



Contents lists available at Journal Redwhitepress

Journal of Educational and Learning Studies

ISSN: 2655-2760 (Print) ISSN: 2655-2779 (Electronic)

Journal homepage: <http://journal.redwhitepress.com/index.php/jles>



Survey of teacher social competency

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Article Info

Article history:

Received Jan 12th, 2022

Revised Mar 20th, 2022

Accepted Mei 21th, 2022

Keyword:

Social Competence

Physical Education teacher

Principal's Assessment

ABSTRACT

The social competence of physical education teachers is still low and needs to be improved so that communication between teachers and students during learning takes place is better. The learning process that occurs in the classroom and outside the classroom should take place pleasantly, to realize this skills in communicating with students are needed. This study aims to determine the level of social competence of sports teachers from the point of view of the principal's assessment. This needs to be known in order to add insight into the social competence of teachers from various existing points of view, so that understanding of the social competence of teachers can be more in-depth. Survey research was conducted to see the principal's assessment of the social competence of physical education teachers. The population in this study were all public elementary school sports teachers in Kerinci Regency, amounting to 228 people. The sampling technique in this study used a simple random sampling technique so that 50 people were selected as samples. Data on the social competence of sports teachers in this study were collected using a questionnaire. The results of this study indicate that the level of social competence of physical education teachers based on the principal's assessment is in the fairly good category. So that physical education teachers, school principals, and the government need to make programs so that the social competence of sports teachers can be improved.



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Introduction

Education is a system that was established with the aim of creating the next generation with good knowledge, morals, attitudes, personality, and skills. At this time education is needed in order to create a generation that is better than the previous generation. To create a better generation, it is therefore important to improve the quality of education. The quality of education in Indonesia needs to be considered, so that the quality of education can be achieved, a qualified teacher is needed. Quality teachers must have skills in carrying out their duties. The skills referred to here are the ability to carry out their duties and work based on knowledge, skills, attitudes, and personality according to predetermined standards (Guslinda & Syahrilfuddin, 2021). The quality of education is the main requirement for living the life of a geese that is advanced, modern and prosperous. The history of the establishment and development of geese teaches us that a modern, prosperous and developed country is a country with quality education systems and methods. At the same time, the quality of education is highly dependent on the existence of qualified teachers who are professional, prosperous and Eligible (Fadli et al., 2021). Efforts to improve the quality of education have been carried out by many regional and central governments. Improvements to the curriculum and learning models that must be applied by teachers

in teaching continue to be recommended by the government so that the learning process in schools can take place with good quality (Fitri, 2015) .

According to Julita & Dafit, (2021) social competence is an ability that must be possessed by teachers, because with good social competence they have the social climate in schools will improve. Social competence of teachers will also support the achievement of learning objectives in the classroom. Social competence is the ability to communicate to students, fellow teachers, and to the surrounding community (Mustofa, 2020) . Countries that have good quality education are countries that have professional teachers. Social competence of teachers is the key to improving human resources in the country so that if a country wants to improve the quality of its human resources, the way is to increase the social competence of teachers in that country (Vagi et al., 2019) . A quality learning process is determined by the presence of teachers who master good material so that teachers are able to demonstrate well (Yin et al., 2019) In sports learning students are asked to be able to master various kinds of movement skills, so that the mastery of motion possessed by the teacher must also be good (Bourke et al., 2018)

Several studies that have been carried out in terms of teacher social competence include research conducted by (Frizka & Suryadi, 2018) which reveals that high learning achievement is influenced by the social competence of their teachers. Afandi et al (2021) in their research explain that gender has no correlation with teacher performance, as well as the teaching experience that teachers have, the length of teaching experience possessed by teachers does not affect the ability of teachers to teach. The results of other studies show that the professionalism of teachers and their discipline is related to the quality of education, so it is necessary to increase these two variables so that the quality of education in Indonesia can continue to develop (Dewi & Khotimah, 2020) . Other studies examine the collar of government policies. In an effort to increase teacher professionalism, sometimes the government makes new standards that will change the way teachers learn and everything that teachers will do to meet the standards set by the government so that in the end it will increase the competence of teachers in the country (Mockler, 2022) . Qamila et al., (2021) in their research explain that the good and bad work performance of the state civil apparatus (ASN), especially teachers are influenced by their professionalism. A survey conducted by Haryanto et al., (2021) regarding the performance of sports teachers shows that teacher performance is still not optimal so it is necessary to find a way out so that the performance of sports teachers can improve.

