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## SOCIAL SCIENCE AND EDUCATION | RESEARCH ARTICLE

# Implementation of Teacher Social Competence in Improving Student Learning Motivation

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**Abstract:** The purpose of this study was to examine the social implementation of teachers in increasing student motivation at Madrasah Tsanawiyah Negeri Balang-Balang, Gowa Regency. This research is qualitative because this type of research does not only want to collect data in terms of quality, to gain a deeper understanding. The study uses purpose sampling as well as with a purposeful sample. The purpose of the sample is to take the subject based on the existence of that purpose. The sources of data in this study are the Head of Madrasah, Teachers, Student totaling 641 people. Population of this study amounted to 641 people, the authors used 10% of the total population, namely 64 students. Further data collection by observation, interviews. Qualitative data analysis techniques according to Matthew Milles consist of three streams of activities that occur simultaneously, namely: data reduction, data presentation, and verification or drawing conclusions. Results showed that competence implementation factor encountered by the students' enthusiasm did not understand the teacher's wishes which resulted in their motivation to study being mediocre. Furthermore, the increase in teacher motivation also often carries out remedial and enrichment, because students often miss lessons so that special guidance is needed in this case.

**Keywords:** Teacher Social Competence, Learning Motivation, Islamic Education Studies

## 1. INTRODUCTION

Teachers have a very large contribution to the success of learning in madrasahs and play a very important role in helping the development of students to realize their life goals optimally. This belief arises because humans are weak creatures, who in their development always need other people from birth even at the time of death. This shows that everyone needs other people in their development, as is the case with students when parents register their children to madrasah, at that time they also place their hopes on the teacher, so that their children can develop optimally (Syar'i et al., 2020). To achieve this goal, a teacher who has high competence is needed. One of the things that teachers must possess is social competence (Varela et al., 2020). Uno & Ma'ruf (2016) suggests that in social competence, it has become human nature as social beings and ethical beings. He must be able to treat his students fairly and aim to achieve the optimization of the potential of each student. He must understand and apply the principles of humanistic learning which assumes that learning success is determined by the abilities that exist in the learner. Instructors are only tasked with serving them according to their individual needs. Social competence possessed by a teacher is related to the ability to communicate with students and their environment (such as parents, neighbors, and fellow friends) (Colonnese et al., 2019). In Indonesia, educational institutions such as madrasah should seriously carry out their duties and functions in realizing national goals as stated in Indonesia Law 20/2003 concerning the National Education System and its explanation chapter ii article 3 that: national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear god almighty. Almighty, noble, healthy, independent and become a democratic and responsible





citizen. The success to realize these goals, namely by providing an effective teacher role will be different from ordinary teachers. Effective teachers will provide a touch that is relatively right on target and is more oriented towards building motivation (Nussbaum, 1992). This is what distinguishes effective teachers from ordinary teachers who only teach and provide material according to the curriculum without being accompanied by the application of the personality functions of the teacher itself (Nordin et al., 2020). Often teachers ignore it even though motivating students is important to support success in student learning so that they feel they are there and participate in the learning process (Park, 2003). Talking about the problem of learning motivation cannot be separated from the involvement of the teacher during the learning process (Taormina & Gao, 2013). Teachers have an important role in increasing students' learning motivation. The role referred to here is the social competence of the teacher. With these social competencies, teachers build good relationships by giving attention, advice, and positive inputs in developing students' learning motivation. Social competence is the social ability possessed by teachers to adapt, communicate and interact with students, education staff, fellow educators, parents of students and the surrounding community (Taborsky & Oliveira, 2012).

