning teaching process. [19,20,21,22,23]

Our results support the perspective of learning process as a consideration in measuring learning outcomes, it means that the learning outcome is not targeted from the result of students' final exam only, but also evaluated their attitude, motivation and creativity that spawned a variety of life skill for them. In the context of professional competence and its relationship with teacher attitude according to Soeharto said that teacher attitude is one of the indicators for professional competence assessment and personal competence. The two can also be explained have strong effect to stimulate student eager to study and being more creative in the class. Finally all indicators such as professional competence, teacher attitude, motivation and creativity can increase students' learning outcomes.[24] These results are consistent with the results of research was conducted by Suharto. He found that there is significant relationship between the professional competence and learning outcomes (32.8%), as well as teacher attitude also have significant effect on learning outcomes (45.2%).[24] Soeprijanto and

Sudjana stated that the task of the teacher should not only focus on teaching, but also other tasks in the laboratory practice /workshop, even Sudjana said that 76.6 percent of the learners attitude in studying is influenced by their teachers attitude [25,26].

In the development of professional competence and teacher attitude, the two is not directly affect to the students' learning outcome, but there is a process of professionalism of teacher in delivering the students' to be more interest and more motivated continuously in following the study. By this way, teacher can create an enjoy atmosphere of studying in the class in order to lead students become more active and creative in self-directly teaching in the class. The important think is teacher should be able to run their profession as good as possible, possible to do the instructional process well and exemplify good behavior and attitude to students that will give a indirectly big effect to professional competence and teacher attitude towards learning outcomes was mediated by motivation and creativity. The result of this research showed that the professional competence, teacher attitude, motivation and creativity have significant effect to the learning outcomes of primary school students in composing a narrative writing. In such Partially relationship, there is no significant effect to all variables directly. Based on this research, it can be explained that the professional competence has no significant effect immediately to learning outcomes, but it can affect students' motivation and creativity as well as teacher attitude also had no significant effect on learning outcomes but directly will be influenced by motivation. The results of the is research supported the conclusion of Verešová work previously. However, the complexity of the change by mediating variables to cover all further approach is needed subsequent study. Although, teacher attitude is viewed as the better way in teaching, but professional competence plays an important role for teachers in carrying out the task of teaching such as their ability to design and evaluate their learning as good as possible, enable to provide multi-effect, not only learning outcomes, but also the students' motivation and creativity to lead them building students personal characteristics, life skill, cognitive styles, learning styles and learning strategies that assumed as the next variables also affect students' motivation and creativity.[27] Based on the explanation mentioned above, we found many mediating variables can affect students' learning outcomes indirectly. For that reason to study more this case, the researcher needs professional competence to continue this study in answering any kinds of challenges in their life. This phenomenon is more interesting, so that need a further study.

CONCLUSION

Based on the finding and discussion mentioned above can be concluded as follows: 1) Both Simultaneously or partially, the professional competence and teachers attitude have significant effect to students' motivation 2) Teacher attitude only have a significant effect toward motivation simultaneously but in partially it does not have significantly effect to students motivation for learning. 3) Professional competencies, teacher attitude, motivation and creatively have significant effect to students' learning outcomes in composing a narrative essay. Partially there is no significant effect to all variables directly. Professional competence has no significant effect immediately toward students' learning outcomes in composing narrative essay, but it have significant affect to motivation and creativity as well as teacher attitude also had no significant effect on learning outcomes but directly influenced by motivation.

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