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THE TEACHERS' EFFORTS IN FORMING SOCIAL COMPETENCE OF SIXTH GRADE STUDENTS OF ELEMENTARY SCHOOLS IN SUNGAI AMBAWANG

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Abstract

This study is titled Teachers' Efforts in Forming Social Competence of Grade 6 Students of 36 Primary Schools in Sungai Ambawang, Kubu Raya Regency. The problems studied are 1). How is the teacher's effort in shaping the social competence of grade 6 students of 36 Ambawang River elementary schools in schools? 2). How is the teacher's effort in shaping the social competence of grade 6 students of 36 Ambawang River elementary schools at home? 3). Are there any inhibiting factors in teacher efforts in shaping the competence of grade 6 students at 36 elementary schools in Sungai Ambawang? The method used is descriptive qualitative, using participant observation, interviews, and documentation of research instruments. The sample of this study was seven students, five people in sixth grade, and 2 in fifth class. The findings of this study explained that the efforts of teachers, students in grades 6 and 5 in the effort to establish social competence had been carried out well, but it hasn't been held maximally. Social Competence of students is medium and well-formed, but a small number of others still have problems in terms of time and willingness to enter challenging conditions in a particular social situation.

Keywords: Formation Efforts, Competence, Social

Introduction

The educational process aims to get the quality of human resources in accordance with the demands of development needs. The main support for the implementation of these goals is to carry out a quality learning process under the guidance and guidance of professional teaching staff and the implementation of all components of quality management in an integrated manner. Educators play a very important role, especially in preparing students to become actors who can display their superiority as strong, creative, independent, and professional figures in their respective fields.

The success of students as subjects of study relates to the personal process (individual process) in internalizing knowledge, values, traits, attitudes, and skills that are around him. Whereas the success of a teacher as a teaching subject is not only determined by the quality of the instructor personally (individual quality) is also determined by the competency standards possessed by the instructor, which includes intellectual competence, pedagogical competence, social competence, and personality competence. Academic qualifications and professional skills of teachers as teaching subjects also play an essential role in achieving educational goals. In the instructional system, a special approach is needed for students in the implementation of the learning process. Therefore, teachers are required to have a lot of competence to do the work. One important thing that must be possessed by a teacher is the mastery of these teaching

skills, which is usually called expertise in delivering material that is commonly called teacher competency.

Competence comes from English competency as a noun competence, which means skills, competencies, and authority. (Echos and Shadily, 2004). Teacher competency also implies an ability or talent that is manifested in the form of knowledge, skills, and behavior owned and controlled by a teacher in carrying out his professional functions. In relation to teacher and student interactions, the teacher's social skills or competencies are needed. There are several definitions of teacher social competence, as follows:

According to Suharsimi, social competence means that teachers must have the ability to communicate socially with students, fellow teachers, principals, and their communities. (Suharsimi Arikunto, 2010: 239).

Suherli Kusmana defines social competence with teacher competence in dealing with other parties. ([Http://blog.spot.com](http://blog.spot.com).)

It appears that a teacher must possess social competence. Therefore, Rubin Adi Abraham defines social competence, namely the ability of teachers as part of the community to communicate and socialize effectively with students, education personnel, parents/guardians of students, and surrounding communities. ([http:// www.apb.or.id](http://www.apb.or.id)).

Whereas in UURI no.14 article 10 about Teachers and Lecturers that teacher's social competence is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the community. (UUDRI No.14, 2005: 53).

Educational psychology expert Gadner (1983) refers to social competence as social intelligence or social intelligence. Social intelligence is one of 9 intelligences (logic, language, music, body, money, personal, culinary nature) that Gadner has successfully identified (<http:// bog.spot>).

Based on some understanding of social competence above, the teacher's social competence means the ability and ability of a teacher (with social intelligence possessed) in communicating and interacting with others, namely students effectively in the implementation of the learning process.

Teaching in front of the class is an expression of interaction in the communication process. While the social competence of teachers is considered as one of the power or ability of teachers to prepare students to become good members of society and the ability to educate and guide the community in facing the future. (<http:// press.com>.) In addition, teachers can create comfortable learning (<http://press.com>).

It can be concluded that related to the implementation of the learning process, teachers are required to have social competence. In approaching students, teachers must pay attention to how to communicate and interact with students. Thus, the teacher will be followed by students. The problems in this study are as follows: 1). How is the teacher's effort in shaping the social competence of grade 6 students of 36 Ambawang River elementary schools in schools? 2). How is the teacher's effort in developing the social competence of grade 6 students of 36 Ambawang River elementary schools at home? 3). Are there any inhibiting factors for teacher efforts in shaping the competence of grade 6 students in 36 elementary schools in Sungai Ambawang?