From several studies that have been carried out previously, the level of social competence of sports teachers from the point of view of the principal's assessment is still unknown, so it is necessary to review how the quality of the social competence of sports teachers is seen from the principal's point of view. Therefore, this study aims to look at this so that knowledge in this field of science is more comprehensive.

Method

The quantitative approach is used in this research to reveal the data of physical education social competency and the method used in this study is descriptive. The data was collected using a questionnaire distributed to 50 principles chosen as sample in this study. Before the questionnaire was distributed to the sample for collecting data, the researcher tested the validity and reliability and doing some corrections of those statements that was invalid. After all of the statements in the questionnaire valid and reliable the questionnaire was given to the sample. Statistical analysis used in this research was descriptive

Table 1. Teacher Social Competence Instruments

Variable	Dimension
Social Competence	Able to communicate and get along with students
	Able to communicate and get along effectively with fellow educators and education staff
	Able to communicate and get along effectively with parents/guardians of students and the surrounding community

Results and Discussions

Data on social competence variables were collected through a questionnaire (questionnaire) to 50 respondents. From the results of data processing, it can be seen that the highest score of the social competence level of PJOK teachers is 90 and the lowest is 57, the average score of the social competence level of PJOK teachers is 73.08 with a standard deviation of 8.88.

Table 2 . Distribution of Social Competency Score Frequency

Score Range	Frequency	Percentage	Category
60	4	8	Very low
61 – 69	16	32	Low
70 – 78	16	32	Enough
79 – 86	12	24	Tall
87	2	4	Very high
Amount	50	100	

Source: Processed by Ms. Excel 2007

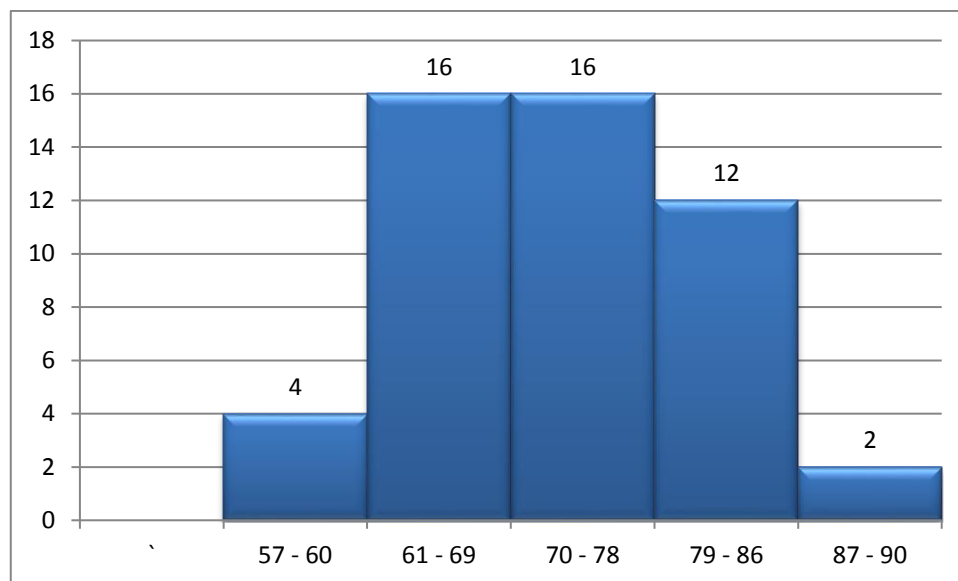


Figure 1. Histogram of the Social Competency Level of Physical Education Teachers

