

AN ANALYSIS OF TEACHER'S SOCIAL COMPETENCE IN TEACHING ENGLISH OF SMP NEGERI 2 HILIDUHO 2023/2024

Ribka Trimulia Batee¹, Afore Tahir Harefa², Nursayani Maruao³, Riswan Zega⁴

¹²³⁴English Study Program/Universitas Nias, Gunungsitoli

ribkatrimulia19@gmail.com

Received: August 14, 2024 Revised: December 11, 2024 Accepted: January 22, 2025

ABSTRACT

Teacher social competence is the teacher's ability to do something, Engage in productive and efficient communication and interaction with students, colleagues, parents, and the community at large. and does not differentiate between ethnicity, race and language. Teachers who are able to build good interaction or communication relationships in the school environment will be one of the elements of a teacher's success in applying their attitudes and social skills. The purpose of this research is to obtain information about teachers' social competence and its application in the educational environment, especially for students learning English. The research method used is qualitative analysis. The instruments in this research are observation and interviews. Data was obtained from observations and interviews with English teachers. Based on the results of observations and interviews, the factors that influence teachers' social competence are beliefs and values, skills, experience, personality, motivation, emotional, intellectual abilities and organizational culture. Meanwhile, the way teachers apply social competence is that English teachers carry out communication relationships that are inclusive, objective, non-discriminatory, effective and empathetic. Furthermore, teachers adapt to the school environment and surrounding community, by building collaborative relationships with fellow educators in developing English language learning. English teachers also collaborate with parents of students in overcoming student learning problems. However, based on teachers' social competence in Minister of Education Regulation Number 16 of 2007, English teachers do not collaborate with parents in creating learning programs

Keywords: Qualitative Analysis, Teacher Social Competence

INTRODUCTION

The teaching and learning process is a process that contains a series of actions by teachers and students based on reciprocal relationships that take place in educational situations to achieve educational goals, namely to make life intelligent and expand students' minds and knowledge. Apart from that, the teaching and learning process can be interpreted as a process of transforming knowledge from teacher to student. In the teaching and learning process that occurs in schools, teachers as educators have a role in conveying knowledge or learning material. This process requires a good interaction relationship between the teacher and the students, in this case the teacher must be able to create comfortable learning

activities and be able to build good communication in the classroom. In this case, teachers as a measure of educational success must have basic competencies that influence students' interest and motivation to learn.

Minister of National Education Regulation number 16 of 2007 concerning qualification and competency standards for educators explains that every teacher must meet the competency capabilities of educators. Instructors must have four competencies such as advanced, educational, identity and social competencies (Uno & Lamatenggo, 2020). One of the educator competencies that's very compelling within the educating and learning process is the teacher's social competency. Social competence is the capacity that instructors must need to communicate and interact viably and productively with understudies, individual instructors, instruction staff, parents/guardians of understudies, and the encompassing community (Suyanto and Jihad, 2015) in kamal 2021. When teachers socialize with the school environment, teachers must be able to adapt to the school environment, as well as understand students, so that teachers can adjust their teaching methods and methods. Educating and education are two things that are related. Education means carrying out an action in the form of providing education to other parties. In the teaching and learning process, interaction between teachers and students is needed. When a teacher teaches in class, he will face many students with various social backgrounds and personalities. Apart from that, when teachers are able to interact well with the school environment such as fellow teachers, education staff, parents/guardians of students, and the surrounding community, teachers can easily understand the needs of their students. The school environment and the surrounding community will coexist. When a teacher applies a learning process that is appropriate to the school environment, such as people who do not understand English as a second language, and the importance of learning English, because English is an international language commonly used by the wider community, it will be different from the teacher's method. teaching with students and community environments who understand English as a second language and an international language. A teacher's social competence is needed to attract students' interest in teaching and learning activities.

