

Empowering Social Competence in Reflective Teaching:An Empirical Research of MadrasahIbtidaiyyah(Islamic State Elementary School) in Indonesia

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Empowering Social Competence in Reflective Teaching: An Empirical Research of Madrasah Ibtidaiyyah (Islamic State Elementary School) in Indonesia

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Abstract

The main problem of this research is to examine the level of social competence of teachers in the Madrasah Ibtidaiyyah (Islamic State Elementary School) in Palembang, Indonesia. This is expected to be useful as a research material for the management of Palembang City MIN and other stakeholders and stakeholders. Therefore, this type of research is field research with the MIN population of the city of Palembang. All members of the population are numbered into 85 teachers as respondents. Data collection was conducted through questionnaire techniques, interviews, observation, and documentation study. Furthermore, the data were analysed by descriptive statistical techniques. The assessment is done by a Likert scale, which is a scale used to measure attitudes, opinions, and perceptions of a person or group of people about the research variable. With a Likert Scale, the variables to be measured are translated into variable indicators. Then, the indicator is used as a starting point for compiling instrument items which can be in the form of statements or questions. The answer to each instrument item using the Likert scale has gradations from very positive to very negative, which can be in the form of words; sting good, good, enough, less and less good. Based on the overall description in the study it was found that the social competencies of the Madrasah Ibtidaiyyah (MI) teachers in Palembang were in a good category (mean score 299.5). This social competence is the only one of the four teacher competencies in the good category. This is due to all dimensions of social competence, namely: (a) being inclusive, acting objectively, and not discriminatory because of consideration of gender, religion, race, physical condition, family background, and socio-economic status; (b) communicating effectively, empathically, and politely with fellow educators, education staff, parents and the community; (c) Adapt in the place of duty throughout the territory of the Republic of Indonesia that has socio-cultural diversity, and (d) Communicate with the professional community itself and other professions verbally and in writing or other forms, in good categories. Teachers with good social competence will have a high awareness to foster their students, so that they have the same social competence in facing the world of the future and their profession. In line with that, the teachers must develop a learning process that simultaneously trains students' social competencies through the following steps; Give the opportunity

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to students to ask fellow friends, and also to teachers, so that they have the skills to communicate with others. Develop class discussions on topics that are appropriate for their age development.

Keywords: Social Competence, Madrasah Ibtidaiyyah, Reflective Teaching, and communication

Introduction

Possessing the capacity of being the teacher is a unique profession because there are so many competencies that they must have in carrying out their duties in preparing for future generations. A generation that of course is a professional challenge and a social culture that is different from the teacher himself (Aminin et al., 2018; Huda et al., 2016a). The success or failure of teachers in carrying out tasks depends on themselves. It is because the authority to design curricular programs, co-curricular and extra-curricular programs, is the authority of the school developed by the teacher (Anshari et al., 2017). Therefore, the teacher must have professional competencies that are in accordance with his field of work in order to be able to develop the curriculum, prepare teaching materials well, both in the form of modules, textbooks and student worksheets.

At the same time, teachers must also be able to develop a dynamic learning atmosphere while respecting their students so that they are optimal in learning. In carrying out its duties, every teacher must have strong integrity in his teaching profession while at the same time believing that his profession as a teacher is the best choice for him (Atmotiyoso and Huda, 2018). That way, the teacher can work totally for his profession; even he must also be able to convince others to support his academic programs, both from fellow school management colleagues and students. One of the competencies that must be possessed by each teacher is social competence, namely the ability to manage community relations that require various skills, skills and capacities in solving problems that occur in interpersonal relationships (Huda et al., 2016b; Maseleno et al., 2019). The significance of social competence for teachers can be felt in many social contexts. One of them is with school stakeholders, including school customers; school graduate users, and community leaders who are very influential in the process of school advancement.

In addition, such significance was also felt by their colleagues in school and students whose achievements were in the hands of the teachers themselves. The students must be delivered by teachers to be able to enter the professional community, services, traders, or even have to be able to prepare students to become entrepreneurs who really need a relationship with the wider community. According to Dede Rosyada, as professionals who have the task of advancing students so that they can enter the professional world and be accepted in all social circles, a teacher must have social competence for three contexts of interest. Those are namely: first, prepare students to enter the world of professions, whether as employees, civil servants, police, soldiers, private employees, businessmen, or even political leaders whose strength lies in their constituents and their success is their social communication skills (Huda et al., 2016c). Therefore, students must be trained to be able to have social competence, have the ability to communicate, influence others, and convince others to be able

to do something in accordance with what they believe, including the ability to accept social, ethnic, religious, racial and cultural diversity.

Furthermore, all of that must be trained since they are in school. Then, it is necessary to point out the extended way on fostering the teacher to train students' social skills through their such competencies. For this reason, a teacher must have good social competence (Othman et al., 2016). The ability they must practice in a planned manner for students, because these skills are not transformed or trained through a written curriculum (Huda et al., 2016d). On the contrary, this capability is built through a veiled curriculum, but becomes part of the teacher-student interaction process, both in the learning process and through co-curricular and extra-curricular activities.

In this case, the government supports the establishment of primary school teachers with Teacher Working Groups (KKG) and secondary school teachers with MGMP. These two organizations were formed and developed for teachers to share about teaching materials, learning methods and strategies, evaluate the process and results of learning, classroom management and the development of research to improve learning services for their students (Huda et al., 2017a). In essence, the communication forum for the KKG and MGMP was formed by the government with the aim of improving the quality of education in Indonesia, which began with an increase in teachers. Thus, the teacher must be open, willing to accept and give input, and together think about the innovation of the world of education for the advancement of Indonesia. For this reason, each teacher or prospective teacher must have competence or social intelligence.

