

Professional Education Program for Junior High School In-Service Teachers' Social Competence

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ABSTRACT

Social competence is one of the competency standards that teachers must possess to be accredited as educators. With the social competence of teachers, they can communicate and associate effectively with any circle. Teacher competence is theoretically studied separately based on government law no. 14/2005 on teachers and lecturers. This research aims to determine the EFL teachers' social competence in Junior High School who followed the Professional Education Program. The sample of this study was 47 EFL teachers in the 2020-2021 academic year taken from the first and second Batches. The instrument used to collect data was closed questionnaires in the google form using the Likert scale. The collected data were then computerized and tabulated using descriptive statistics (frequency and percentage). The results showed that most EFL teachers (55%) agreed to treat students fairly and not discriminate against their parents/guardians and the school environment because of their religion, ethnicity, gender, and socioeconomic status. EFL teachers also discuss with colleagues and provide positive responses to others, can adapt well or adapt anywhere, and communicate the results of learning innovation through various media, peers, the scientific profession orally, writing, and other forms. It indicates that the Professional Education Program for In-Service Teachers contributes to the EFL teachers of junior high schools, in particular on social competence.

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1. INTRODUCTION

In Indonesia, the Professional Education Program (PEP) for In-Service Teachers is designed for teachers who have previously taught in schools for a period ranging from two to five years, although in reality, the average teachers who join it has between four and ten years of experience. These teachers are public officials or honorary teachers who have automatically gotten invitations from the government since their names are in the system. However, the teachers must pass a test to participate in the program.

To support teachers joining the program, the government provides tuition for In-Service teachers enrolled in the professional education program. The goal of giving tuition is to ease and facilitate them to join the program, especially teachers from the remote area. Therefore, they must compete with other teachers from all parts of Indonesia to pass and join the program. In-Service teachers who pass the test will be trained in this program to acquire the required competencies of teachers, one of which is social competence (Dikdas, 2019). This social competency is required of all teachers since it is linked to the ability to manage social connections, which necessitates various skills, abilities, and capabilities in resolving difficulties that arise in interpersonal relationships. The importance of social competency for teachers may be recognized in many social contexts. One is with school stakeholders, such as school consumers, school alumni, and community leaders who have a lot of clout in the school promotion process. Their colleagues at school and pupils whose achievements are in the hands of the teachers themselves are also important. Teachers must prepare students to enter the professional community, provide services, trade, or even prepare pupils to become entrepreneurs who require a relationship with the broader community. A teacher, as a professional tasked with advancing pupils, they can enter the professional world and be accepted in all social circles, must have social competence in order for students to no longer persecute their professors (Rosyada, 2016)

Teachers should develop their knowledge and abilities to update and improve their teaching methods and show their professionalism. Therefore, there is some related to teachers' competencies as professionals have been conducted by Abu et al. (2020), Sulaiman, Jamilah and Ismail (2020), and Yves, Silke, and Carmen (2020). However, those studies focused on teacher pedagogical and professional competencies. Some studies investigated teacher competencies concentrate on their teaching role in the classroom. Thus, this study is essential since social competence is a part of a teacher's competencies, which should reveal its impact on teaching performance.

Teachers' skills have grown concerning educational reform research, teacher education development, academic science scientific findings, and other domains. "Whereas the preceding period necessitated an education for stability, the new era necessitated an education for instability," Kress said (Kress, 2000:133). The theories of Kress can help explain why teacher professional development needs to be rethought to ensure its long-term viability. The goals of education vary fast in response to changing demands that necessitate increasing degrees of skill. The educational system is directly affected by these expectations. Teachers are responsible for operating the educational system, so they must possess substantial and efficient professional abilities. In light of the growth of human existence and education in general, teachers' abilities must be reexamined and reinterpreted. "The set of information, talents, and experience that is required for the future and manifests itself in actions," according to the definition of competencies (Katane et al.). "Knowledge, skills, attitudes, values, motivations, and beliefs" are defined by Gupta as "knowledge, skills, attitudes, values, motivations, and beliefs people require to succeed in a work." Field competences, pedagogical competencies, and cultural skills are the three areas of teacher competencies. Besides the three major categories, instructors' professional competencies can take various forms (Bulajeva; Bridge; Hansen; James et al.; Stoffels; Selvi, The English language).

