Analysis of Teacher Social Competency Development at SMP IT Nurul Fadhilah

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ABSTRACT

One of the keys to successful education is the teacher. Teachers play an important role in the learning process to improve the quality of students. Therefore the professionalism of a teacher is very important to note. Professional teachers are those who are able to carry out their duties as educators to the fullest by having the ability and expertise as an educator. This research is a library research. The purpose of this study is to find out whether teachers at SMP IT Nurul Fadhilah have implemented and developed social competence .

ABSTRACT

Salah satu kunci keberhasilan pendidikan adalah guru. Guru berperan penting dalam proses pembelajaran untuk meningkatkan mutu peserta didik. Maka dari itu propesionalitas seorang guru sangat penting untuk diperhatikan. Guru propesional adalah mereka yang mampu melaksanakan tugas sebagai pendidik dengan maksimal dengan memiliki kemampuan dan keahlian sebagai seorang pendidik. Penilitian ini merupakan penelitian pustaka (library research). Adapun tujuan dari penelitian ini yaitu untuk mengetahui apakah guru di SMP IT Nurul Fadhilah sudah menerapkan dan mengembangkan kompetensi sosial.

PRELIMINARY

Humans are social creatures so that most of their lives relate to interactions with other people. As social creatures that need attention , humans are inherently born always needing interaction with other people to fulfill their needs

(Zuliamiranti & Fauziah, 2017) .

Thus a teacher should always be in touch with each other, with various individuals, of course with the pattern of character, uniqueness and uniqueness of each person. Teachers are not only required to be able to relate to other people, but are intelligent in dealing with other people, or in other words have social intelligence (Mobtry P & Fiedelis, 2003) . Intelligence or social competence is intelligence that is not only about our relationships with other people but in that closeness (Muspiroh, 2016) . Moreover, social competence shows the most expertise related to many aspects that are very close to the construct of social intelligence (Muspiroh, 2016) .

Education is a fundamental icon in order to improve the life of religion, nation and state. With education, humans will have good morals, morals, or ethics as a result of creating an orderly life. With real education, humans will be able to reconstruct their mindset (Aswir & Misbah, 2018) . Therefore the teacher is one of the success factors of an educational process (Akmalia, 2019) . Therefore, teachers must have the ability to make friends or communicate with students (Samsuddin & Akmalia, 2017) .

The teacher is a person who is authorized and responsible for the education of students, both individually and classically, both at school and outside of school. The quality of education is influenced by the teacher (Zuliamiranti & Fauziah, 2017) . As stated in Law No. 14 of 2005 concerning Teachers and Lecturers it is stated that Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education, and secondary education (Alihar, 2018) .

The government's efforts to continue to develop the teaching profession as a profession that is strong and respected along with other professions can be seen from the enactment of Law No. 14 of 2005 concerning Teachers and Lecturers which seeks to develop the teaching profession through legal protection (RI, 2005) . The government has made efforts to increase teacher professionalism, including increasing the qualifications and requirements for a higher level of education for teaching staff from the school level to tertiary institutions. In the development of the teaching profession, the important thing is to build self-reliance among teachers so

they can be more able to actualize themselves in order to realize quality education. In this connection it is the basis for developing the innovative attitude of teachers in carrying out their roles and duties in educating the community towards a better and quality life (Akmalia, 2018) .

RESEARCH METHODS

This study uses a type of qualitative research. Qualitative research is research that is used to examine the condition of natural objects, where researchers use key instruments (Sugiyono, 2009) . In this study the techniques for collecting research data were in the form of interviews, observation, and documentation. The interview included several structured questions, then deepened one by one by seeking further information through several journals and books on social competence.

RESULTS AND DISCUSSION

After conducting interviews with informants regarding the social competence of teachers who teach at SMP IT Nurul Fadhilah, it can be concluded that social competence is an important aspect for a teacher, because teachers do not only teach and convey knowledge to students. But a teacher's duty is to educate and be able to communicate well with students both in the learning process and outside of class time.

Teachers not only need to hone social competence to students, but also to fellow teachers and school principals. Social competence among fellow teachers is also needed to agree on things to be done for students at school. The teacher's social approach to students is also needed, such as how the teacher communicates with students, solves problems experienced by students and how the teacher tells students' mistakes and follows up on them.

Regarding students who have problems, if the problem is considered mild, then it will be followed up directly, for example speaking that is not supposed to, then punishment can be given immediately. If it is related to a problem that is considered severe, then the approach taken is to talk directly with the parents to discuss the child's problem. Then it is necessary to give advice so that the child realizes that what he is doing is wrong. Then appreciation or rewards that can be

given to students to motivate these students. The approach taken is to help students to be more focused in carrying out all activities at school.

Regarding the problem of broken home. Nowadays, there are many things related to a broken home, and from that problem, the biggest impact can be seen on children. Of course, children can have different personalities and may have a negative impact on increasing student achievement. So the approach taken is to talk to the parents, then make an agreement with both parents. This responsibility must be an agreement between the two so that the problem does not have a negative impact on students. For the problem of bullying, more or less every school must have bullying problems, both in the form of small bullying and big bullying which have an impact on the mentality of students. So the social approach that must be taken by the teacher is to communicate with victims and perpetrators. To the victim, the approach taken must be softer about the causes of the problem from the student's point of view so as not to be pressured. To the perpetrator, the approach is taken in a more assertive way related to the cause of the perpetrator doing this, and following up on the consequences of what he did.

CONCLUSION

In general, this study shows that SMP IT Nurul Fadhilah teachers already have social competence, aspects that form the basis of teacher social competence have been applied to how to follow up on student problems, one of which is with communication. Because communicating with students is important for a teacher to see the potential and development of student achievement. Students can be monitored by the teacher if the teacher can communicate well with students, because the teacher not only teaches but educates, and must even be able to place his social competence according to the student's situation. Social competence means the expertise and skills of a teacher (with social intelligence possessed) in speaking and relating to other people. Teacher social competence is needed in the educational process so that teachers become role models for students in developing individual students who have a conscience, care and empathy for others. Teacher's social competence can be developed through social intelligence, exploring training related to social competence and adapting to the task .

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