Based on observations, it shows that the social competence of teachers in Madrasah Tsanawiah Negeri Balang-Balang, Gowa, basically has good social competence. This can be seen from the way they interact with students and with co-workers (fellow teachers) (Kalaja et al., 2009). They have helped each other, especially in filling vacant class hours when other teachers are unable to attend. However, based on the results of the preliminary study, the following symptoms or phenomena were found: There are some students who are less enthusiastic in learning, this can be seen during the learning process in class, students tend to be silent listening to the teacher explain the subject matter in class. There are some students who do not understand what the teacher says, this can be seen from the questions asked by students during learning. Some students are still less motivated to work on the questions given by the teacher. So there are still many students who get unsatisfactory grades. Madrasah Tsanawiyah Negeri Balang-Balang, Gowa Regency, is an educational institution that participates in the struggle to educate the nation's life for the success of Indonesia's national development goals and is an educational institution under the auspices of the Ministry of Religion. This madrasa is also a pilot madrasa by private Tsanawiyah Madrasah in Gowa Regency, because this institution is the only Madrasah Tsanawiyah Negeri Balang-Balang, Gowa Regency. This is one proof that by getting facilities from the government, teachers have succeeded in achieving the goals of madrasahs. The success of the teachers in achieving the goals of the madrasa is one of the performance achievements shown by the teacher which comes from their abilities and motivation. While the consideration of choosing a research location at Madrasah Tsanawiyah Negeri Balang - Balang, Gowa Regency, is because this madrasa is the only public madrasa under the auspices of the Ministry of Religion in the Bontomarannu District, has quite complete facilities and infrastructure, and has bright prospects in its future development. Starting from the facts and explanation of the background of the problem above, the researcher is very interested in conducting a study entitled implementation of Teacher Social Competence in Improving Student Learning Motivation at Madrasah Tsanawiyah Negeri Balang-Balang, Gowa Regency.

Studies on the Implementation of Teacher Social Competence in increasing students' learning motivation have been reviewed by researchers and practitioners. The previous studies include: Research conducted by Safaruddin entitled Implementation of Teacher Social Competence on Students' Learning Motivation at SMP Negeri 3 Bungin, Bungin District, Enrekang Regency. The study in this study covers the implementation of teacher social competence at SMP Negeri 3 Bungin, Bungin District, Enrekang Regency in fostering students to increase student learning motivation. With a variety of efforts, both motivation and the application of social competencies carried out by teachers, which are expected to increase students' learning motivation, this will also affect the quality of learning. Furthermore, the research conducted by Handayani entitled The Influence of Teacher Social Competence on Student Learning Outcomes at State Junior High School 25 Pekanbaru City. In this study it was concluded that there was a significant influence in the application of teacher social competence on student learning outcomes at SMP Negeri 25 Pekanbaru, the madrasa climate also affected the implementation of social competence at SMP Negeri 25 Pekanbaru, the implementation



of teacher social competence had more influence on student learning outcomes at State Junior High Schools. 25 Pekanbaru compared to the madrasa climate, where there is no special attention in the application of teacher social competence. Handayani focuses more on the effect of teacher social competence on student learning outcomes, while this study discusses the implementation of teacher social competence in increasing student learning motivation.

## 2. Literature Review

Competence is a fundamental characteristic of an individual, namely the causes associated with reference criteria regarding effective performance. Competence is part of a person's personality that has been embedded and lasts a long time and can predict behavior in various tasks and work situations. Related causes mean that competence causes or predicts behavior and performance (Barba-Aragón & Jiménez-Jiménez, 2020; Firman et al., 2021; Flores et al., 2015; Guan et al., 2016). Teacher competence also means an ability or skill that is manifested in the form of knowledge, skills, and behaviors that are owned and controlled by teachers in carrying out their professional functions (Kalaja et al., 2009). In relation to the interaction of teachers and students, it takes skills or social competence of teachers who are able to foster effective communication to students, fellow teachers, parents of students, and the community. A professional teacher is required to have academic qualifications that are the standard for scientific recognition by the state, teachers must also have competencies or abilities, at least a teacher masters four competencies, namely pedagogic competence, professional competence, personality competence, and social competence (Coetzer & Sitlington, 2014; Dekker, 2020; Gray et al., 2020). Besides that, a teacher must also have an educator certificate, this becomes a kind of license for a professional teacher in carrying out his duties as a teacher to be professionally rewarded as a certified educator (Osman & Warner, 2020). Social competence is closely related to the ability of a teacher to manage learning with students, teachers must be able to communicate effectively to students so as to create reciprocal interactions between teachers and students that give birth to empathy around them (Varela et al., 2020). Educators and education staff must create collaborations with parents of students so that interaction and communication with the community is fostered properly. Social touch, showing that a professional in carrying out must be based on human values, and awareness of the environmental impact of the effects of his work, Berta has economic value for the benefit of the community in a straightforward manner. There are several points that become indicators in implementing social competence by educators by (e.g., Demircioglu & Chen, 2019; Mitchell et al., 2020), namely: (1) understanding and respecting differences (respect) and having the ability to manage conflicts and conflicts; (2) carry out harmonious cooperation with colleagues, madrasa heads and deputy madrasah heads and other related parties; (3) build a compact, intelligent, dynamic, and agile team work, (4) carry out effective and pleasant communication (oral, written, illustrated) with all madrasa residents, parents of students, with full awareness that each each has a role and responsibility for the progress of learning; (5) have the ability to understand and internalize environmental changes that affect their duties; (6) have the ability to position themselves in the value system prevailing in the surrounding community; and (7) implementing good governance principles (e.g., participation, transparency, accountability, law enforcement, and professionalism) (Nsereko, 2020). Blair & Shaver (2019) The ability of teachers to communicate and interact with all stakeholders such as students, teachers as peers, and parents of students as a community is absolutely owned by a teacher so that there is continuous and two-way communication so that everything goes well according to their respective functions. Respectively. Teaching in front of the class is a manifestation of interaction in the communication process. While the social competence of teachers is considered as one of the strengths or abilities of teachers to prepare students to become good members of society and the ability to educate and guide the community in facing the future so that a generation that can be relied on to become the nation's next generation is printed. In addition, teachers can also create a comfortable learning atmosphere in the classroom if they are able to apply good communication management to students. This social competence includes skills in social interaction and carrying out social responsibility (Calderón et al., 2020). Hamzah B. Uno (2021) suggests that: social competence, based on human nature as social beings and ethical beings. He must