Third, strengthening educational institutions could be optimized through the participation of all school stakeholders to improve the quality of education services. This task seems to be the duty of the principal / madrasah, whereas not all communication activities with external parties are carried out by the principal (Huda et al., 2017b). For certain contexts, especially about the progress of students in subjects that are the responsibility of the teacher, it must be communicated in advance by the teacher. Likewise with the teacher's treatment of students in learning, such as increasing hours of study, conducting remedial, reinforcement, and field visits, is the policy of each teacher that must be communicated with the school / madrasah head and the school committee (Pardimin et al., 2018). Likewise, when teachers seek information about the needs of graduate users, they must be able to communicate with users, listen seriously and thoroughly, including respecting their opinions (Maseleno et al., 2018a). Second, strengthening professionalism could be transmitted through a process of peer-guidance, peer review among fellow teachers, both internally and across educational units (Huda et al., 2017c). Teachers who tend to be introverted, closed, and don't communicate much with others at school, will be alienated and left behind by various changes. While in cross-education units, the government encourages teachers to have a place of communication with each other.

All these things must be done by every teacher as well as an obligation that binds them, because it will always be there every year and must be done as a routine task. Therefore, the teacher must have competence and social intelligence, so that the school gets the information needed by the madrasah for the progress and progress of the institution. In this context, social competence can ultimately be concluded as an integrative, comprehensive and holistic concept of capability that will produce a flexible, flexible and highly adaptive response to various demands in the context of capitalizing various opportunities to achieve goals. In Islamic teachings, one picture of social competence, as conveyed in words of the Prophet (peace and blessings of Allah be upon him), means as follows: (Muslim). This Hadith of the Prophet (peace and blessings of Allah be upon him) implies that talking to someone as an interlocutor must not be arbitrary, but there are conditions,

namely; the words must be correct, the time must be right (right), the way to convey it must be correct.

Conversely, if a matter is discussed with someone while the person is not ready to listen to it, what will be obtained is not good but even hostility. The content or material that will be discussed is correct or right but the time to deliver it is incorrect or how to convey it that offends. How to communicate like this is certainly not going to bring goodness but will cause harm to both parties. The Prophet also said in another hadith, which means: There is no faith in you until he loves his brother as he loves himself (H.R. Muslim). Here it means empathy. Empathy is the ability to feel what others feel. If this empathetic attitude is already possessed then other positive attitudes will merge, such as: solidarity, tolerance, tepo seliro, harmony, and others (Rosli et al., 2018). Thus it can be affirmed that the teacher's social competence includes the quality of the teacher as part of social life such as social relations, contributions in social life, community acceptance, and so forth (Maseleno et al., 2018b). Social competence is shown by the ability to carry out social contact with all parties involved in the educational process of educational institutions, which include relationships with colleagues, employees, leaders and members of the community in their own fields. A teacher ideally has social sensitivity that occurs around the learning environment (Huda et al., 2017d). This social sensitivity at a certain level provides the ability for teachers to conduct learning using the contextual teaching and learning (CTL) approach which currently continues to be developed as a learning approach that is able to train students' intellectual and social intelligence.

This is in line with the explanation of Government Regulation Number 19 of 2005 article 28 paragraph 3 in point (d). It was explained, that what is meant by social competence is the ability of educators as part of the community to communicate and interact effectively with students, fellow educators, education personnel, parents / guardians of students, and the surrounding community. A teacher is not only responsible in the classroom, but also must colour the development of students outside the classroom (Huda et al., 2017e). The teacher is not someone who stands in front of the class to convey certain knowledge material but also community members who must participate actively and be free and creative in directing the development of students to become members of society as adults (Maseleno et al., 2018c). As educators, the presence of teachers in the community is highly expected both directly as members of the community and indirectly through their role in guiding and directing students. Because in reality in the eyes of the public, especially in the eyes of students, the teacher is a role model that is worth emulating. Relation to the social life of the teacher is also a central figure that is a measure for the community to take their example (Huda et al., 2017f). This requires the teacher to play a proportional role in community life, so the teacher must have the ability to live in a good society (Huda et al., 2017g). The involvement of a teacher in people's lives will be a guide for students. As for the personality competencies contained in Minister of National Education Regulation Number 16 of 2007, there includes as follows:

a.	Be inclusive, act objectively, and not discriminate because of consideration of gender, religion, race, physical condition, family background, and socio-economic status.
	1. Be inclusive and objective toward students, peers and the surrounding environment in carrying out learning.
	2. Do not be discriminatory toward students, peers, parents of students and the school environment because of

	differences in religion, ethnicity, gender, family background, and socio-economic status.
b.	Communicate effectively, empathically, and politely with fellow educators, education staff, parents and the community.
	1. Communicate with colleagues and other scientific communities in a polite, empathic and effective manner.
	2. Communicate with parents of students and the community in a polite, empathic, and effective manner about the learning and progress of students.
	3. Include parents of students and the community in learning programs and in overcoming learning difficulties of students.
c.	Adapting in place of duty throughout the territory of the Republic of Indonesia that has socio-cultural diversity.
	1. Adapt to the workplace environment in order to increase effectiveness as an educator, including understanding the local language.
	2. Implement various programs in the work environment to develop and improve the quality of education in the area concerned.
d.	Communicate with the profession's own community and other professions verbally and in writing or other forms.
	1. Communicate with colleagues, the scientific profession, and other scientific communities through various media in order to improve the quality of education.
	2. Communicating the results of learning innovations to the professional community itself verbally and in writing or other forms.

Referring to the explanation above, it can be said that the teacher's social competence is very important in the effort to create quality (quality) education. But on the other hand along with the intense competition between educational institutions at the basic level, making MI, the city of Palembang has not become the main choice for guardians to send their children to school. This is due to the many problems that occur in the MI city of Palembang. Besides having problems with the ever-changing curriculum, MI Palembang City has also experienced problems with teaching staff or teachers, because the performance of the teachers of MI Kota Palembang now has not yet shown maximum results with the low achievements achieved by students of MI in Palembang, Indonesia.