"The ability of learners to manage to learn" is pedagogical competence. The capacity to develop a teaching and learning program, execute the interaction, oversee the studying practice, and build an evaluation are all examples of this talent. The primary aim of teachers in the classroom is to develop their personal competency as educators. They must possess positive personal attributes that significantly impact the success of people's development. The teacher's steady personality will reflect

nicely on the students and the community. As a result, teachers will act as figures who must be obeyed in terms of advice, words, and instructions. The teacher's personality is a significant component in students' learning performance. These four skills each play a vital role and complement one another. In this scenario, besides the other three qualities, instructors' social competency is critical. It is in line with Friedlander et al. (2018). They believe that the teacher's responsibility is to teach students while also balancing the development of knowledge in schools with the development of students' social views in their communities. In this case, the study discussed social competence in more detail.

The ability of teachers to communicate and engage effectively with students, educators, parents/guardians of students, and the general public is referred to as their social competency. Social competence is essential and must be developed by a teacher in addition to the other three abilities, pedagogical, professional, and personality competence. This competency is highly valued and must be possessed by a teacher because they are a member of a society where the community is a consumer of education. Teachers and schools must be able to communicate successfully with the public. Otherwise, schools and instructors unable to interact effectively with the society are likely to be left behind, given that educational institutions and teachers serve as a forum for preparing students to be decent members of the community and deal with future difficulties. When faced with problems in the workplace, social competence refers to the character, attitude, and behavior, as well as the willingness and ability to form stable nodes of cooperation with others, which are created through synergy, self-concept, internal motivation, and the capacity of social knowledge (Chouhan & Srivastava, 2014). According to Uno (2011), teachers' social competency is defined as the ability of a teacher to understand himself as an inseparable part of society and to develop tasks as members of the community and citizens. Subset of social competency is the ability to adjust to the demands of work and the surroundings while carrying out their responsibilities as a teacher.

It suggests that social competency is linked to instructors' ability to connect with people as social beings. As a social creature, the teacher must be courteous, able to speak and connect successfully and aesthetically with the environment and empathize with others. As a result, a teacher's ability includes as a teacher's ability to communicate and interact effectively and attractively with students, fellow educators, and education personnel, parents and guardians of students, the school community, and the surrounding community where the educator lives, and parties with interest in the school. (Suharsaputra, 2010, p. 208).

Self-expression skills, effective speaking, knowing other people's roles toward oneself, comprehending other people's goals, and achieving a sense of security with others are all examples of social competency practices. Teachers' social competence is the ability to communicate with the help of the community their school and with the community in which they exist. As a result, a teacher's social skills include communicating with students, fellow educators and education professionals, parents and guardians of students, the community and the surrounding environment, and forming networks. According to the Law of the Republic of Indonesia No. 14 of 2005 and the Regulation of the Minister of Education and Culture No. 16 of 2007, social competence is defined as a teacher's ability to communicate and socialize effectively with students, education staff, parents/guardians of students, and the surrounding community.

Teachers' social competence indicators, according to the Regulation, include: (1) being inclusive, performing objectively, and not discriminating based on gender, religion, race, physical condition, family background, or family social status; (2) communicating effectively, absolutely, and politely with colleagues in education, educators, parents, and others of the community; and (3) adapting to a place of service throughout the Republic of Indonesia, which has socio-cultural variety.

2. METHODS

This study used a quantitative approach to get the data and distributed a questionnaire. This study deliberated descriptive analysis research design using survey technique. The data collection was used by distributing questionnaires. Six (6) questions in the questionnaire were given to determine the

professional education program (PEP) in-service teachers' social competence. In this design, the investigator administered a survey to participants to describe the teacher's ability to communicate with their students or other people. The population of this research was the EFL teachers who joined Professional Education Program (PEP) for In-Service Teachers in Universitas Muhammadiyah Makassar. Forty-seven (47) EFL teachers were selected as samples in academic 2021 batches 1 and 2. Then the investigator calculated the percentage of respondents into five parts, namely: Strongly Agree (SA), Agree (A), Neither Agree nor Disagree (NAD), Disagree (DA), and Strongly Disagree (SDA). The scale percentage used in this study to evaluate whether respondents agreed or disagreed with the questions in the questionnaire. The data in this study is in the form of ordinal data (tiered without a score). The numbers used are simply sequences to assist scholars. As a result, the analysis is limited to frequency (number) or proportion (percentage). The percentage findings are the information in the results of a student perception survey.

