

Implications of Teacher's Social Competence on Students' Character at MANU 01 Banyuputih, Batang District

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Abstract

The purpose of this study was to determine the teacher's social competence on student morals at MANU 01 Banyuputih Batang Regency, because there are still teachers as educators today who do not have the competence as teachers in carrying out their functions as examples or role models for their students. Especially social competence on student morals. As teachers or educators there are still many who do not understand the importance of social competence. With the discovery of teachers whose interaction and communication with students is still lacking at the Madrasah Aliyah level that I observed. The research method that I use is descriptive qualitative method. The subjects in this study were Madrasah Aliyah teachers. If the teacher in carrying out learning takes advantage of existing social competencies, it will certainly help teachers interact, communicate with students so that they can influence student morals in everyday life. As well as creating a good figure and can be a role model by students. With a teacher figure who can be a role model for his students, it can create students who have noble character. Because good morals can help advance education in Indonesia.

Keywords: teacher's social competence, student morals.

A. Introduction

Education will be said to be successful if the teacher has the ability to be competent or capable in the field of learning. To carry out the teacher's function properly, a teacher is required to have certain conditions, one of which is competence. RI Law No. 14 of 2005 concerning Teachers and Lecturers states that "competence is a set of knowledge, skills and behaviors that must be owned, internalized, mastered by teachers or lecturers in carrying out professional tasks".

This competence does not only contain knowledge, skills and attitudes, but the application of the knowledge, skills and attitudes possessed is related to work, especially in the learning process, in this case teaching and learning activities, so that it will have an impact on student morals.

Competence or ability possessed by the teacher is not only one but there are 4 competencies. In the Government Regulation of the Republic of Indonesia number 74 of 2008 article 3 paragraph 2 states that "Teacher competence includes pedagogical competence, personal competence, social competence, and professional competence obtained through professional education". Each of the competencies has different aspects to achieve learning objectives in learning

activities. Furthermore, competencies must be possessed by each teacher to make it easier to achieve the learning objectives that have been determined in each learning activity.

The main role in learning activities and outside learning activities in the school environment is held by the teacher, because the teacher has a main role in the continuity of learning, namely interacting with students in the school environment in carrying out the learning process as well as possible. Teachers are also social beings, whose lives cannot be separated from the community and the surrounding environment.

Buchari Alma (2010) states that social competence “is the ability of the teacher to understand himself as an integral part of the community who has abilities, skills that are quite broad, participate actively in the development process”. In line with Buchari Alma’s theory, teachers are required to have adequate social competence, especially with regard to education and also what happens or takes place in the surrounding community. According to Seal, Naumann, Scott & Davis (2010) “social competence is defined as the ability to understand others, manage people, and act wisely in social contexts”. In a sense, “social competence is defined as the ability to understand other people, manage people, and act wisely in a social context”.

Teacher social competence is related to the ability of educators from a part of the community to communicate and interact effectively with students, fellow educators, education staff, or parents/guardians and the surrounding community. daily life cannot be separated from social life, both at school and in the community. Therefore teachers are required to have adequate social competence (Jamil.S, 2014). Each teacher’s competence is related to one another and both have a very important role for teachers as educators, one of which is the teacher’s social competence.

This social competence is important for a teacher to have because it is very much needed in the learning process and educating students through teacher interaction such as how to communicate and how to get along. This can also help the teacher convey the material well because the teacher conveys the material face to face. The material conveyed by the teacher must be well communicated to students in order to make the learning process successful so that a learning goal can be achieved.

Not only that, a teacher is expected to be able to set a good example for his environment by carrying out his rights and obligations as part of the surrounding community. Therefore the system of delivering material by the teacher to students is actually carried out, so that teacher delivery becomes effective in applying the teacher’s social competence in teaching students, which has been explained above the social competence that teachers must possess at least namely communicating verbally, in writing and gesture politely; functional use of technology, communication and information; interact effectively with students; get along politely with the surrounding community; apply the principle of true brotherhood and togetherness.

Based on the results of the author’s observations, there are 29 teachers who teach subjects at MANU 01 Banyuputih, Batang Regency. In the following,

the author presents it in tabular form to teachers who teach subjects at MANU 01 Banyuputih, Batang Regency.

Furthermore, based on the results of the author's interview with subject teachers at MANU 01 Banyuputih, Batang Regency, that the learning process is carried out face-to-face so that social competence in terms of learning conveyed by teachers to students can be conveyed properly. The teacher's social competence as seen in the field is from the aspect of oral, written and teacher communication interaction skills, the use of information and communication technology and how to get along effectively with teachers and students in the learning process.

Based on the results of observations on September 15-19 2022, the social competence of teachers at MANU 01 Banyuputih, Batang Regency, in verbal, written and signal communication was not fully applied, there were some teachers who only used verbal communication, did not appear to use written communication and signs. In the use of technology, communication and information by teachers as described above in the learning process.

To get along effectively with students, teachers who only use the learning system orally can result in obstacles for teachers to get along with students effectively such as students' perceptions being wrong, both in receiving material explanations from the teacher and in the assignments given. Meanwhile, the aspect of teacher social competence regarding getting along politely with the community and applying the principles of true brotherhood can be seen in the observation process in the field.

Based on the problems found, it can be seen that the social competence that the teacher applies in the learning process is not optimal because in learning, the teacher can only convey a little material and assignments. Communication and interaction between teachers and students becomes less effective. Teacher's social competence is important for teachers to educate students' morals in Madrasas. Based on the problems above, the authors are interested in further researching the Implications of Teacher Social Competence on Student Morals at MANU 01 Banyuputih, Batang Regency.