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According to the National Education Standards Agency (BSNP) article 29 says that at the SD / MI level, or other forms that have the same degree (54) 1) Academic qualifications for minimum diploma education (D-IV) or undergraduate degree; 2) Higher education background in elementary / MI education, other education, or psychology; and 3) Teacher professional certification for SD / MI. It is alleged that in MIN Palembang City there are still teachers who teach not in accordance with their fields, for example there are social studies teachers who teach science, there are teachers who teach more than one subject because the subjects they teach are not sufficient hours must teach 18 hours of study and ultimately sufficient lack of these hours. The teacher teaches other subjects and additional assignments. Therefore, the competence of teachers of MI in Palembang, Indonesia is interesting to examine how the level of social competence of teachers in MI in Palembang City? This is expected to be useful as a study material for the management of Palembang City MIN and other stakeholders and stakeholders.

Research methods

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This type of research is field research with the MIN population of the city of Palembang. All members of the population numbered 85 teachers as respondents. Data collection comes from questionnaire techniques, interviews, observation, and documentation study. Furthermore, the data were analysed by descriptive statistical techniques. While the assessment is done by a Likert scale, which is a scale used to measure attitudes, opinions, and perceptions of a person or group of people about the research variable. With a Likert Scale, the variables to be measured are translated into variable indicators. Then the indicator is used as a starting point for compiling instrument items which can be in the form of statements or questions. The answer to each instrument item using the Likert scale has gradations from very positive to very negative, which can be in the form of words as in the following table.

Table 1.

Measurement Scale

No.	Category	Value
1	Very good	5
2	Good	4
3	Enough	3
4	Less	2
5	Very less	1

Moreover, the data analysis is to describe or describe the level of teacher competency in MI. With the description or categorization of data using the guidelines for tabulating data, in order to determine the categories very well, good, sufficient, and lacking and Very Less, there should first determine the minimum index value, maximum, and interval and the interval distance. The stage is follows a) The minimum index value is the minimum score multiplied by the number of questions multiplied by the number of respondents; b) the maximum value is the highest score multiplied by the number of questions multiplied by the number of respondents; c) the interval is the difference between the maximum index value and the minimum index value; d) the interval distance is this interval divided by the number of levels desired. Research on teacher competency is limited by variables, dimensions

and indicators in the Minister of National Education Regulation No. 16 of 2007 concerning Teacher Competency Standards. Even though there are parties or education experts who have different views on the competence of teachers in the National Minister of Education Regulation. In addition, the research settings were MI City teachers in Palembang, both class teachers, PAI teachers, and Subject Teachers. Here there are only two MI in the city of Palembang, although they cannot be generalized with MIN or MIS which are outside the research setting. Likewise, the time of the research took place from 2008 to 2011. Because the teacher's competence is a process that grows and develops, the study in the implementation of the research is very likely to be different from the implementation of studies in the future.

Literature Review

Understanding Competence

Before discussing more deeply the notion of competency, the definition of competency is first described. Understanding competent is capable (knowing), powerful (deciding, determining) something, or authoritative. As for understanding competent according to Buyung Ahmad Syafei is a skill that is needed by someone who is shown by his ability to consistently provide adequate or high levels of performance in a specific job function. Thus the notion of competency is a skill that a person needs based on the skills or knowledge possessed by being shown by his ability to consistently provide a high level of performance in a specific job function (Huda et al., 2019a). Furthermore, competency comes from derivative English competence, which means skills, abilities, and authority. In the Big Dictionary of Indonesian Language competence is the authority (power) to determine (decide) something. Competence can also be intended as the ability to carry out tasks obtained through education and / or practice.

According to experts, for example: Bayotzis (1982) competence is defined as the capacity that exists in someone who can make the person able to fulfil what is required by work in an organization that the person achieves the expected results. According to Herry, competence is also interpreted as knowledge, skills, and basic values reflected in the habits of thinking and acting. Competence can also be intended as the ability to carry out tasks obtained through education and / or practice. Likewise according to Miller, Rankin, and Neathey (2001) competence is defined as a description of what a person must know or do in order to carry out a good job. Furthermore according to Kravetz (2004), that competence is something that someone shows in work every day. The focus is on workplace behaviour, not personality traits or basic skills that exist outside the workplace or in the workplace. The definition of competence is inseparable from the combination of knowledge, skills, values and attitudes, and certain occupations (Huda et al., 2012b). The same thing was stated by another expert, as stated by Dahlan. Dahlan said that competence is an indicator that points to observable actions, and as a concept that covers aspects of knowledge, skills, values and attitudes as well as the stages of implementation in its entirety.

These competencies are formed in the transaction, depending on the conditions and actual parties involved. So in relation to the competency learning process it refers to actions that are rational and meet certain specifications in the learning process (Huda et al., 2019c). Competency or ability is a thing that describes a person's qualifications or abilities, both qualitative and quantitative. Competence is all skills, ability and strength to be able to do something. Competency according to Mulyasa, competence is a combination of knowledge, skills, values and attitudes reflected in the habit of thinking and acting. Some aspects or domains contained in the concept of competency are: 1) Knowledge, namely awareness in the cognitive field, for example, a teacher knows how to identify

student learning needs in how to do the learning. 2) Understanding (understanding), namely the depth of cognitive and affective owned by individuals. For example, a teacher who will carry out learning must have a good understanding of the characteristics and conditions of students, in order to carry out effective and efficient learning. 3) Value (value), which is a standard of behaviour that has been psychologically believed to have merged within a person. For example behavioural standards in learning such as honesty, openness, objectivity, democracy, etc. 4) Ability (skill), which is a set of individuals that must be possessed to carry out their assigned tasks. For example the ability of the teacher in choosing and making teaching aids and designing varied learning media. 5) Attitude (attitude), namely feeling happy-not happy, like-dislike or reaction to a stimulus that comes from outside. For example, reactions to moral crises, feelings for increasing teacher salaries, etc. 6) Interest (interest), which is the tendency of a teacher to do an act.