3. FINDINGS AND DISCUSSION

The result of the analysis is presented in the following table and figure:

Table 1. Frequency of the Effectiveness of Social Competence for Junior High School EFL Teachers

No	Questionnaire: Social Competence	Frequency of Likert Scale					Total
		SA	A	NAD	DA	SDA	
Q1	I treat my students fairly	26	15	5	1	0	47
Q2	I do not discriminate against peers, parents/guardians of students, and the school environment because of their religion, ethnicity, gender and socioeconomic status	10	16	12	9	0	47
Q3	I discuss with colleagues and other scientific communities and open to criticism and suggestions	10	26	11	0	0	47
Q4	I communicate with parents/guardians and the community about learning programs, progress and student learning problems	9	16	10	11	1	47
Q5	I am able to adapt well or adapt wherever I am assigned	21	15	11	0	0	47
Q6	I communicate the results of learning innovations through various media, colleagues, scientific professions orally, in writing and in other forms	15	27	5	0	0	47

SA : Strongly Agree, A: Agree, NAD: Neither Agree nor Disagree, DA: Disagree, SDA: Strongly Disagree

Figure 1. Percentage of Social Competence for Junior High School EFL Teacher Figure 1. Percentage of Social Competence for Junior High School EFL Teachers

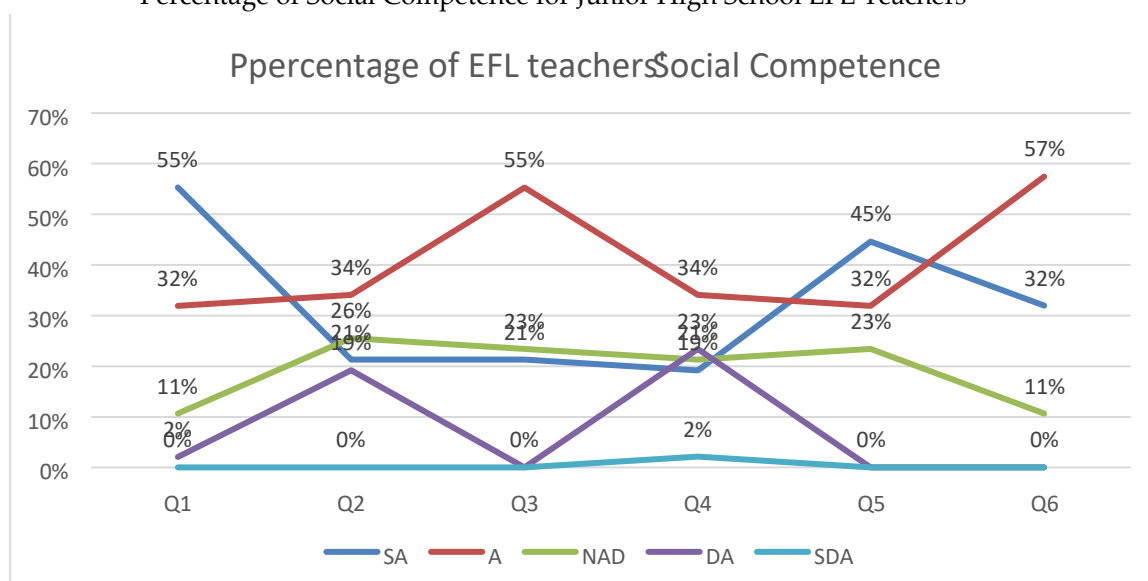


Table 1 and Figure 1 illustrate the frequency and percentage of the Effectiveness of Social competence in Junior High School. The effectiveness was scaled from Strongly Agree (SA), Agree (A), Neither Agree nor Disagree (NAD), Disagree (DA), and Strongly Disagree (SDA).

