

Development Of Social Competency Development Model For High School Teachers By School Heads In Tanjab Barat Regency

Irma Peplina, Z Mawardi Effendi, Buchari Nurdin

Doctoral Program of Education Sciences, Universitas Negeri Padang

Indonesia



Abstract – Four competencies must be mastered by teachers, namely pedagogical, professional, social, and personal competencies. The Teacher Competency Test (UKG) conducted by the government only tests professional and pedagogic competence. Regarding the social competence and personality of teachers in the analysis of the UKG results, there has not been an assessment. Teachers are social creatures, in their professional life they cannot be separated from the social life of the community and their environment. Therefore, teachers are required to have adequate social competence, especially about education that is not limited to learning in schools but also education that takes place in the community. The principal as a leader as well as teacher performance appraisers does not have guidelines for assessing the social competence of teachers and there is no model of social competency development for teachers that can be used as a reference. The purpose of this study is to build a model for fostering teacher social competence which can be used as a reference for school principals in implementing it. coaching duties. This study uses the method Research and Development (R & D) with the model Analysis, Design, Development, Implementation, and Evaluation (ADDIE). The research data consisted of qualitative and quantitative data. Qualitative data were collected by interview and documentation study, then analyzed using data reduction, data presentation and concluding. Quantitative data were collected by giving a questionnaire to analyze the needs of the development of the KSG coaching model, analyzing the results of the UKG and Teacher Performance Assessment (PKG). The results of the study concluded that the social competence development model for high school teachers: 1) very much needed; 2) the social competence development model is designed into seven phases of coaching, namely the provisioning phase, the realization phase, the reflection phase 1, the improvement phase, the reflection phase 2, the habituation phase and the evaluation phase; 3) valid in terms of content, graphic design, and language; 4) practical in its implementation, and 5) a valid and practical model of teacher social competence development (KSG) is obtained. It is recommended that researchers conduct further research to test its effectiveness and that the principal can use it. This social competency development model can be used for subject teachers and counseling teachers at the secondary school level.

Keywords – ADDIE, high school, tanjab.

I. INTRODUCTION

Education is a necessity of life for every human being because it is realized that no one is born with intelligence. The law on the national education system defines education as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential for personality, intelligence, noble and skilled morals that are needed by themselves, the people of the nation and the state. The Indonesian Constitution No. 20/2003 concerning the national education system, explains that teachers as educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting research and training, and conducting research and community service, especially for educators at higher

education institutions (ACDP, 2013). According to law No. 14/2005 concerning teachers and lecturers Article 1 Paragraph 10, it is stated that "competence is a set of knowledge, skills, and behaviors that must be possessed, lived and mastered by teachers or lecturers in carrying out their professional duties".

In other words, competence is a combination of abilities, knowledge, skills, attitudes, traits, understanding, appreciation, and expectations that underlie the characteristics of a person to show work in carrying out tasks or jobs to achieve quality standards in real work (Sagala & Okada, 2007; Chandra et al, 2019). If this competence does not exist in a teacher, then he will not be competent in doing his job and the results will not be optimal. Educational competence is an important pillar in supporting the achievement of education quality as a whole (Putra 2010; Suasti et al, 2018). This has been outlined in the Republic of Indonesia Government Regulation No. 19/2005 concerning National Education Standards that competence as a learning agent at the primary and secondary education levels and early childhood education includes pedagogical competence, personality competence, professional competence, and social competence (SNP, 2005).

Teachers are social beings, in their professional life they cannot be separated from the social life of society and their environment. Therefore, teachers are required to have adequate social competence, especially about education that is not limited to learning in schools but also education that takes place in the community. In this connection, concerning social competence, with the hope that teachers will be able to function themselves as social beings in society and their environment so that they can communicate and mingle effectively with students, fellow educators, educational staff, parents, and guardians of students, and the surrounding community (Mulyasa, 2008).

When the teaching and learning process is in progress, from there there is communication and interaction between teachers and students or between students and students (Nova et al, 2020). This interaction is an interaction between two personalities, namely the personality of the teacher as an adult and the personality of the student as an immature child who is developing looking for a form of maturity (Sukmadinata, 2010). So that this communication will cause a response or response from students to the teacher. And the impact of this response will affect the social behavior of students because basically, the teacher is a role model or role model for their students.