be able to treat his students fairly and aim to achieve optimization in each student. Social competence is related to the ability of teachers as social beings in interacting with other people. As social beings, teachers behave politely, are able to communicate and interact effectively with students, fellow educators and education staff, parents and guardians of students, the surrounding community where the educator lives, and with parties with an interest in the madrasah. The ability of teachers as social beings in being polite is a strong point in fostering students, teachers can also be role models in associating and communicating with the surrounding community where educators are domiciled and can be an intermediary between the madrasa and external parties with an interest in the madrasah (Wight & Abraham, 2000). Suggests that teacher's social competence is the ability of teachers to communicate and interact effectively with students, fellow educators, education staff, parents or guardians of students, and the surrounding community". Social competence is the ability of teachers to understand themselves as an inseparable part of society who has the ability, skills that are quite broad, and actively participates in the development process (Madhavaram & Laverie, 2010). Teachers in living their lives often become role models and identification for students, and their environment.

### 3. Research Method

The research on the implementation of teacher social competence in increasing student learning motivation that the researchers conducted at Madrasah Tsanawiyah Negeri Balang-Balang, Gowa Regency, Indonesia used a qualitative approach. The research subject here is a data source where researchers can obtain the data needed in the context of research. In obtaining the data sources in this study, the sources of research are: Head of Madrasah, Teachers and Students. The population in this study amounted to 641 students. Because the population in this study amounted to 641 people, the authors used 10% of the total population of 64 students. Furthermore, data collection methods were carried out using observations, interviews conducted directly and in depth. Furthermore, at the data analysis stage, search and organize systematically from the data obtained from data collection. how to organize data into categories, describe it into units, synthesize, arrange into patterns, choose which ones are important and will be studied, and make conclusions so that they are easily understood by themselves and others.

### 4. Results and Discussion

#### 4.1. Result

**Table 1. State of the Class and Students of MTsN Balang-Balang Kab. Gowa**

No	Class	Number of Study Groups	Total students		Total	Time Study
			Men	Women		
1	VII	6	94	124	218	Afternoon
2	VIII	7	88	148	236	Morning/ Afternoon
3	IX	6	68	120	188	Morning
Total		19	249	392	641	

The condition of students and the number of classes in the 2019/2020 school year class VII consists of 218 students, class VIII consists of 236 students, and class IX consists of 188 students, due to the condition of the large number of students in this madrasah, the division of study time is arranged starting in the morning and entering the afternoon, This is because there are not enough classrooms available to accommodate students entering together in the morning. Furthermore, the data of students in the last 14 (fourteen) years.