Most respondents in the first statement (Q1) agreed that they always treat their students fairly; from Table 1 and Figure 1, 55% (26) of respondents strongly agree, 32% (15) agree, 11% (5) neither agree nor disagree, and the remaining 2% (1) disagree. Teachers' attitudes supported it have been shown to be an essential component in the success of inclusive education in studies Kamens, 2000).

The second statement (Q2), which is stated that they do not discriminate against peers, parents/guardians of students, and the school environment because of their religion, ethnicity, gender, and socioeconomic status, was responded by 34% (16) agree, 26% (12) of respondent neither agree nor disagree, 21% (10) strongly agree, and 19% (9) disagree.

Furthermore, the third statement (Q3) questions whether the respondents discuss with colleagues and other scientific communities and are open to criticism and suggestions. Amazingly, more than a half of the respondents said that they consult with colleagues and other scientific societies, in which 55% (26) of the respondents choose to agree with this statement. Then 23% (11) neither agree nor disagree, and 21% (10) strongly agree.

The fourth statement (Q4) asks about the respondents' answer to the information that "I communicate with parents/guardians and the community about learning programs, progress, and students' learning problems. 34% (16) of respondents agree, 23% (11) disagree, 21% (10) neither agree nor disagree, and 19% (9) strongly agree with this statement.

In addition, the fifth statement (Q5) asks the respondents' answers about whether they can adapt well or adapt wherever they are assigned. 45% (21) of the respondents strongly agree, while 32% (15) agree, and only 23% (11) neither agree nor disagree with this statement.

In the last statement (Q6), amazingly, most respondents said that they communicate the result of learning innovations through various media, colleagues, and scientific profession orally, in writing, and in other forms, in which 57% (27) and 32% (15) of the respondents choose to agree and strongly agree to this statement. Only 11% (5) choose neither agree nor disagree.

The respondents' statements indicated that EFL teachers positively respond to social competence. It can be concluded that programs for in-service teachers contributed to the social competence of teachers at junior high schools.

According to a prior study, according to a previous study, teachers' talents are crucial in adequately executing the current curriculum and preparing persons for the future through creating these curricula, according to a prior study (Marsen, Santosa, & Rochanah, 2021). Teachers accountable for individuals' future education must be well-equipped to execute this obligation. Teacher competencies should be researched and analyzed regularly, and they should be updated. As a result, pre-service and in-service teacher education should emphasize understanding and applying teachers' skills. Therefore, treating each student equally allows them to take charge of their own education, express themselves, and learn their place. As a result, EFL teachers must closely monitor their own behavior and interactions with all pupils. Teachers must be consistent and truthful and conduct in a socially acceptable manner so as not to offend students. (Bargava & Pathy, 2011).

Furthermore, it is critical to engage on variables that are amenable to intervention to improve teaching behaviors (Hill et al., 2019; Kunter et al., 2013). In this regard, this study had identified several ways to be adopted as intervention programs to enhance fundamental psychological requirements (Cheon et al., 2020) and engaging messages from teachers (Santana et al., 2019). The EFL teacher also felt that being able to communicate is not enough but also needed to have good behavior.

Another study by (Zhu & Wang, 2014; Shulman, 1987) found that because communication and good relationships could make a world difference when it comes to improving their practice and making school a better, more effective environment for the students. The EFL teachers should be able to build good relationships with fellow teachers, school administration staff, principal, supervisors,

students, parents, and even the community were crucial. Teachers should not discriminate against people based on their religion, gender, ethnicity, and social economy.

4. CONCLUSION

Based on the findings then, this study concludes that the Professional Education Program for In-Service Teachers contributes to participants of the program in particular on the social competence since when participating in the program, teachers as participants are trained to have good social competence in the community. The contribution improved the EFL teacher of junior high social competency. EFL teachers play a vital part in the manner of teaching and learning English and have an enormous impact on learners. Being professional teachers requires the commitment and integration of life-long learning. As a result, the government, in this case the ministry of education, directs, encourages, and appoints In-Service Teachers to join and participate in the PEP.

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