On the other hand, the reality of the role and progress of teachers is always assessed and observed by students, peers, and superiors, as well as being assessed and supervised by the community. It is not uncommon for people to talk about their goodness and shortcomings in their appearance. Therefore, it is better if teachers often ask for opinions from peers or students about their daily performances both in school and in the community, and immediately take advantage of their opinions/criticisms to change or improve their inappropriate appearance. In this regard, teaching and learning involve several components, namely students, learning objectives, lesson content, teaching methods, media, and evaluation. However, to maintain effectiveness in the teaching and learning process, it will certainly be influenced by the way teachers communicate and socialize in delivering subject matter so that a comfortable and enjoyable teaching and learning process will be achieved. Also, a teacher must be able to be fair and not discriminate against students, do good to students and the educational environment.

II. METHODS

This type of research is R & D or development research which is carried out based on an approach in a process to develop, produce and validate new products and discover/create new knowledge about models and things that are busy talking as well as testing validity, practicality, and effectiveness. This research is not limited to industrial goods, but also includes educational products such as learning programs, textbooks, computer software, staff development programs, and so on (Gall & Borg, 1989, Sugiono, 2011; Yusuf & Banawi, 2013). The product is referred to as a model for high school teacher social competence development, which consists of a social competency development model book, a school principal's handbook "Social Competency Development Program". One important step in research R & D is to produce a model of the problems encountered in the field and then test the newly designed or modified models. This aims to determine the accuracy of the model designed through field implementation. The stages of the research procedure follow the steps of a model that is designed so that it fits the needs and uses of the model. A research model is not limited to discovering something that contributes to science. Model research is also applied to facilitate or solve problems that occur in society so that it can be used practically. This study begins with data from the latest UKG results in 2012, then analyzes the PKG related to teacher social competence, in-depth study of teacher social competence by principals and supervisors regarding direct data collection techniques. people or from the environment. These results are used as the basis for designing and compiling a model for fostering teacher social competence.

III. RESULTS AND DISCUSSION

(Stage 1: Analysis) the need for teacher social competency development model

From the results of data collection based on the results of the UKG analysis, the government only assessed teacher pedagogical competence and professional competence, social and personality competencies were not assessed. Meanwhile, the results of the assessment of the social competence of school principals were not detailed and detailed in assessing the social competence of teachers because they did not have an assessment instrument for social competence. The results of the distribution of questionnaires and interviews that had been carried out revealed that most of the teachers who were members of the Tanjab Barat Regency MGMP needed coaching teacher social competence. From the principal interview, the problem is the cause of the low social competence of teachers and employees, especially the communication between teachers and parents is still minimal, has not achieved the desired goals together, it is necessary to have a form of cooperation and good relations, providing information and communication with all parties. to produce a good and conducive commitment. Based on the results of the needs analysis above, it is very necessary to design a model for the development of teacher social competence.

(Stage 2: Design) the design of the teacher social competency development model

The initial design of the teacher social competence coaching model (KSG) with the outline is designed by the coaching objectives that have been determined based on the needs (*need assessment*) which have been revealed through the analysis of the results of preliminary research. have been done. The results of the research and the initial design of the KSG Guidance Model provide clear information for designing the social competence development of teachers in schools. The initial design of coaching is preceded by determining in advance the goals to be achieved based on the needs that have been revealed. So that the product outline of the KSG Guidance Model is arranged in an integrated manner with the values of social competence. This is done according to Tyler's opinion, who said that every time learning is planned four questions need to be asked, namely: what are the objectives to be achieved based on needs? What is the material used to achieve the goal? How are the coaching materials structured and applied to achieve goals? And how the coaching is evaluated to see how far the goals have been achieved.

(Stage 3: Development) the process of developing a social competency development model

After the FGD, the researchers made improvements according to the suggestions. Then on Friday, January 29, 2021, the researchers discussed again what was suggested by the experts with the promoters and validators. The results of the discussion are as shown in the following Table 1 below.

Table 1. Validation results for teacher social competency development model

Components	Suggestion	Improving
The model book of social competence development for model components in the revision	Each phase of the social competency development model is clearly described. The identification of teacher social competency problems has not has not clear have. Development methods have not when is the implementation of coaching not yet scheduled, who is being coached not yet described.	Revised description of each phase in the social competency development model as seen in the social competency development model book been made Identification of teacher social competence problems been made. A coaching program has been made. Detailed teacher social competency development programs have been made based on the identification of SSC problems been described. Methods of guidance are described for each SSC guidance program a detailed schedule for the implementation of KSG

guidance and who is the teacher to be coached.