**Table 2: The State of Students in the Last 14 Years of MTsN Balang-Balang, Gowa**

Years	Total Registrants	Class VII		Class VIII		Class IX	
		Total Students	Study group	Total Students	Study group	Total Students	Study group
2004 / 2005	100	90	3	42	2	34	1



Years	Total Registrants	Class VII		Class VIII		Class IX	
		Total Students	Study group	Total Students	Study group	Total Students	Study group
2005 / 2006	80	70	2	87	3	40	1
2006 / 2007	150	142	4	71	2	89	3
2007 / 2008	200	177	4	145	4	68	2
2008 / 2009	275	142	5	159	4	136	4
2009 / 2010	479	191	5	137	5	151	4
2010 / 2011	489	175	5	181	5	133	5
2011 / 2012	289	204	6	170	5	178	5
2012 / 2013	351	251	7	190	6	151	5
2014 / 2015	300	248	6	251	7	183	5
2015 / 2016	398	265	6	237	6	241	6
2016 / 2017	309	221	6	262	6	220	6
2017 / 2018	394	245	7	209	6	246	6
2018 / 2019	423	218	6	236	7	188	6

From the data on the condition of students for the last 14 years, it indicates that student registration at the Madrasah of Balang-Balang has increased every year, this means that the community really trusts their children to study at the madrasah, moving from this data the authors assume that the community believes that teachers can be examples as well as being a motivator for students in increasing learning motivation, especially regarding the object that the author is researching. Educational Facilities are tools and equipment that are directly used and support the educational process, especially the teaching and learning process. Management of Educational Facilities and Infrastructure at MTs Negeri Balang-balang Gowa is in charge of regulating and maintaining educational facilities and infrastructure in order to contribute optimally to the course of the educational process. Management activities in coordination with this Administration include: planning, procuring, supervising, storing and organizing and proposing the elimination of Madrasah inventory items. The purpose of Management of Educational Facilities and Infrastructure at MTs Negeri Balang-balang Gowa is to create a conducive learning atmosphere. Madrasahs that are fun for both teachers, employees and students while in Madrasahs. In addition, it also aims to provide adequate learning facilities both quantitatively and qualitatively and relevant to learning needs and can be used optimally for the benefit of the Education and Teaching Process.

The Educational Facilities and Infrastructure Program for MTs Negeri Balang-balang Gowa which will be implemented in the 2015 - 2020 learning year includes: Inventorying Madrasah goods in collaboration with Administration. Procurement of teacher council office space. Hall Space Procurement. Addition of PBM Infrastructure Facilities. Improvement and repair of Computer Laboratory. Procurement of Inter-class Communication Facilities (Sound Class). Procurement of Science Laboratory, Language and Infrastructure. Procurement of infrastructure / teacher room table chairs. Maintenance of cleanliness and beauty of Madrasahs. The arrangement of the building of the Balang-balang State MTs Gowa. In carrying out its duties and functions, the management of facilities and infrastructure has constraints, namely: Limited area of Madrasah. Limited government funding for Madrasahs. Lack of collection of books supporting PBM and Refensi. Lack of concern for maintaining and caring for Madrasah infrastructure. Insufficient cost needed to implement RAPBM Control / countermeasures / solutions to problems faced in the field of facilities and infrastructure: Cooperating with the Government in the procurement of large facilities. Strive to procure a Teacher Council Room. Optimizing existing facilities. Trying to complete PBM facilities and infrastructure in accordance with financial capabilities. Trying to add PBM books. Increase awareness through community service, class cleanliness competitions and environmental cleanliness. Trying to dig funds from other sources. Repairs and maintenance are carried out when facilities and infrastructure are found that need repair and maintenance. Furthermore, Human Resource Management aims to improve the quality of education at MTs Negeri Balang-balang Gowa, inseparable from the increase in Human Resources for managing education at MTs Negeri Balang-balang Gowa. Therefore, the short-term improvement plan is: Trying to overcome miss matches (wrong placements) that are not in



accordance with their expertise, providing opportunities for these teachers to take education/certification according to the subjects they teach or return to teaching subjects according to their majors. Provide opportunities for teachers who have not S.2 to continue their education again. While the Long-Term Improvement Plans are: Provide opportunities for senior teachers to continue S.2 or participate in the selection of candidates for Madrasah Heads. Comparative study. Computer Training, Internet Training and Learning Media. AMT (Achievement Motivation Training). SMT (Spiritual Motivation Training).