Louise Moqvist stated, competency has been defined in the light of actual circumstances relating to the individual and work. Meanwhile, from the training agency as stated by Len Holmes said, a competence is a description of something that a person who works in a given occupational area should be able to do. It is a description of the action, behaviour or outcome which a person should be able to demonstrate. From the various opinions above we can draw a common thread that competence is basically a picture of what a person should be able to do (be able to do) in a job, in the form of activities, behaviours and results that should be displayed or shown. In order to be able to do something in his work, of course someone must have the ability in the form of knowledge, attitudes and skills that are appropriate to the field of work (Huda et al., 2019d). Or in other words, the notion of competence is the knowledge, abilities, attitudes, and skills a person has that are reflected in the habit of thinking and acting, consistently having high performance in the organization or workplace, so that they can achieve the expected results (Maselena et al., 2017). Someone who is said to be competent or has competence is someone who masters work skills or expertise that is in line with the demands of the relevant work area. The ability possessed is to perform tasks as workers who can carry out and overcome various obstacles and difficulties that occur in their work. Everything related to the ins and outs of the work has been calculated before running the spelling against the problems that arise have been prepared alternative solutions that can be accounted for. The operationalization of the program is largely determined by the accuracy in preparing a work plan, because a systematic plan has predictive power and good control (Huda et al., 2020).

Understanding the teacher

Understanding the teacher is simply a person whose job or livelihood is teaching. Teachers in this sense are general and broad, because every person whose job is teaching can be called a teacher, without any limitation of the level of education, place or institution at shelves and the level of students. Another definition, teachers are educators and instructors in early childhood education, school paths or formal education, basic education, and secondary education. Teachers like this must have some kind of formal qualifications. In a broader definition, everyone who teaches something new can also be considered a teacher. Some terms that also describe the role of the teacher include: lecturers, mentors, tutors, tutors, and so on. More specifically, the teacher's understanding is contained in Law No. 14 of 2005 concerning Article 1 of Teachers and Lecturers, which are then also quoted by Achjar and Hudaya. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education, formal education, basic education, and secondary education. Chapter IV article 8 is explained, that teachers must have academic qualifications, competencies, education certificates, physical and spiritual health and have the ability to realize national education goals. Furthermore,

Article 9 explains that the intended qualification is that the teacher must have an academic qualification through a college undergraduate program (S1) or a diploma four (D-IV).

Teachers in the second sense are described more specifically, because not just anyone who teaches can be called a teacher, but there are certain criteria or limitations, including: a professional educator, explained in detail his duties, there is an educational path, and there are levels educational institution. In addition, the teacher also has the main task, namely: educating, teaching, guiding, directing, training, evaluating, and evaluating students. This is a series of tasks that must be carried out in a way that is not only partial or partial. Institutions as a place of assignment for teachers, in formal education institutions, and at the early age, primary and secondary levels. If it is not in a formal institution, for example in groups of farmers or groups of farmers then it is not a teacher, but is called an agricultural instructor or extension agent, on tutoring is called tentor or tutor, in scouting activities called pembina (brother). Likewise the education level of the students is basic education, and secondary education, because if the students at the tertiary level are not called teachers, they are more commonly called lecturers.

In relation to carrying out duties as a teacher, an educator must have several abilities, namely: First, the ability to make a teaching plan, including: a) formulating teaching goals; b) choosing teaching aids; c) compile a schedule of activities, and d) make an evaluation plan. Second, the ability to carry out teaching tasks, including: a) the ability to master materials or teaching materials; b) the ability to use teaching aids; c) ability to use various teaching methods; d) ability to give attention to students; e) the ability to control the classroom atmosphere, and f) the ability to start and end the lesson. Third, the ability to assess learning outcomes, including: a) the ability to make evaluation tools, and b) the ability to use evaluation tools. Fourth, the ability to organize a guidance program includes: a) the ability to guide students who have difficulty in learning, and b) the ability to guide special gifted students.

Teacher Competence

In line with the challenges of global life, the role and responsibilities of teachers in the future will be increasingly complex, so that teachers demand to always make improvements and adjust their mastery of competencies. Teachers must be more dynamic and creative in developing the learning process of students. Teachers in the future are no longer the only people who are most well informed of the various information and knowledge that is developing and interacting with humans in the universe. In the future, teachers are not the only people who are smarter in the midst of their students. If the teacher does not understand the mechanism and patterns of information dissemination so quickly, he will be professionally deteriorated. If this happens, he will lose the trust of both students, parents and society. To face the challenges of professionalism, teachers need to think anticipatively and proactively. That is, the teacher must continually renew his knowledge and knowledge.

In addition, future teachers must understand research in order to support the effectiveness of the learning carried out, so that with the support of research results teachers are not trapped in the practice of learning which, according to their assumptions, is effective, but in fact it turns off the creativity of their students. Likewise, with the support of the latest research results, it allows teachers to conduct learning that varies from year to year, adapted to the context of ongoing scientific and technological developments. Government Regulation Number 19 of 2005 article 4 states that the national standard of education aims to guarantee the quality of national education in the context of educating the nation's life and forming a dignified national character and civilization. In achieving

national education standards as mentioned above, it is necessary for teachers who are professional and competent in their fields.

Competence for learning in schools is absolutely necessary, with consideration of various reasons, including: first, competence is always related to the ability to do something, so that competence always gets the context, namely in the learning process in school. Second, competence will describe the learning process that must be done by someone, so that he becomes a competent person. Third, the reliability of people can do something must be clearly defined and complete in one standard that can be measured and assessed through visible performance. Ideally teaching work (to teach) is a complex job, so it requires complex capabilities to get the best results in the form of enlightened students and mastery of established standard of competence. Teaching work by teachers is a type of professional work that requires professional ability for those who are competent to run it.