Research Method

Research Methods and Types

The method is a way of working done by a researcher to obtain the data needed to solve the problem at hand. It is in line with the opinion of Muhammad Ali (1987,21) that the method is a way to gain knowledge or solve the problem at hand. While Winarno Surahmad (1990,131), emphasized the importance of the method as the main tool to achieve goals.

The research method is the method/procedure adopted to solve the problems that have been formulated to obtain information about specific purposes and uses. According to Usman Rianse and Abdi (2009: 28), research methods based on the nature of the problem are various types of research designs classified into 9 (nine) kinds of categories, namely:

1. Historical research
2. Descriptive research
3. Developmental research
4. Case research and field research
5. Correlational research
6. Causal-comparative research
7. Real-experimental research
8. Quasi-experimental research
9. Research the action

Based on the foregoing, the appropriate method used in this research is descriptive. According to Hadari Nawawi (2007: 68), the descriptive method has the following characteristics: (1), focusing on solving the problems that existed at the time the study was conducted (now) or actual problems (2). Describe the facts about the problem being investigated as they are, accompanied by an adequate rational interpretation. In this study, the researcher will describe objectively and factually about "Teacher's Understanding and Efforts in Shaping Social Competence of Grade 6 Students at 36 Ambawang River Primary Schools".

Research Form

The form of research used in this study was a survey and analysis of the thoughts/efforts of teachers at Grade 6 36 elementary school students of Sungai Ambawang, in forming the competencies concerned. According to Winarno Surakhmad (1998: 141-142), "Survey, in general, is a way of collecting data from a number of units or individuals at the same time." In this study, researchers intend to obtain the facts of the phenomena that exist and look for facts factually to be interpreted and compared with established standards, namely the theory used.

Population and Sample

According to Sugiono (2009: 90), "Population is the area of generalization consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions." Then he continued, "even one person can be used as a population." Meanwhile, according to Suharsimi Arikunto (2002: 108), "the population is the whole object of research."

Based on the two opinions above, it can be concluded that the population is the whole object/subject that is used as a source of data in research that has specific characteristics. Meanwhile, according to Suharsimi Arikunto (2012: 117), the sample is "a part or representative of the population under study." Because in this study using a quality approach, seven people were taken, consisting of Ardina, Dian, Rafeah, Sapto, Ryan, Ira, Dodi, the informants were relatively good, and their activities were relatively different.

The location of this research is in the environment of SDN 36 Sungai Ambawang school and the family environment. The researchers visited the homes of students to see the social competence of students in the family environment.

Data Collection Techniques and Tools

According to Hadari Nawawi (2007: 100-101), there are six data collection techniques in a study. Of the six techniques, researchers chose to use participant direct observation techniques, direct communication techniques, and documentary study techniques. Direct observation technique is a way to collect data through observation and recording of symptoms that appear on the object of research in which the researcher is directly involved in the place

where an event, situation, or situation is happening". The direct observation technique is carried out by observing the efforts of prospective teachers to form social competencies.

Direct communication techniques are carried out by interviewing seven research informants about their efforts to form the competencies in question. Besides, researchers need to identify various documents that are in accordance with the problems obtained by recording, photographing, the efforts they make.

Based on the data collection techniques chosen in this study, the data collection tools used were the observation format, interview format, and photo camera to document the learning behavior and personality of the informants when learning in class.

Observation is done by participant observation. Interviews are conducted in the form of structured interviews in a format that has been prepared in advance. The interview format contains questions about face-to-face, structured, and independent learning behavior and observing the personality of the informant. Data processing is required to conclude the data obtained. The steps taken in data processing are as follows:

1. Collecting data through observation and interviews
2. Checking the data that has been collected
3. Analyzing the data that has been obtained
4. Conclude

Data from direct interviews are analyzed with qualitative descriptive analysis techniques, namely the analysis conducted is not in the form of numbers, but based on observations, and interviews that are then processed, so that conclusions can be drawn in accordance with the problems discussed.