Outbound Then Organizing Human Resources Placing, optimizing the duties and functions of teachers according to their fields and fulfilling / achieving a minimum implementation time of 24 hours / week as well as equal distribution of tasks for teachers. Mobilization of Human Resources (Systemic Coaching, etc.). Special human resource development for teachers is carried out in regular meetings once a month with the Head of Madrasah and Deputy Head of Madrasah and Deputy Head of Madrasah Affairs. Spiritual development once a month in the big family gathering forum of MTs Negeri Balang-balang Gowa (arisan and recitation of congregational greetings). Regular and integrated special guidance between teachers and employees by the City Ministry of Religion Office / Regional Office of the Ministry of Religion, Education Office and guidance on curriculum improvement and development such as Education Unit Level Curriculum (KTSP) upgrading, MGMP, Workshops, etc. Human Resource Control. The presence of teachers and employees on duty will be monitored with attendance and return (Monitoring). In certain circumstances (Empty Class), the Head of Madrasah or Deputy Head of Curriculum Affairs will enter to fill the class and monitor the cause of the teacher's absence to the picket teacher. Implementation of the policy of the Head of Madrasah and Deputy Heads and Heads of Administration, determines: The policy in determining / changing deputy heads is periodically rolled out from the election results. Completely submit to the Committee to take part in assisting education at MTs Negeri Balang-balang Gowa and do not object to providing Madrasah infrastructure for the activities of the Madrasah Committee. City level Madrasa Head Working Group (KKKM) activities continue to run in a coordinated manner and the procurement of questions is carried out by the city level KKKM without dependence on the Provincial KKKM. The implementation of the implementation of teacher social competence at Madrasah Tsanawiyah Negeri Balang-Balang, Gowa Regency, has been going well for a long time, all stakeholders work hand in hand in a successful implementation in an effort to motivate students in terms of increasing learning motivation both in the classroom and when students have returned home.

Teachers, staff, and madrasah principals are examples of students in implementing social competence in the madrasa environment, madrasah principals often set aside the administrative Office to visit the teacher's room to communicate and ask about the conditions of the learning process for each subject, madrasah principals also often advised the teacher, as said when interviewed: The teacher as a role model in the class must always establish good communication with students, if there are students who are nosy towards their friends so that it can interfere with the learning process, the teacher must give advice by continuing to communicate politely and politely so that students feel that teachers never discriminate between one another. Besides giving advice to the teacher, the head of the madrasah also often monitors each classroom at certain times to communicate directly with students, if there is a room where the teacher has not yet entered teaching, the head of the madrasa immediately fills in while waiting for the teacher who teaches to enter the class. The head of the Madrasah took the time to communicate with the students asking how they were, how the learning conditions were, how to communicate with the teacher and whether the teacher could be a protector for all students if the students were having problems with the lesson.

The teacher's role in supporting the implementation of social competence in Madrasah Tsanawiyah Negeri Balang-Balang, Gowa Regency is very enthusiastic, this is evidenced by several breakthroughs made, one of the breakthroughs is that they work together in making lesson plans. According to one of the English teachers who interviewed the author: Teachers at this madrasa have always implemented what is called the implementation of teacher social competence, it is applied in daily activities in this place, communication between the madrasa principal and teachers, employees, students, and the community. This is very good, this is evidenced by the active participation of



students in mutual cooperation when there is community service both in the madrasa and in the community, one form of student activity is by actively participating in raising funds for the construction of the madrasa musholla. Personal communication of teachers with students, the community, and parents of students is also intensively carried out in supporting the successful implementation of the implementation of social competence in Madrasah Tsanawiyah Negeri Balang-Balang, Gowa Regency, every time the community association organization (ORW) and neighborhood association organization (ORT) carry out community service. Around the madrasa, the students also worked together to join the community in doing community service until it was finished. The students tend to be very happy to be able to mingle with the surrounding community in social activities such as community service, they can feel firsthand what if someone later falls into a real community.

Increasing students' learning motivation towards the implementation and implementation of teacher social competence greatly influences student achievement at Madrasah Tsanawiyah Negeri Balang-Balang, Gowa Regency. In an interview with one of the teachers said that: Children's learning motivation greatly increased after the principal and teachers paid full attention to creating good social interactions between the madrasa principal, teachers and students, it was evidenced by some of the achievements they achieved such as the overall champion scouts and achievers in the field of sports. The madrasa principal's policy sometimes makes fundamental changes in an educational environment, with full attention by the madrasa principal while using good communication methods by interacting at any time, then his achievements will be answered because they have been given more attention on various occasions, many activities are skills are achieved by students, but the main focus remains the motivation to learn in the application of teacher social competencies which are applied at all times in the madrasa environment. Evidence from the sincerity and obedience of teachers in fostering student achievement, madrasa principals and teachers implement the application of social competence to increase student learning motivation, teachers also motivate students in several competitions to excel, see the number of trophies that have been achieved by this madrasa starting in 2006 – 2017 they were able to win 120 trophies in several competitions, this indicates that this madrasa is very focused on motivating students both in learning subjects as well as in sports and the arts.