Teacher competency is a skill, ability, and skill possessed by a person whose job is to educate students to have a noble and noble personality as the goal of education itself. Or it can be said, that teacher competence is the competence possessed by every professional educator who shows quality in teaching, consistently carrying out the main tasks of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education in formal education, basic education, and secondary education to achieve educational goals. According to Muhibbin, teacher competency, "The ability of the teacher responsible for performing or her duties appropriately", the competence of the teacher or educator is the ability of a teacher or educator to carry out obligations responsibly and properly. In other words, teacher professional competence can be interpreted as the ability and authority of teachers or educators in carrying out their teaching professions. A teacher, besides being constantly required to develop his personal and profession continuously, is also required to be able and ready to play a professional role in the school environment and society. Therefore in Herry's opinion, a teacher must be able to develop three aspects of competence for himself, namely: (a) personal competence; (b) professional competence; and (c) community competency.

Furthermore, according to Raka Joni, as quoted by Suyanto and Djihad Hisyam (2000), three types of teacher competence are presented, namely: 1) professional competence; has extensive knowledge of the field of study he teaches, chooses and uses various teaching methods in the teaching-learning process he holds; 2) community competency; able to communicate, both with students, fellow teachers, and the wider community; 3) personal competence; that is to have a strong and exemplary personality. As such, a teacher will be able to become a leader who carries out roles: ing ngarso sung tulada, initiating development, tut wuri handayani. National Board for Professionals Teaching Skill (2002) has formulated competency standards for teachers in America, which are the basis for teachers to obtain teacher certification, with the formulation of What Teachers Should Know and Be Able to Do, which consists of five main propositions, namely: First, teachers are committed to students and their learning, which includes: a) teacher appreciation for individual student differences; b) teacher's understanding of student learning development; c) the teacher's treatment of all students fairly, and d) the teacher's mission in expanding the students' thinking horizons. Second, the teachers know the subjects they teach and how to teach those subjects to students, including: a) teacher's appreciation of understanding subject matter to be created, compiled and linked to other subjects; b) the ability of teachers to deliver subject matter; c) develop business to acquire knowledge in various ways (multiple paths). Third, the teachers are responsible for managing and monitoring student learning, including: a) the use of various methods in achieving learning goals; b) arrange the learning process in various group settings (group setting), the ability to provide rewards for the success of students; c) regularly assess student progress, and (d) awareness of the main goals of learning. Fourth, teachers think systematically about their practice and learn from experience, including: a) Teachers

constantly test themselves to choose the best decisions; b) the teacher asks for advice from other parties and conducts various researches on education to improve learning practices. Fifth, teachers are members of learning communities, including: a) teachers contribute to school effectiveness through collaboration with other professionals; b) teachers work with old students; c) teachers can benefit from various community resources.

According to Law No. 14 of 2005 article 10, teacher competencies include pedagogical competencies, personality competencies, social competencies, and professional competencies obtained through professional education. Further explained, that as stated in the Explanation of Government Regulation Number 14 of 2005 concerning National Standards of Education, namely: First, pedagogic competence, which is the ability in the management of students, includes: a) understanding of insight or educational basis; b) understanding of students; c) development of curriculum / syllabus; d) learning design; e) implementing learning that is educational and dialogical; f) evaluation of learning outcomes; and g) development of students to actualize the various potentials they have. Second, personality competencies, namely personality abilities that are: a) steady; b) stable; c) adults; d) wise and wise; e) authoritative; f) noble; g) be an example for students and the community; h) evaluating own performance; and i) develop themselves sustainably. Third, social competence, namely the ability of educators as part of the community to: a) oral and written communication; b) use communication and information technology functionally; c) interact effectively with students, fellow educators, educational staff, parents / guardians of students; and d) getting along politely with the surrounding community. Fourth, professional competence, mastery of learning material skills in a broad and in-depth manner that includes: a) concepts, structures, and scientific / technological / artistic methods that are shade / coherent with teaching material; b) teaching materials available in the school curriculum; c) the relationship of concepts between related subjects; d) application of scientific concepts in daily life; and e) competition professionally in a global context while preserving national values and culture.

Essentially, the various opinions above do not indicate a principle difference. The location of the difference is only in the way it is grouped. The contents of the details of the pedagogic competency delivered by the Ministry of National Education, according to Raka Joni, are composed in professional competence. Meanwhile, from NBPTS, there was no knowledge of the type of competency group, but immediately explained about the aspects of capability which should be mastered by the teacher. When referring to the Teacher and Lecturer Law, formally there are four competencies that must be possessed by the teachers, namely pedagogic, professional, social, and personality competencies. Pedagogic competencies include the ability to manage learning of students, design and implementation of learning, evaluation of learning outcomes and development of students to actualize the various potentials of students. Professional competency is the ability to master learning material widely and deeply which enables teachers to guide students to meet established competency standards. Social competence includes the ability of teachers as part of the community to communicate and interact effectively with students, fellow teachers, guardians of students and the surrounding community. And personality competencies include the ability and have a strong, stable, mature, wise, and authoritative personality character, becoming role models for students and noble virtues. Whereas in Government Regulation Number 19 of 2005 concerning Education National Standards article 28 paragraph 3, competency as an agent of learning at the level of secondary elementary education and early childhood education, includes: 1) pedagogical competence; 2) personality competence; 3) professional competence; 4) social competence.

Social Competence

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Effective teachers are teachers who are able to bring their students to succeed in achieving the teaching goals. Teaching in front of the class is an embodiment of interaction in the communication process. According to the Law of Teachers and Lecturers of social competence is "the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents / guardians of students, and the surrounding community". Muhammad Surya stated that social competence is an ability needed by someone to be successful in dealing with others. In this social competence includes skills in social interaction and carrying out social responsibility.