Based on the results of the research that has been described in the research results section, the level of social competence of sports teachers based on the principal's assessment is in the sufficient category. The results of descriptive data processing showed that the social competence of sports teachers in general (32%) was classified in the fairly good category, this is in line with the results of research conducted by Windi et al., (2021) which showed that the social competence of a teacher related to the emotional intelligence of these teachers . The high motivation of students when learning is also related to the social competence of teachers when the learning process at school occurs (Sumual & Palembang, 2021) . The standard setting made by schools and the government to ensure the quality of teachers needs to be implemented (Bourke et al., 2018) . Furthermore, the results of research conducted by (Rahmawati & Indah, 2018) revealed that the level of social competence of teachers was good because they were able to understand the characteristics and conditions of each of their students, and were able to adjust their attitude when communicating. The absence of clear quality standards from the government could be the cause of the low quality of sports education in schools, even though this is important to improve the quality of sports teachers and learning that occurs in schools. The social competence of sports teachers can also be developed with efforts to continue to improve the existing curriculum, the current curriculum may still have gaps so that sports teachers need to conduct deliberations to improve existing materials so that their social competence competencies can be improved (Erss & Kalmus, 2018) . The ability of teachers to interact with fellow teachers has also been good (Wayan et al., 2020) . Safitri (2020) explains that if the approach taken by the teacher is good enough by interacting directly with students, so that the teacher can understand the needs and adapt to the circumstances of the students, the students will be happy in learning. Teachers must be able to understand the characteristics of students and need a better approach. Teachers must also try to understand the characteristics of students who have diverse backgrounds in each individual student.

The social competence of teachers greatly influences the behavior of students at school, they will be happy and open with the good approach taken by their teachers, on the contrary if the teacher is not smart then they will be closed and difficult to express their opinion (Fa'iz Fauziah & Suwandi, 2021). Teacher exchange is one of the efforts that can be taken by the government to improve the ability of teachers (Soong & Stahl, 2021), but in reality there are still very few efforts made by local governments so it is natural that the quality of the teachers they have is still not good. Sharing information is very necessary to increase the knowledge of teachers. In addition, the low social competence of sports teachers can be caused by the lack of learning opportunities provided by schools and the government, this makes the teacher not develop and the knowledge he has does not increase as long as he carries out his duties as a teacher. The opportunity to continue learning needs to be increased so that teacher competence also increases, and one way to improve it is by sending teachers to attend trainings (Mayer & Mills, 2021). The results of another study revealed that the social competence possessed by the teacher was good, meaning that the teacher had been able to communicate well with his students, the teacher had also been able to communicate well with the guardians of students and fellow teachers in their school (Maslan, 2019). The social competence possessed by teachers in the research conducted by (Setiyadi et al., 2021) has also been good, with the picket system the interactions that occur between teachers and students will run intensely, teachers and parents of students have also been able to get along with both in the community, when there are activities that take place in the community, teachers can play an active role in developing the village. Coupled with the existence of a teacher community, the relationship between teachers in an area becomes more harmonious.

Other research reveals that teachers' social competence is good, this is indicated by the rake who have been able to communicate objectively to their students, teachers have also been able to act fairly by not discriminating against the race, ethnicity and religion of their students (Inaku et al. al., 2021). So that teachers can achieve their social competence, the principal can supervise teachers in schools, the government can also give awards to teachers who excel and have good competence, besides that the government can also make competitions and training so that teacher competence will be better in the future. (Sopia et al., 2019).

Conclusions

The social competence possessed by physical education teachers is quite good. More in-depth research on what are the factors that make a teacher able to improve the way he communicates and how the strategy for sports teachers in the region must be carried out so that education in Indonesia can be optimal. So that the quality of education in Indonesia can be more advanced in the future.

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