Teachers' social competence plays an important role in the interaction process that occurs in the educational environment. Teachers play an important role

in embracing diverse students, providing motivation, and providing support, a sense of security and comfort to students without the need for discriminatory attitudes, with the aim that students do not experience feelings of pressure when learning. Apart from that, good communication will have a big influence on student learning motivation. When a student is comfortable and happy learning, it can be seen from the teacher who teaches. When a teacher interacts with students by adapting themselves, providing motivation, and being fair to students, students will learn comfortably without any pressure.

In the world of education, English is taught as a foreign language. English is a subject that must be taught in schools. English is an international language that is widely used by people in various types of communication. English is commonly used in various activities, such as tourism, technology, business, education, and other fields within the international scope. Apart from that, in the world of education English is considered the second language after Indonesian. This is the importance of learning English so that students have at least basic skills in English. In the world of education, teachers have a role in communicating, without communication teachers cannot carry out their duties and roles as educators.

Teachers as informants and facilitators in the learning process must be able to understand and apply their social competency skills in teaching and distributing knowledge, in this case English lessons to students. Based on the background of the students at SMP N.2 Hiliduho, these students are children from backgrounds who are not used to using English, apart from that there is also no basis or understanding from the students' parents about the importance of getting children used to using English. Apart from that, in elementary schools, teachers' teaching about English seems to be a lesson that is not very important to teach, so that students are weak in learning English, such as students who are unable to use a dictionary, are embarrassed to use English because they are not used to it. In response to this, the English teacher at SMP Negeri 2 Hiliduho carried out communication relations and applied social competence in teaching English. Social skills are the teacher's ability to overcome learning problems, attract students' attention in learning English, create innovative and fun teaching strategies, and familiarize students with using English. This is also supported by previous research by Apichat and Fatimah in a case study (2022), the results of the case study show that students at school experience various

obstacles in learning English, such as that students have difficulty speaking English, even though they have learned the language. England formally for ten years. They face difficulties in English including lack of confidence, pronunciation, grammar, vocabulary, etc. Overall, it was concluded that the majority of students thought that the environment was the main factor that caused obstacles for them to speak English, such as parents with a background of thought who did not understand English, the community environment with a low educational background, and teachers who implemented a learning process that was centered on English. the teacher himself without inviting students to communicate in English.

MATERIALS AND METHOD

a. Teacher's Social Competence

Teacher's social competence could be a teacher's capacity to do something, communicate and connected viably and productively with understudies, peers, guardians of understudies, and the community and does not segregate against ethnicity, race, and language (Kunandar, 2014) in Ainy 2020. In carrying out their daily lives, the teacher will always be someone who is an example for students. Teachers who have and understand social competency abilities will apply them in their daily lives. This will form a good view of the students towards the teacher. Students will be more interested and like the teacher, and of course will also like the lesson. According to Mulyasa (2007) in Anancy 2023, there are six aspects or domains contained in the concept of a teacher's social competence, namely as follows:

1. Knowledge is mindfulness within the cognitive field, for illustration instructors know how to recognize learning needs, and how to carry out learning concurrently to understudy needs.
2. Understanding, is the cognitive and emotional profundity possessed by a person, for case instructors who will carry out learning must have a great understanding of the characteristics and conditions of understudies.

3. Capacity is something that a person needs to carry out an assignment or work given to him, such as a teacher's capacity to select and make straightforward education helps to make learning simpler for students.
4. Values are measures of behavior that are mentally accepted and held solidly inside an individual, for example standards of instructor behavior in learning (trustworthiness, openness, popular government, etc.).
5. State of mind may be a feeling (cheerful, troubled, likes, detests) or response to a stimulus that comes from the exterior, a response to the economic crisis, the feeling of a compensation increment, etc.
6. Intrigued, is a teacher's tendency to carry out an activity, for example intrigued in doing something or learning something.

b. Indicators Teacher's Social Competence

Law Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency Indicators. Teacher social competence includes:

1. Be inclusive, act objectively, and not discriminate due to considerations of gender, religion, race, physical condition, family background, and socio-economic status.
2. Communicate effectively, empathetically and politely with fellow educators, education staff, parents and the community.
3. Adapt to workplaces throughout the territory of the Unitary State of the Republic of Indonesia which has socio-cultural diversity.
4. Communicate with the professional community itself and other professions orally and in writing or in other forms.

c. Factors That Influence Teacher's Social Competence

According to Zwel in Pairs (2022), a teacher's social competence can be influenced by several factors:

Agreeing to Zwel in Pairs (2022), a teacher's social competence can be impacted by a few variables:

1. Convictions and values.

A person's behavior is enormously impacted by his convictions towards himself and others. In case individuals accept their capacity to do something, at that point it'll be done more effortlessly.