## 4.2. Discussions

### a. Social Competence and Learning Motivation

This study discusses the implementation of teacher social competence in increasing students' learning motivation at Madrasah Tsanawiyah Negeri Balang-Balang, Gowa Regency. Teacher social competence is indeed very necessary in motivating students to be more active in learning, as we know some indicators of teacher social competence are related to learning motivation, such as helping to develop the positive nature of students, helping students realize their strengths and weaknesses, and helping students grow self-confidence, and show friendliness and understanding to students. Besides that, students can also show enthusiasm in the learning process, can also manage behavioral interactions during the learning process, develop harmonious relationships between fellow students, this is where explains the relationship between teacher social competence and student learning motivation which is being discussed at Madrasah Tsanawiyah. State of Balang-Balang, Gowa district. In terms of discussing the learning motivation of students, this paper can be related to Abraham H. Maslow's motivation theory which in it emphasizes that humans want a sense of security from the mental side, not just a sense of security in terms of physical alone, the sense of security in question is from the intellectual side.

Motivation and learning are two things that influence each other, learning is a relatively permanent change in behavior and potentially occurs as a result of practice or reinforcement based on goals to achieve certain goals. Motivation to learn can arise because of intrinsic factors in the form of desire and desire to succeed and encouragement of learning needs, hopes for ideals. While the extrinsic factor is the award. A conducive learning environment and interesting learning activities, interesting



learning activities must be created by a teacher, through various ways, for example by learning methods that students prefer, with the closeness of teachers in learning and others.. Here it can be seen that the application of social competence in Madrasah Tsanawiyah Negeri Balang-Balang in motivating students' learning has an influence in the madrasa environment. So the indicators of motivated students in this study are reflected in the characteristics and behavior of students depicted in everyday interactions who always have attention and concentrate on lessons both in madrasas and outside madrasas, perseverance is a must in learning. While students who have low motivation in learning show reluctance, get bored quickly and try to avoid learning activities. It is undeniable that there are still some students who have low learning motivation in this madrasa, but the teachers remain optimistic that they can still increase students' learning motivation over time, because in principle motivation is one of the factors that determine effective learning at the madrasa.

In this study, several factors have been found that support the successful implementation of the implementation of teacher social competence at Madrasah Tsanawiyah Negeri Balang-Balang, that in the learning process teachers can communicate with students well by using language that is easy to understand when delivering subject matter. When there are students who happen to have difficulty following the lesson, the teacher usually immediately provides assistance to the student so that the student can return to normal lessons. When the teaching and learning process takes place, there is a condition that a student is disturbed by his friend, the teacher immediately normalizes the atmosphere so that students do not interfere with each other during the lesson, and the teacher does not choose favoritism in giving reprimands so that students do not feel distinguished from other students by the teacher. a harmonious relationship exists between them. Teachers consider that all students are their big family. In the successful implementation of the teacher's social competence to motivate student learning, the teachers cooperate with each other in making lesson plans for the success of shaping students' self specifically for the application of social values in everyday life both at madrasas and at home. In addition to learning planning, teachers are also compact in solving problems that sometimes occur in madrasas, especially when problems occur between students and between teachers and students.

The success of increasing students' learning motivation is accompanied by the leadership of the Madrasah Principal who is so enthusiastic in instilling social values coupled with adequate religious knowledge, the hope is immediately implemented by the teacher in the form of exemplary and motivational traits so that students not only get theory but can acquire and practice it directly. in daily life. The head of the Madrasah in carrying out his leadership must have the right strategy to improve the professionalism of the educators in his Madrasah. Creating a conducive Madrasah climate, providing advice to employees, teachers, and students in Madrasas, and implementing an attractive learning model for students, thus the desired quality to be achieved will be in accordance with the target. Quality improvement will be achieved if all education stakeholders work together in various momentum and activities that motivate students, a madrasa head as a leader must be able to control convincing all subordinates of the urgency of implementing policies that want progress. To be able to carry out his leadership as the head of the Madrasa, as he expressed during the interview: A target that must always be maintained is that the Madrasah Tsanawiyah Negeri Balang-Balang can maintain quality so that it remains highly competitive in line with other Madrasas. Madrasah Tsanawiyah Negeri Balang-Balang can survive in the world of education, successfully carry out learning, have students who excel, have a high sense of discipline, have good dedication to the community and of course do not forget the value of Islam, namely in addition to the purpose of life for the world, the goal is achieved. Hereafter is achieved. To be able to have reliable competitiveness so that it can be in line with other madrasas, madrasa principals and teachers must spur themselves by creating breakthroughs that can increase student achievement. Learning by applying effective and direct communication patterns to students will be able to change and improve the achievements of this madrasa to speak a lot at a higher level.