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Johnson, as quoted by Anwar, argues that social capabilities include the ability to adjust to the demands of work and the surrounding environment when carrying out their duties as teachers. Arikunto argues that social competence requires teachers to have good social communication skills with students, fellow teachers, principals, administrative staff, and even community members. Based on the description above, the teacher's social competence in this study will be measured through indicators (1) teacher and student interaction, (2) teacher interaction with the principal, (3) teacher and work partner interaction, (4) teacher and parent interaction, and (5) teacher and community interaction. Every teacher must understand its function because of its enormous influence on how to act and do its daily tasks at school and in the community. Thus someone who has chosen a teacher as his profession must really have to understand his social competence. In addition, they must also have the skills and abilities to manage teaching and learning interactions, especially being able to communicate with students, friends, colleagues and the community. It can be understood that a teacher can determine the success of student learning.

Discussion and Research Findings

Brief Profile of MIN I and MIN II of Palembang City

Madrasah Ibtidaiyah is a State Elementary School that is characterized by Islam, which was formed based on Government Regulation Number 28 of 1990, and Law Number 20 of 2003 concerning the National Education System, states that Madrasah Ibtidaiyah has the same position as other schools that are equal in general. State Madrasah Ibtidaiyah (MIN) I and II Palembang City are two elementary level madrasahs (6 years basic education) which have the status of State in Palembang City. MIN I and II Palembang City is a government education institution under the auspices of the Regional Office of the Ministry of Religion of the Province of South Sumatra. The curriculum used by the I and II Madrasah Ibtidaiyah of Palembang City is a combination of the Curriculum of the Ministry of National Education (in accordance with the Ministry of National Education Ministry's 22 Standard Content) and the Curriculum of the Ministry of Religion (Permenag No. 2 of 2008). The following is an overview of the I and II MIN of Palembang City.

As a brief description, the teaching and learning process in MIN I Palembang City is managed by 40 teachers consisting of 36 permanent teachers (PNS) and 4 non-permanent teachers (honorary), 1 library officer, and 3 education staff. At this time, there were 576 MIN I Palembang students in 9 study groups. In addition to the intracurricular activities, MIN I Palembang City also has an extracurricular activity program which includes: 1) tilawatil Qur'an guidance; 2) drumband; 3) the art of Hadrah; 4) scouts; 5) Music art; 6) tilawati's guidance (class I); 7) intensive learning guidance (class VI). Existing facilities at MIN I Palembang City include; the total number of classes is 18 classes, occupying 9 classrooms plus 1 joining room in the mosque because of the increasing number of students of MIN I Palembang City; 1 library room, 1 teacher room, a large playground and parking area so that the safety of students is guaranteed. MIN I Palembang City has its own building and occupies its own land and is certified. While the teaching and learning process in MIN II Palembang

City is currently managed by 45 teachers consisting of 35 permanent teachers (PNS) and 10 non-permanent teachers (honorary), 1 library officer, and 2 education staff. At the moment there are 545 MIN II Palembang students in 8 study groups.

Judging from its very fast growth and various aspects of its carrying capacity, it can be MIN II of Palembang City which is an ideal institution that combines the improvement of the quality of Faith and Faith as well as Science and Technology. The ideal meaning here has wide connotation because MIN II of Palembang City has experienced spectacular growth especially in the field of basic education. MIN II of Palembang City is not only an educational institution that prioritizes spiritual / religious aspects, but also as an institution that internalizes Imtaq values and science and technology in the behavior of its students. The value system used to develop human resources is what distinguishes one institution from another. The values of honesty, order, discipline, and the spirit of service, are instilled through exemplary and tangible actions, not just through classroom teaching. All of that can be realized thanks to the perseverance and perseverance of the entire academic community as well as support from students and parents / guardians who take part in various madrasa activities programs.

With the approach to education technology that is very adequate, it is no exaggeration if in the end MIN Palembang City II becomes the cornerstone of community expectations in encouraging the dynamics of the national education process that is aspired. Now and tomorrow, MIN II of Palembang City is not only expected to be a center of excellence, but it is also expected to play an active role as a vehicle for strengthening faith and piety and mastering science and technology. Facilities / facilities and infrastructure owned by MIN II of Palembang City, among others: 1) own land and permanent building (land area of 2,500 m²); 2) there are 9 study rooms; the number of classes is 20 classes; 3) Magnificent mosques; 4) futsal, volleyball, badminton, basketball and others; 5) ceremony field; 6) school gardens; 7) healthy canteen; 8) spacious parking lots. To give an illustration of the research respondents who are also all teachers who teach in the State Madrasah Ibtidaiyah (MIN) of Palembang City. Respondents by sex are known that 63 or 74.12% of teachers in MIN Palembang City are dominated by women. Only less than 26% or 22 men are male. Respondents by age level indicated that 22 or 25.88% of teachers in MIN Palembang City were 31 dd. 35 years old, and 18 or 21.18% aged 36 dd. 40 years old. Thus the majority of teachers in MIN Kota Palembang are potential human resources at young ages to be developed to produce productive performance.

Personnel status respondents indicated that 71 or 83.53% of teachers in MIN Palembang City were employed as civil servants, and 14 or 16.47% of teachers were honorary / contract employees. Thus it is very possible, that 14 or 16.47% of the contract or honorary teachers did not receive certification, before being appointed as PNS teachers. Whereas respondents based on their working period have grouped the working period of MIN City teachers in Palembang. If it is categorized into 3 working periods, first, less than 15 years, amounting to 55 or 64.71% teachers. Secondly, 15 to 24 years are 10 or 11.77% teachers. Third, more than 24 years amounted to 20 or 23.53% of teachers. The occurrence of this working group is very possible because of the policy of zero growth in employee growth, including teachers in the 90s, so that there is no balance in the work period of the teachers of MIN in Palembang City.