2. Abilities

A person's expertise in doing something will increment self-confidence and will appear that the individual has competence in their field.

3. Involvement

Encounters will be exceptionally supportive in doing a work, since involvement educates something real and it'll be exceptionally simple to keep in mind it. An individual can be a master in his field since he learns a part from encounter, and a person's mastery appears a competency that that individual has.

4. Identity characteristics

Identity isn't something that cannot be changed, a person's identity will impact the person's ways of understanding issues in life, and this will make the individual more competent. An individual will respond and adjust to the environment and encompassing powers, which can increment a person's competence.

5. Inspiration

Inspiration is the drive that creates somebody competent to do something. A more mental drive increments physical quality, which makes work exercises simpler, which increments a person's level of competence. Support or inspiration given by bosses to subordinates too features a great impact on staff execution.

6. Passionate issues

A person's enthusiastic condition will impact each appearance, counting his work execution. Self-confidence makes individuals able to do a work superior, and bad habit versa, passionate unsettling influences such as fear and shame can moreover decrease a person's work execution, so that their competence will diminish.

7. Mental capacities

Competence is affected by mental thinking, cognitive, explanatory and conceptual capacities. Mental level is impacted by encounter, the learning handle which of course moreover implies a person's mental capacity will increment their competence.

8. Organizational culture

Organizational culture impacts a person's competence in different exercises, since organizational culture impacts execution, connections between workers, work inspiration and all of this will impact the person's competence.

d. English Language Teaching

In the content standards it is stated that the ultimate goal of English language teaching is to participate in discourse or communicate ideas, feelings, etc. Orally and write English accurately, fluently and acceptably (Agustien, 2006) in Mustika 2021. The real aim of teaching English is to teach meaningfulness and develop communicative competence in English through teaching. Raths (1971) in Geoffrey, said "the act of teaching is a rational action carried out in accordance with several professional principles". This shows that for an activity to qualify as teaching, it must be carried out in accordance with several professional principles. It is the process of transmitting knowledge, attitudes and skills, through showing how, informing, explaining, directing, clarifying, evaluating. In short, teaching is a systematic, rational and organized process of transmitting knowledge, attitudes and skills, in accordance with professional principles.

e. The Roles of Teacher in Teaching English

Teachers have a role in fostering student passion and motivation to learn. More specifically regarding the role of the teacher in language learning, according to Harmer, (2007) in Oktaviana et al. 2020, there are eight parts, specifically as takes after: controller, the educator is dependable for the ongoing learning handle within the classroom, counting in the event that understudies learn in groups (bunches); organizer, the instructor directs the execution of learning in course such as giving data, clarifying execution methods, setting understudies in bunches, and finishing learning; assessors, especially in dialect learning, instructors must be able to supply input, redresses and evaluations, particularly in dialect utilize;

facilitator instructor, the educator acts as a direct or facilitator when understudies have trouble talking due to issues with dialect information, particularly in learning English as a remote dialect; member, the educator does not overwhelm the learning handle; asset person, teacher as a source of information for understudies; mentor, the instructor isn't as it were a facilitator and asset individual, but too a guide who gives depictions and informational in learning; and eyewitness, when the educator is an eyewitness, the instructor controls and gives direction to understudies in carrying out their obligations.