Results and Discussion

Results

The interview result from this study was:

1. Group work: During your school days, are you often involved in study group work? (usually, sometimes, rarely). Explain your choice!
Answer: Sometimes, I get involved in group study work while working on assignments given by the teacher.
2. Responsibilities as students (at school, in the community, and families): How do you interpret your duties in each of these environments?
Answer: I define responsibility as a part of my life because, with responsibility, other people believe in me.
3. Leadership: Do you understand or understand about leadership? Explain! Have you ever been involved in these activities! Explain in any case (at school, community, and family).
Answer: In my opinion, leadership is something that can influence others, and I was once the class president.
4. Social Volunteers: Have you ever been involved in social volunteers? In what activities? Explain in school and community? What are your roles and responsibilities in this activity? Explain as detailed as possible.
Answer: Never.
5. Sharing: In what ways have you done help with others? in any case, explain.
Answer: I often share in the ability to think, for example, to help friends finish their homework that they do not understand, lend books to those in need, borrow a pen, etc.
6. Empathize: Have you ever collected anything (money, decent clothes, tobacco, and the like to be able to help friends/ or others who need our help! Explain and give examples in schools and the community.
Answer: Once, for example, donating used clothing and reading books for flood victims.

7. Peer Concern: sensitivity of the heart to feel what other people feel (empathy) in whatever you do at school and in the community.
Answer: ever
8. Tolerance: avoid the attitude of discrimination. What did you do while at school
Answer: I respect every opinion of friends at school and also respect any differences in religion or ethnicity.
9. Accepting differences: Are you used to or are you not accustomed to accept differences between friends, your friends both at school and home?
Answer: I am used to accepting differences.
10. Cooperation: Have you ever experienced practical work in groups instead of 2 workings in the audience with a shared goal.
Answer: Never.
11. Communication: How do you do the process of relationships with friends and friends or to someone / some people / klp / create and use the information to connect with the environment and other people.
Answer: I have relationships with friends or friends by sharing information.

Discussion

Regarding the formation of social competencies that occur during learning at school, the informants mostly explained that their efforts were to establish social interactions / communicate with their classmates when they were in class or outside the classroom, especially through school activities, for example, businesses work in group. In this case, they take the role of group coordinator, and group members where they have to do school work through cooperation, social solidarity, empathy, and help to complete school work. In other activities, they take the role of scholarship recipients. Thus some of the informants can carry out academic communication successfully because they have been able to read positive opportunities, have brighter hopes about the future. As the theory presented by Musaheri (2009: 239), that the characteristics of teachers who have social competence are to communicate politely and get along effectively.

In this connection, the theory used to explain the efforts to form teacher competencies in SDN 36 Sungai Ambawang is still relevant to current social conditions. However, some face a few obstacles, namely the presence of obstacles together so that the student concerned is absent / does not attend learning activities at school.

Formation of social competence outside the school/community.

The formation of competencies in the family, the informants explained that as a family member, it had become an obligation, maintaining the good name of parents by behaving well, maintaining the good name of the family. Good behavior is related to the procedure of interacting/communicating with neighbors, relatives, friends where the behavior of the object is related to various social activities / social activities. Thus, in such relationships, a person's social competence can be formed, which greatly influences his behavior in the family and Public. The more diverse the circumstances of a family and society, the more complex and robust a person's social attitude and social competence will be stronger and stronger in underlying one's social activities.

Conclusions and Suggestions

Conclusions

In this chapter the research exposure is focused on answering research questions. In general, the problem of this research is "how is the teacher's effort in shaping the social competence of students in SDN 5 Sungai Ambawang.

The answers to these common problems are the informants of grade 5 and 6 students, amounting to 7 students. This study explained that their current social competence is formed through a fairly long and complex process, which includes a series of communication activities within the school and outside of school starting with the association of fellow family members, neighbors, friends, peers, teachers. Answers to specific problems need to be detailed as follows:

1. Efforts made by students in forming social competence while studying at school they can do through cooperative activities in groups in carrying out the tasks of the teacher.
2. Social communication with friends in class and outside the classroom, internal class, and external class.
3. Students' efforts in forming social competence in social relations outside of school can be done through various activities as follows: helping distressed friends, voluntary work, tolerance.
4. The obstacles they face and efforts to find solutions about efforts to form potential are referred to by the informants. A small portion of informants does not yet have experience in utilizing the opportunities they encounter around their environment. It is understandable. It can be caused by the lack of courage in making decisions.

Suggestions

In this section, it is explained about suggestions related to the results of study namely regarding the following matters:

1. The formation of effective teacher social competencies needs to be maintained, and if possible, can be improved in the future.
2. Scheduling colliding activities should be socialized to students so that they can participate in all the activities that are possible for them.

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