Respondents based on the level of education indicated that 76 teachers or 89.41% of the education level of the MIN City of Palembang teachers were undergraduates (S1), there were even 3 or 3.53% of them had S2 education. Thus, 79 or 92.94% of the teachers in MIN Kota Palembang have the opportunity to get certification. Nevertheless, there were 6 or 7.06% of teachers who had an education level below D-IV, namely: D3 and D2. While respondents based on certification there are

55 or 64.71% of MIN teachers in Palembang City have not been certified. This is because the quota of certification given by the government is very limited, so that teachers who are prioritized for certification are based on their tenure or seniority. In addition, the factors of education level and employment status are also the basis of consideration.

Respondents based on the subjects taught showed that there were 36 people or 42.35% of the teachers in MIN City of Palembang were PAI teachers, then 32 or 37.65% were general study teachers, and 17 or 20% were classroom teachers. This needs to be examined further, the proportionality between the number of classes, subjects, and the needs of each teacher, both PAI, general subjects, and class teachers. Respondents based on education and training on improving Huru competency, which were followed by respondents in the last 5 years, had 27 or 31.76% of teachers in MIN Kota Palembang only attended teacher competency improvement training in the last 5 years, followed by 21 or 24.71% of teachers only twice, even 16 or 18.82 teachers have never attended such education or training. While 6 or 7.06% teachers and 8 teachers or 9.41%, each of them followed more than 5 times and 4 times. This shows that there is a lack of even distribution in sending teachers to attend teacher competency education and training.

Description of Value Categorization on Each Scale

Based on the population used as the respondent, the description of this research category was divided into four groups, namely four (4) subject teachers, 17 class teachers, 36 Islamic Religious Education teachers (PAI), and 85 teachers overall MIN Kota Palembang. The formula for determining the distribution of interval values for each group is:

$$\text{Minimum Index Value} = \text{Minimum Score} \times \text{Number of Respondents}$$

$$\text{Maximum Index Value} = \text{Maximum Score} \times \text{Number of Respondents}$$

$$\text{Interval} = \text{Maximum Index Value} - \text{Minimum Index Value}$$

$$\text{Distance Interval} = \text{Interval} : \text{Level (5)}$$

So that the results obtained:

1. 1. Overall MIN Teachers of Palembang City: 85 people

$$\text{Minimum Index Value} = 1 \times 85 = 85$$

$$\text{Maximum Index Value} = 5 \times 85 = 425$$

$$\text{Interval} = 425 - 85 = 380$$

$$\text{Distance interval} = 380 : 5 = 76$$

1. 2. PAI MIN Teacher in Palembang City: 36 people

$$\text{Minimum Index Value} = 1 \times 36 = 36$$

$$\text{Maximum Index Value} = 5 \times 36 = 180$$

$$\text{Interval} = 180 - 36 = 144$$

$$\text{Distance interval} = 144 : 5 = 28.8$$

1. 3. MIN Class Teachers in Palembang City: 17 people

Minimum Index Value = $1 \times 17 = 17$

Maximum Index Value = $5 \times 17 = 85$

Interval = $85 - 17 = 68$

Distance interval = $68 : 5 = 13.6$

1. 4. MIN Subject Teachers in Palembang City: 4 people each

Minimum Index Value = $1 \times 4 = 4$

Maximum Index Value = $5 \times 4 = 20$

Interval = $20 - 4 = 16$

Distance interval = $16 : 5 = 3.2$

Based on the interval distance from each group of respondents above, a description of the category is obtained as shown in the following table.

Send feedback

History

Saved

Community

Table 2.

Distribution of Teacher Competency Measurement

No.	Number Respondent	Category			
	85 Persons	36 Persons	17 Persons	4 Persons	
1	357 - 425	151,2 - 180	71,4 - 165	16,8 - 20	Very good
2	289 - 357	122,4 - 151,2	57,8 - 71,4	13,6 - 16,8	Good
3	221 - 289	93,6 - 122,4	44,2 - 57,8	10,4 - 13,6	Enough
4	153 - 221	64,8 - 93,6	30,6 - 44,2	7,2 - 10,4	Less
5	85 - 153	36 - 64,8	17 - 30,6	4 - 7,2	Very less

Source: Hermawan, *Metode Penelitian dan Statistika* [Statistics and research methodology]

Result Analysis

In terms of the dimensions of social competence it can include: (a) being inclusive, acting objectively,

and not discriminatory because of consideration of gender, religion, race, physical condition, family background, and socio-economic status; (b) communicating effectively, empathically, and politely with fellow educators, education staff, parents and the community; (c) Adapt in the place of duty throughout the territory of the Republic of Indonesia that has socio-cultural diversity, and (d) Communicate with the professional community itself and other professions verbally and in writing or other forms.

The recapitulation of the results of the analysis of each dimension of the social competence of the MIN teachers in Palembang City is as follows:

a. a. Be inclusive, act objectively, and not discriminate because of consideration of gender, religion, race, physical condition, family background, and socio-economic status

The recapitulation of the analysis of research results is the dimension of being able to be inclusive, act objectively, and not be discriminatory because of consideration of gender, religion, race, physical condition, family background, and socio-economic status are:

Table 3

Ability to Be Inclusive, Act Objectively, and Not Discriminatory
Because Consideration of Gender, Religion, Race, Physical Condition,
Family Background, and Socio-Economic Status

Dimension	Indicator	Mean
Be inclusive, act objectively, and not discriminate because of consideration of gender, religion, race, physical condition, family background, and socio-economic status	a. be inclusive and objective toward students, peers and the environment in carrying out learning	298
	b. not being discriminatory toward students, peers, parent of students and school environment because of differences in religion, ethnicity, gender, family background, and socio-economic status	305
Average number	301,50	