METHOD

In this research, researchers used a qualitative approach research method. Qualitative research methods are research that describes and investigates a miracle that occurs by collecting data that can be clear and reliable (Harefa et al., 2022). The aim of qualitative research is to describe information about a problem or wonder what happened is as clear as possible and is an actual fact. Qualitative research must be objective so that the results or data provided must also be in accordance with reality and logistics. This research was carried out in three stages, namely observation and interviews. At the observation stage, the researcher made observations guided by the available observation tables. Next, the researcher conducted interviews with teachers to collect information about teachers' social competence. Documentation in qualitative research can be understood as one way of collecting data, namely by viewing, analyzing and analyzing documents and related matters, created by the subject himself or by other people.

FINDING AND DISCUSSION

This research was carried out at SMP Negeri 2 Hiliduho, which is located Jl. Arah Hiliduho Km. 8.5, Dima village, Hiliduho sub-district, Nias district, North Sumatra province. Researchers conducted observations of English teachers, which were carried out when an English teacher taught in class, interacted with students, communicated with fellow English teachers, fellow educators, and also with the school environment. The observation checklist used by researchers is based on the regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning teacher social competence. Observation activities

were carried out from 16th February 2024 to 17th February 2024, and then on 27th March 2024. The following are the results of the research observations of the English teacher Mr. A.Z, S.Pd at SMP Negeri 2 Hiliduho.

Table 1. Observation checklist

No.	Social Competence	Indikator	Meeting		
			1	2	3
1	Be inclusive, act objective, or not discriminatory because of gender considerations, religion, race, physical condition, background family background, and socio-economic status.	Teacher with students			
		Inclusive			
		Objective			
		Not discriminatory			
		Teacher with Parents			
		Inclusive	×	×	
		Objective	×	×	
		Not discriminatory	×	×	
		Teacher with fellow Teachers			
		Inclusive			
		Objective			
		Not discriminatory			
2	Communicate effectively, empathetic, and polite with fellow educators, energy education, parents, and public.	Teacher with fellow Teachers			
		Communicate effectively			
		communicate empathetically			
		communicate politely			
		Teacher with Parents			
		Communicate effectively	×	×	
		communicate empathetically	×	×	
		communicate politely	×	×	
		Communicate learning programs	×	×	×
		Communicate Student learning difficulties	×	×	
3	Adapt on the spot serving throughout the region Republic of Indonesia has a social diversity culture.	Adapts in teacher's room			
		Adapts in the classroom.			
		Adapts in a school environment.			
		adapts to the environment around the school.			
		Communicate with fellow English teachers verbally or in writing in developing and improving the quality of English language education.	×		
4.	Communicate with your own professional community and other professions verbally and writing or other forms.	communicating the results of learning innovations to their own professional community verbally, in writing and in other forms.	×		×
		communicate with teaching staff in order to improve the quality of learning verbally or in writing.	×	×	

Based on the table above, it can be seen that from three checklist observation meetings, the English teacher at SMP Negeri 2 Hiliduho has implemented and implemented teacher social competence in the school environment. However, there is one indicator that is not implemented by English teachers, namely collaborating with students' parents in learning programs. Apart from that, communication relationships based on several indicators of social competence are not implemented by teachers every day. Based on the table above, the researcher concludes that the teacher has implemented his social competence.

Table 2. Factors That Influence Teacher's Social Competence

No	Factors That Influence Teacher's Social Competence	Teacher Social Competence	Notes
1.	Beliefs and values	<ul style="list-style-type: none"> ➤ Adapt to the local environment working to improve effectiveness as an educator. ➤ Implementing various programs in the work environment to develop and improve the quality of education in the area concerned. 	Teachers demonstrate confident behavior in demonstrating their abilities by adapting to the school environment, increasing their effectiveness as educators. For example, creating a pleasant learning atmosphere.
2.	Skills	<ul style="list-style-type: none"> ➤ Communicate effectively, empathetic, and polite with fellow educators, energy education, parents, and public. ➤ Communicate with your own professional community and other professions verbally and writing or other forms. 	<p>Communicate with colleagues and other scientific communities politely, empathetically and effectively.</p> <p>Communicate with students' parents and the community politely, empathetically and effectively about the learning program and participants' progress educate.</p> <p>Communicate the results of learning innovations to fellow educators verbally, in writing and in other forms</p>
3.	Experience	<ul style="list-style-type: none"> ➤ Involve students' parents and the community in the program learning and coping with students' learning difficulties. ➤ Implementing various programs in the work environment to develop and improve the quality 	Teachers have experience in teaching, solving student learning problems, creating innovations or interesting learning strategies, and taking various actions that influence students' interest in learning.