Based on the above view, the head of the Madrasah Tsanawiyah Negeri Balang-Balang, Gowa Regency always strives for a maximum teaching and learning process and maximizes teacher quality along with the implementation of teacher social competence implementation by always providing direction at every opportunity both during meetings, briefings and when supervision is held even in



a ceremony on Monday. The goal is that the communication carried out will become a means to maintain the stability of the Madrasa so that learning can continue to run well, with communication, it is hoped that the Madrasah Tsanawiyah Negeri Balang-Balang, Gowa Regency can develop by creating an Islamic Madrasa environment and carrying out teaching and learning activities properly. will be created without reducing the role of the head of the Madrasah and the teacher as an educator. The condition of students during recess describes the condition of the Madrasah Tsanawiyah Negeri Balang-balang, Gowa Regency, where student activities vary during these hours, some of whom remain in the sitting room while opening the books that have been studied, some are deliberately studying for the preparation of certain agendas, some of them also play sports in the madrasa yard during recess, they prefer sports to relax muscles after a few hours of sitting in class, there are also groups of students who choose to sit in the canteen while eating snacks sold by the canteen while talk about various developments.

However, based on observations of the tendency of students who stay studying in the classroom more than those who play sports and students who sit snacking in the canteen, this indicates that psychologically the condition of most students is more inclined to learn than just telling stories or wandering out of class. It is better to do something useful than to waste time in vain. This is more or less the influence of the implementation of teacher social competence so that the change does exist to become a growing awareness of students to motivate themselves in learning in order to welcome a better future. A teacher who is able to interact with colleagues is a teacher who has his own skills. This kind of ability should be appreciated because his persistence and seriousness in developing his communication make him professional and make him a certified professional teacher. Because being able to get along means being able to communicate and get along with students, like this is what teachers do at Madrasah Tsanawiyah Negeri Balang-Balang, Gowa Regency, teachers are able to encourage an order that supports the creativity of students with good communication models by being good at keeping emotions and behaviors that are positive. not good. And this is what makes teachers respected in the madrasa environment and among the community, especially parents of students.

#### *b. Communication between the Teacher and the Head of Madrasah*

In an effort to build friendship between teachers and the principal at Madrasah Tsanawiyah Negeri Balang-balang, a coordination meeting is held every month to evaluate the work carried out as well as events that have occurred in the past month, through this forum everyone discusses anything to be used as evaluation material. For all devices in the madrasa. In meetings, the head of the madrasa usually asks the teachers to reveal what has been done in this month, whether there are obstacles in the learning process or other obstacles that can hinder the learning process of students, this monthly routine activity is carried out by the head of the madrasa in reviewing activities in the past month, and through this forum also madrasah principals, teachers, and staff build communication with all devices in the madrasa. Through this coordination meeting, the teachers feel that this needs to be continuous because it is very effective in solving problems and then discussing them to be resolved, this form of communication is a form of great concern from the madrasah principal and teachers to build a conducive atmosphere in the madrasa because it is in line with the teacher's social competence implementation program now being promoted in madrasahs in order to motivate students in learning in order to achieve the declared achievements.