Source: Analysis of Research Results

Based on the table above, the overall indicators on the dimensions of ability to be inclusive, act objectively, and not discriminatory due to consideration of gender, religion, race, physical condition, family background, and socio-economic status of the MIN City teachers in Palembang are good. Similarly, the average value of this dimension is 301.50 which is in the range of values 289 - 357, in the good category.

a. b. Communicate effectively, empathically, and politely with fellow educators, education staff, parents and the community

Recapitulation of analysis of research results on the dimensions of communication skills effectively, empathically, and politely with fellow educators, education staff, parents, and the community are:

Table 4

23 Ability to Communicate effectively, empathetically, and politely with fellow Educators, Education Personnel, Parents, and Society

Dimension	Indicator	Mean
17 komunikasi secara efektif, empatik, dan santun dengan sesama pendidik, tenaga kependidikan, orang tua, dan masyarakat	1. a) communicate with colleagues and other scientific communities politely, empathically, and effectively	309
	1. b) communicate with parents of students and the community politely, empathically, and effectively about learning programs and student progress	306
	1. c) involving students, parents and the community in learning programs and in overcoming students' learning difficulties	288
Mean	301	

Based on the table above, indicators include parents of students and the community in learning programs and in overcoming learning difficulties of students in the dimensions of the ability to communicate effectively, empathetically, and politely with fellow educators, education staff, parents, and the community for teachers of MIN Kota Palembang is enough, while the other two indicators are good. If combined the average value of this dimension is 301 which is in the range of values 289 - 357, in the good category.

a. Adapting in place of duty throughout the territory of the Republic of Indonesia that has socio-cultural diversity

The recapitulation of the analysis of the results of research on the dimensions of adaptability in the place of duty throughout the territory of the Republic of Indonesia that has socio-cultural diversity is:

Table 5

Ability to Adapt in a Place in Charge throughout the Republic of Indonesia that Has Socio-Cultural Diversity

Dimension	Indicator	Mean
Beradaptasi di tempat bertugas di seluruh wilayah Republik Indonesia yang memiliki keragaman sosial budaya	1. a) adapt to the workplace environment in order to improve effectiveness as educators, including understanding the local language	300
	1. b) implement various programs in the work environment to develop and improve the quality of education in the area concerned	294
Mean	297	

Based on the table above, the overall indicators on the dimensions of adaptability in place of duty throughout the territory of the Republic of Indonesia which have a socio-cultural diversity for Palembang MIN teachers are good. Similarly, the average value of this dimension is 297 which is in the range of values 289 - 357, in the good category.

a. d. Communicate with the profession's own community and other professions verbally and in writing or other forms

Recapitulation of analysis of research results on the dimensions of the ability to communicate with the professional community itself and other professions verbally and in writing or other forms is:

Table 6

Ability to Communicate with Your Own Professional Community and Other Professions Oral and Writing or Other Forms

Dimension	Indicator	Mean
17. Berkomunikasi dengan komunitas profesi sendiri dan profesi lain secara lisan dan tulisan atau bentuk lain	1. a) communicate with colleagues, scientific professions, and other scientific communities through various media in order to improve the quality of education	292
	1. b) communicating the results of learning innovations to the professional community itself orally and in writing or other forms	305
Mean	298,50	

Berdasarkan tabel di atas, keseluruhan indikator pada dimensi kemampuan berkomunikasi dengan komunitas profesi sendiri dan profesi lain secara lisan dan tulisan atau bentuk lain bagi guru MIN Kota Palembang adalah baik. Demikian pula nilai rata-rata dimensi ini adalah 298,50 yang berada pada rentang nilai 289 - 357, dalam kategori baik.

Berdasarkan pembahasan terdahulu, berikut dipaparkan rekapitulasi rata-rata kompetensi sosial guru MIN Kota Palembang.

Tabel 7

Research findings

Variable	Dimension	Mean
Social Competence	a. Be inclusive, accept others objectively, and not discriminate because of consideration of gender, religion, race, physical condition, family background, and socioeconomic status.	301,50
	b. Communicate effectively, empathically and politely with fellow educators, education personnel, parents, and the community.	301
	c. Adapt in place of duty throughout the territory of the Republic of Indonesia which has socio-cultural diversity.	297
	d. Communicate with the professional community itself and other professions verbally and in writing or in other forms.	298,50
Rata-rata Kompetensi Sosial	299,5	

From the table above, the social competence of MIN teachers in Palembang City is 299.5 in the good category. This social competence is the only one of the four teacher competencies in the good category. This is due to all dimensions of social competence in the good category.

Conclusion

Based on the overall description above, it can be concluded that the social competencies of the MIN City teachers in Palembang are in a good category (mean score 299.5). This social competence is

only one of the four teacher competencies in the good category. This is due to all dimensions of social competence, namely: (a) being inclusive, acting objectively, and not discriminatory because of consideration of gender, religion, race, physical condition, family background, and socio-economic status; (b) communicating effectively, empathically, and politely with fellow educators, education staff, parents and the community; (c) Adapt in the place of duty throughout the territory of the Republic of Indonesia that has socio-cultural diversity, and (d) Communicate with the professional community itself and other professions verbally and in writing or other forms, in good categories. Teachers with good social competence will have a high awareness to foster their students, so that they have the same social competence in facing the world of the future and their profession. In line with that, the teachers must develop a learning process that simultaneously trains students' social competencies through the following steps; Give the opportunity to students to ask fellow friends, and also to teachers, so that they have the skills to communicate with others. Develop class discussions on topics that are suitable for their development. Developing students' social competencies is a mandate carried by a teacher. It was developed not only through subjects, but learning processes that were passed by students and facilitated by teachers and schools. Students must be facilitated to learn actively with their peer groups, ask each other questions and answer, discuss with each other, develop togetherness, so that their social attitudes will grow slowly in their souls, which will manifest in the form of actions. Thus, the curriculum is not all written documents, but also learning plans prepared by the teacher that facilitate students to interact with each other.

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