In the table numbering model book, the pages are not yet in accordance with	Table numbering, pages are corrected	Pad a book of table numbering model, pages have been adjusted
In the book of the KSG guidance model is still in the form of a theory that is not yet operational	Make sentences in the KSG Guidance model book become operational	In the KSG guidance model book, sentences have been made operationally

(Stage 4: Assessment) the implementation process of the teacher social competence development model

Data Obtained from the results of the *pre-test* and *post-test*, it is known that subject A obtained a *pre-test score* of 40 and a *post-test score* of 100, it appears that there is an increase of 60% which shows that the knowledge of the teacher as an assessment team and the principal increases with the holding of the workshop. Subject B obtained a *pre-test score* of 70 and a *post-test score* of 90, from these data it was known that subject B had good initial knowledge compared to the others but there was still an increase with the given workshop so that the percentage increase was 20%. While participants C, D, and E are almost the same as participant A, it can be seen that there is an increase as follows. Subject C got a *pre-test score* of 30 and a *post-test score* of 90, it can be seen that there is an increase of 60%. Subject D got a *pre-test score* of 50 and a *post-test score* of 100, it can be seen that there is an increase of 50%. Subject E obtained a *pre-test score* of 50 and a *post-test score* of 90, it can be seen that there was an increase of 40%. The data on the *pre-test* and *post-test* scores and the average score of the workshop participants was 64% from the initial average score of 48 to 94 after the workshop, it can be concluded that the use of social competency development models to improve social competence is effective in small groups.

(Stage 5: Evaluation) the final product of the teacher social competency development model

The final results of the products are obtained from the results of the evaluation analysis of the development process of the KSG guidance model from start to finish. The evaluation has been carried out to continuously assess the implementation of the KSG guidance model and to improve and improve the quality of guidance, in order to find out whether the trial of the KSG guidance model is still being carried out or ending. The trial was ended because it had achieved the expected goal, namely a valid and practical KSG guidance model that has been proven to significantly increase the social competence of teacher.

IV. CONCLUSIONS

The research has been carried out according to the ADDIE procedure from the stage: needs analysis, design, development, implementation, to the evaluation stage and the following conclusions. The KSG guidance model is very much needed because the implementation of social competence development has so far been neglected and there are no standard guidelines. There is no specific model for teaching social competency development. The initial design (blue print) of the KSG development model with its main outline is designed according to the objectives to be achieved based on needs. This learning model, which focuses on the formation of personality and the development of individual attitudes and morals of teachers and students, becomes a person who believes and is devoted to God Almighty, honest, intelligent, tough, caring, and has the spirit of Pancasila morals. The process of developing the KSG guidance model is carried out by turning the model into reality in the form of two books, according to the procedures and stages. The KSG guidance model that has been produced is based on the principles of effective learning, shaping personality, developing attitudes, morals, noble morals, building intelligent character in order to achieve national education goals. The KSG guidance model has been tested for its validity by experts and the results show that the KSG Guidance Model is valid in terms of content, graphic design, and language and the opinions of all experts on the validity of the KSG Guidance Model are

consistent. Results of the implementation of the KSG guidance model through small-scale trials. The results of the practicality test show that the KSG Development Model is practical and the results of the effectiveness test are not used because the conditions are currently in the COVID-19 pandemic. The final results of the products that have been developed are in accordance with the procedures and stages of ADDIE development design research that the KSG development model is valid and practical in improving the social competence of teachers and student achievement.

REFERENCES

- [1] Chandra, D., Wilis, R., Frananda, H., Rahmi, L., Arif, D. A., Wijayanto, B., & Putra, A. (2019). Pembuatan Peta Timbul Sebagai Media Pembelajaran Geografi [Making Embossed Maps as Learning Media for Geography]. *PEDAGOGIA: Jurnal Pendidikan*, 8(2), 211-221.
- [2] Education Sector Analytical and Capacity Development Partnership (ACDP) . (2013). Evaluation of International Standard Schools in Indonesia.
- [3] Ministry of National Education. 2003. Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System. Jakarta: Ministry of National Education.
- [4] Ministry of Education. 2005. Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers. Jakarta: Ministry of National Education.
- [5] Putra, A. (2010). Penerapan Pembelajaran Kooperatif Model Group Investigation Pada Mata Pelajaran IPS Geografi. Laporan Penelitian Tindakan Kelas. Universitas Negeri Padang.
- [6] Mulyasa, E. (2008). Implementasi kurikulum tingkat satuan pendidikan: kemandirian guru dan kepala sekolah. Bumi Aksara.
- [7] Sagala, S. (2009). Professional Ability of Teachers and Education Personnel. Bandung:Alfabeta.
- [8] Suasti, Y., Barlian, E., Muchtar, B., Syah, N., & Putra, A. (2018). Insert Religious Model in the Construction Character of Care for the Environment to the Study of Geography in Padang City–Indonesia. *Journal of Islamic Studies and Culture*, 6(1), 67-70.
- [9] Standar Nasional Pendidikan (SNP). PP RI No 10. Tahun 2005.