#### *c. Communication between Teachers and Employees*

Employees as an integral part of the success or failure of a program at the madrasa greatly determine their role in terms of facilitating all existing programs. Teachers must foster and establish effective and direct communication with employees, whether through the head of administration or directly with their employees. It depends on communication technique. All equipment needed in the learning process is under the control of the secretariat maintenance which in this case is directly under the administrative head. In Madrasah Tsanawiyah Negeri Balang-Balang, Gowa Regency, the form of



communication between teachers and employees is also established as expected, there are no meetings in the form of briefings between teachers and employees specifically but monthly meetings in the form of direct coordination meetings involving the education staff as a whole led directly by headmaster. However, communication between teachers and employees went smoothly because every time the teacher entered the administration room, stories or the teacher entered the administrative room, it was because there was a special need regarding the need for learning tools or coordinating regarding the making of dictation or printing the end of the semester test, through a momentum like this. There is direct communication between teachers and employees whose process is not formal in the form of meetings. This condition more or less affects the psychology of good relations between all stakeholders in Madrasah Tsanawiyah Balang-Balang State who are indeed improving in creating conditions that are safe, peaceful, religious and have good achievements within the madrasah's internal circle and external relations to the community.

#### *d. Communication between Teachers and Students*

All teachers in carrying out their profession cannot be separated from the presence of students, in one day there is a very intense meeting between the two, face to face teachers with students from morning to evening, teachers and students are always complementary in terms of their existence because Teachers without students will not create a learning process and vice versa, so between teachers and students are very closely related and cannot be separated from each other. This condition also periodically takes place in Madrasah Tsanawiyah Negeri Balang-Balang, Gowa Regency, in this madrasa the medium of meetings between teachers and students is mostly carried out in classrooms during the learning process, in addition to discussing teacher lessons and students also often discuss problems what students often face in terms of participating in the learning process, their communication does not forget to also discuss the personal problems of students who really want suggestions and solutions from the teacher. Communication between teachers and students is also not uncommon about how students succeed in taking today's education to a higher level.

#### *e. Communication between Teachers and Parents of Students*

An educational institution such as a madrasa will be greatly appreciated when harmonious relations are not only created within the internal circle, but the madrasa will become a favorite among the community when communication is established, especially to parents of students because people are more free to ask where their children are who are in the madrasa. In addition to the advantages of madrasas when fostering communication to the community, madrasas are very easy to socialize madrasa programs to attract more attention to parents of students in terms of madrasa superior programs, and they will also feel that the madrasa is very transparent about breakthroughs. Madrasa breakthroughs that are often socialized by the community and parents of students and this is the function of educational institutions that must be programmed in the future. In Madrasah Tsanawiyah Negeri Balang-Balang, for example, socialization breakthroughs to the community are often carried out both by teachers and by students themselves. The form of communication between students and the community is usually through community service programs every Friday, students immediately mingle with the community together when community service is being carried out, not only that, students are also often active in helping residents affected by disasters such as fires, they are active in lightening the burden on the community. in the form of participating in the search for financial aid donations. While teachers communicate with the community or parents of students through direct visits to the homes of parents of students, teachers schedule all parents of students to be visited, visits by teachers are carried out once a month. During their visits to the parents of students, the teachers asked the parents directly about the learning conditions of their children when they were at home, whether the students often studied at home, whether the students were often active in praying together in the mosque, and the teacher asked about all the activities of their students. To their parents, including whether their students often argue when they are asked by their parents, the teacher also explains to the parents of the students about the madrasa program which is



being promoted to motivate learning in line with the implementation of the social competence of teachers in madrasas. The teacher's advice to parents of students is to keep motivating their children in learning and to continue to be guided in terms of speaking to the surrounding community as a manifestation of children currently studying at Islamic madrasas, and in ending their visits the teachers hope to continue to cooperate with the madrasa in disseminating programs madrasas to the general public.

## 5. Conclusion

The form of implementing the implementation of social competence in Madrasahs is that the teacher communicates directly with students, parents of students, and the madrasa committee, but there are also some who are found to be still lacking enthusiasm, do not understand the wishes of the teacher which results in their motivation to learn is still mediocre. Furthermore, there is a relationship with each other because it really helps develop and bring out the positive nature of students, it also helps students realize their abilities by knowing what their respective strengths and weaknesses are, then students feel the growth of confidence in them which results in an awareness of the importance of to be active in learning both at the madrasa and at home. Teachers also often carry out remedial and enrichment, because usually students who miss lessons are less enthusiastic so that special guidance is needed in this case. Efforts made by teachers need to work together with parents of students in terms of learning conditions of students at home, with cooperation between parents of students and teachers, a harmonious atmosphere will be created in motivating children to study outside school hours. Also, teachers should increase the exchange of information on matters relating to the experience of developing subject matter and interacting with students. The exchange of information or exchange of ideas can be carried out in regular teacher meetings, teacher activities, or in seminars related to this matter.

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