		<p>of education in the area concerned.</p> <ul style="list-style-type: none"> ➤ Communicate innovation results learning to the professional community themselves orally and in writing as well as another form 	
4.	Personality characteristics	<ul style="list-style-type: none"> ➤ Be inclusive, act objective, or not discriminatory because of gender considerations, religion, race, physical condition, background family background, and socio-economic status. 	The teacher's attitude and personality in solving problems, responding and adapting to the environment and positive attitudes or characters such as non-discrimination.
5.	Motivation	<ul style="list-style-type: none"> ➤ Implementing various programs in the work environment to develop and improve the quality of education in the area concerned. 	Teachers have psychological motivation and encouragement that increases physical strength, innovation and develops teaching abilities.
6.	Emotional issues	<ul style="list-style-type: none"> ➤ Adapt to the local environment working to improve effectiveness as an educator. 	Teachers are able to adapt and adapt. Teachers have emotional conditions that influence every appearance, including work performance. A teacher's self-confidence in teaching, carrying out every task and work obligation.
7.	Intellectual abilities	<ul style="list-style-type: none"> ➤ Implementing various programs in the work environment to develop and improve the quality of education in the area concerned. 	Teacher abilities are influenced by intellectual, cognitive, analytical and conceptual thinking abilities. Teachers have an intellectual level that is influenced by experience, the learning process, such as teachers being able to think and create learning strategies.
8.	Organizational culture	<ul style="list-style-type: none"> ➤ Adapt to the local environment working to improve effectiveness as an educator. 	Teachers have an organizational culture that influences performance, relationships between teachers, work motivation, and adjustment to the school environment.

Based on the table above, the factors that influence teacher social competence are beliefs and values, skills, experience, personality, motivation, emotional problems, intellectual abilities and organizational culture. These factors influence teachers' social competence in improving their social abilities such as

building communication relationships, creating learning programs, overcoming learning problems, acting and behaving as well as adapting to the school environment.

Based on the interview, the response from the English teacher Mr. A.Z, the teacher applies various attitudes and teaching strategies in the classroom, as well as building good communication relationships with the entire school environment. In class, the teacher uses language that is easy for students to understand, always pays attention, and shows an attitude as a teacher who is pleasant but still firm. This is a factor in the personal character of the teacher, namely the teacher's attitude in responding to students. Furthermore, teachers also give prizes to students, this is a motivational factor for the teacher's social competence. Teachers who have inner motivation will channel their competence in responding to students. Teachers also use various supporting media in learning. This is a factor of the teacher's intellectual ability and experience. Teachers realize that weak students' attention and interest in learning can be increased through various learning media and teaching strategies. Teachers also communicate with parents when students have learning problems and build communication relationships with fellow teachers. This is a factor of intellectual ability. The teacher's intellectual ability is the teacher's ability to think, act and solve problems. Teachers also always adapt to their environment. This is a factor in organizational culture, namely teachers are able to position themselves and interact with other people. So based on the factors that influence teachers' social competence in learning English, English teachers at SMP Negeri 2 Hiliduho apply social competence.

CONCLUSION

Social competence is the teacher's ability to communicate and interact effectively with the school environment and outside the school environment. English teaching is a teaching process that aims to convey language knowledge and skills to students. Based on the results of observations and interviews, factors that influence teachers' social competence are beliefs and values, skills, experience, personality, motivation, emotional, intellectual abilities and organizational culture. These factors influence teachers' social competence in improving their social abilities such as building communication relationships, creating learning programs,

overcoming learning problems, acting and behaving and adapting to the school environment. However, based on teachers' social competence in Minister of Education Regulation Number 16 of 2007, teachers collaborate with students' parents in developing learning programs. Based on observations, English teachers do not collaborate with parents in creating learning programs.

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