B. Method

Based on the title, background and also the formulation of the problem in this study, the researcher used a qualitative research method with a descriptive type of research. The presence of researchers in this study as observers as well as data collectors. The researcher looked for some information and made observations of several informants to collect data from various sources, especially teachers at MANU 01 Banyuputih, Batang district. This research was carried out at MANU 01 Banyuputih, Batang district. The time for the research to be carried out is in the odd semester of the 2022/2023 school year.

The instrument in qualitative research is the researcher himself. In accordance with what was expressed by Satori and Komariah (2012) stated that, researchers in qualitative research are "people who unlock, examine, and explore all spaces carefully, orderly, and freely". Data sources in this study used two data sources, namely primary data sources and secondary data sources. As for the

primary data source, the informants in this study were teachers who taught subjects at MANU 01 Banyuputih, Batang district, with a sample of 20 teachers, fifty grade 10 students, fifty grade 11 students, and fifty grade 12 students.

Secondary data sources are data sources obtained by researchers, namely from teacher and student data at MANU 01 Banyuputih, Batang district and the results of documentation such as interviews and observations in this study. In this study the data collection techniques used were observation, interview and documentation techniques. In collecting data through observation, researchers made direct observations of teachers in the teaching and learning process at MANU 01 Banyuputih, Batang Regency.

The interview in question is a question and answer process conducted by researchers with subject teachers at MANU 01 Banyuputih, Batang district. Documentation carried out in this study was to collect data and photographs at the time of observation and interviews. The data collection tools in this study were observation sheets, interview guides and documentation tools. Observation guidelines are used so that researchers can make observations in accordance with research objectives related to the teacher's social competence on student morals at MANU 01 Banyuputih, Batang district. The interview guide contains a list of questions according to the research focus. The documentation tool in this study was in the form of a cellphone camera, the results obtained either through interviews, archives, documents and books relating to research problems.

Miles and Huberman revealed that qualitative data analysis activities were divided into 3, namely "data reduction, data display and data conclusion drawing/verification" (in Sugiyono, 2014). Furthermore, testing the validity of the data in this study using extended observation and triangulation techniques. Researchers extend observations by continuing the same observations with previous observations in order to obtain complementary data from incomplete data. Then this study used two triangulations, namely source triangulation and technique triangulation.

C. Result and Discussion

Result

Teacher's social competence on student morals in verbal, written, and teacher communication in the learning process at MANU 01 Banyuputih, Batang district, based on observations made by researchers on Thursday 15 September 2022 at 10:09 WIB in class X IPS 1 to Mrs. Vebriani Wulandari. It can be seen that Ms. Vebriani Wulandari only applies written communication, does not seem to apply oral communication and signs because it is evident from learning that she only leaves assignments.

Based on observations made by researchers on Saturday 17 September 2022 at 08:15 WIB in class XII Language to Ms. Indah Yulianti. Not much different from Mrs. Vebriani Wulandari, in this observation it can be seen that Mrs. Indah Yulianti applies written communication, does not seem to apply gesture and oral communication because learning is only assignments.

Based on observations made by researchers from Thursday to Monday, September 15 to 19 2022 at 08.00-13.00 WIB in grades ten, eleven and twelfth to teachers who, apart from the three mentioned above, have implemented the learning method well.

In essence, there are still some teachers who carry out learning that are not in accordance with the learning method so that it will have an impact on students' attitudes or morals, because pedagogic competencies, personal competencies, and social competencies are not implemented, so that moral messages to students are not conveyed.

Discussion

Based on data from the results of observations and interviews regarding the Implications of Teacher Social Competence on student morals in learning at MANU 01 Banyuputih, Batang Regency, as follows: Teacher social competence in oral, written communication, and teacher cues in the learning process at MANU 01 Banyuputih, Batang Regency, through observations and interviews conducted by researchers with 29 teachers, that teachers do not fully apply teacher social competence in the form of oral, written and signal communication in the learning process at MANU 01 Banyuputih. This happens because there are still some teachers who teach who are not fully able to communicate directly or face to face with students.

Good communication is the most important key in every learning process, because moral messages inserted during learning will be directly conveyed to students, so that the impact on students' attitudes through stares, direct speakers can be seen and understood so that it will have an impact on good attitudes towards students or more clearly the morals of students will be formed.

According to Thomas Gordon (in Jones & Jones 2012) states that, "The relationship between teachers and students will be effective, if it contains: a) Openness or transparency, so that each can interact directly and honestly with each other b) Caring or concern, when one respects that he is valued by the other c) Interdependence (this is different from dependence) on each other d) Separate, allowing each to grow and develop uniqueness, creativity and individuality e) Win-win, so no efforts to fulfill one's needs by taking the rights of others."

This can be seen from teachers who are open to giving free time to students who want to ask questions about lessons or outside of lessons. The teacher continues to give concern to students who do not understand the learning material.

Furthermore, in the opinion of researchers during the observation and interview periods regarding how to get along with teachers effectively with students in the learning process, teachers are very open to interacting with students, accepting differences and treating their students fairly. Caring about students and willing to discuss with students. There remains a reciprocal relationship between students and teachers that is mutually beneficial, both of them can achieve learning goals well.

D. Conclusion

Based on the results of research and discussion regarding the implications of teacher social competence on student morals at MANU 01 Banyuputih, Batang Regency, the conclusions obtained from this study are as follows: 1) The implications of the teacher's social competence in oral, written and signal communication in learning at MANU 01 Banyuputih, Batang Regency, are not fully applicable to the teacher, there are some that only written communication is applied in the learning process; 2) The teacher's social competence in the way the teacher interacts effectively with students in the learning process is good, the teacher can openly interact with students, accept differences and treat students fairly. Caring about students and willing to discuss with students even though there are still some teachers who have not implemented the learning process properly. There remains a reciprocal relationship in the learning process between students and teachers that is mutually beneficial and can also achieve learning objectives properly.

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