

TEACHER'S STRATEGY IN MANAGING SOCIAL COMPETENCE

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Abstract: Teachers are social beings who can not be separated from social life and environment. Therefore, teachers are required to have a social competence that is adequate, especially in relation to education, and not limited to teaching in schools but also to the education occurs and lasts in society. This study specifically discussed how the teachers manage social competence which is one of the main capabilities that must be held by teachers in accordance with the laws of teachers and lecturers, with the expectation that teachers will be capable of functioning himself as a social being in the community and environment, so as to communicate and interact effectively with students, community, and parents. These three elements must be mutually supportive.

Keyword: Managing, Social Competence, Teacher.

INTRODUCTION

Social competence is one of the competencies that need to be mastered by teachers, beside master the three types of competence such as pedagogical, personality, and professional. In the Government Regulation No. 14 of 2005 states that "social competence is an ability of educators as part of the community to: a) communicate orally and writing, b) interact effectively with students, fellow teachers, and educational staff, parents / guardians, c) associate politely with the surrounding community.¹

In Minister of National Education Regulation No. 16. 2007 has established standards of social competence that must be held by teachers:

1. Being inclusive, acting objectively, and not discriminatory because the consideration of gender, religion, race, physical condition, family background, and socio-economic status: (a) be inclusive and objective of the learners, colleagues and the surrounding environment in implementing the learning, (b) do not discriminate against learners, colleagues, parents of students and the school environment because of differences in religion, race, gender, family background, and socio-economic status.
2. Communicate effectively, empathetic and polite with fellows education, educators, parents and community: (a) communicate with colleagues and other scientific community is courteous, empathetic and effective, (b) communicate with parents of learners and society as polite , empathic, and effective learning program and progress

¹Imam Wahyudi, *Pengembangan Pendidikan Strategi Inovatif dan Kreatif dalam Mengelola Pendidikan Secara Komprehensif* (Jakarta: Pertasi Pustakarya,2012), p. 119.

of learners, (c) involve parents and the community of learners in the learning program and in overcoming the difficulties of learners.

3. Adapting somewhere on duty throughout the Republic of Indonesia held socio-multicultural: (a) to adapt to the environment in which to work in order to improve its effectiveness as an educator, (b) implement various programs in the work environment to develop and improve the quality of education in the regions concerned.
4. Communicating with the community own professions and other professions in writing or in other forms: (a) communicate with peers, the scientific professions and in community other scientific through various media quality of learning, (b) communicate results of learning innovations to communities own professions verbally and in writing or other forms.²

Teachers are social beings, who in his life can not be separated from social life and the environment, therefore, teachers are required to have a social competence that is adequate, especially in relation to education, which is not limited to teaching in schools but also to the education occurs and lasts in society. In connection with that, in this study specifically discussed about social competence, with the expectation that teachers will be capable of functioning himself as social beings in society and the environment, so that they can communicate and interact effectively with students, fellow teachers, educators, parents and guardians learners, as well as the surrounding society.³

Teachers should be aware and make every effort to meet the high level of responsibility for his work as a teacher, either against the Almighty God, the nation, the State, institutions, and professional organizations. In the learning process, teacher is a central figure who had a significant role, since many teachers play in the learning process. Teachers also must have a broad knowledge so that learners are always abreast of changes and developments. It needs high quality teachers and professionals who tied teaching quality and can provide the information developed to students, to achieve the goal of education.

Based on the above, the communication between teachers and learners, parents, and communication of teachers with the community can be used as a mainstream in education area, where the communication between teachers and learners, parents, and communication of teachers with the community in a school organization absolute needed

² Permendiknas, No.16 Tahun 2007, p. 21-22.

³E. Mulyasa, *Teacher Competency Standards and Certification* (Bandung: PT Young Rosda paper, 2009), p. 173-174.

to improve the efficient and effective implementation of the process of learning in schools. Therefore it need teachers in managing communication strategies in order to achieve educational goals.

FORMULATION OF STUDY

Based on the above background, the formulation of the problem in this research is how the teachers manage communication with students, the public, and parents in education so that the learning process in the classroom effectively and efficiently?

THEORITICAL FRAMEWORK

Teacher Social Competence

a) Definition of Competence

Each competency is a combination of knowledge, skills, values and attitudes that are reflected by the habits of thought and action. Capability has been achieved learners in the thoroughness of competence could become the main capital to compete, because competition is going on is the ability.

Competence is the authority or power to determine or decide something. In Regulation No. 14, 2005 on Teachers and Lecturers, section 1 point 10 mention that competence is a set of knowledge, skills, and behaviors that must be owned, lived, and controlled by the teacher or lecturer in performing the duties of professionalism.⁴

While understanding the competence of the Islamic perspective, competence is the ability and authority of teachers in implementing and managing the activities of Islamic education. Islamic education will achieve the aspired objectives if the Islamic management measures implemented by trained teachers who are competent.

E.Mulyasa explain that competence is a combination of knowledge, skills, values and attitudes are reflected in the habit of thinking and acting.⁵ And he stated that competence was at least divided into two categories: a). Professional competence is finesse design, implement, and assess duties as a teacher which includes mastery of science and technology education, b). Personal Competencies which include ethics, morals, dedication, ability, social and spiritual.

⁴Depdiknas, 2006, *Standar Kompetensi Kepala Sekolah TK, SMP, SMA, SMK, SLB*. (Jakarta :BP, Cipta Karya). P. 65.

⁵ E.Mulyasa, *Kurikulum Berbasis Kompetensi Konsep, Karakteristik dan Implementasi*. (Bandung: Remaja Rosda Karya), 2003, p. 32.

In Kunandar's book, "a Profesional Teacher" that competence is a thing that describe the qualifications or the ability of both the qualitative and the quantitative. This definition implies that the competencies that can be used two contexts namely as an indicator of the ability to act observed that both as a concept which includes cognitive aspects.⁶

Based on the above, the competence is the knowledge, skills, values and attitudes that must be owned, lived and ruled in carrying out the task or job. Definition of competence by some experts give different definitions. The issue needs to obtain superior human resources and professionals is expected by many companies. Competence refers to the knowledge, skills, abilities, or individual personality characteristics that directly affect a person's performance.

b) Understanding Social Competence

According to regulation No. 14, 2005 about teachers and lecturers written that competence is a set of knowledge, skills and behaviors that must be owned, lived, ruled by a teacher or lecturer in carrying out their professional duties.⁷

in Indonesian dictionary, Social is large with respect to the public or the need for communication in an effort to support this development. Social competence is the ability to build relationships with various stakeholders, and is active in various activities. Social Competence indicates the two skills that must be possessed the skills to communicate both orally or in writing including social skills and skills to work with others, both individually and in groups.⁸ The ability of teachers as part of the community which must include at least the competence to:

- a. Interact effectively with students, fellow teachers, educators, educational unit leaders, parents or guardians of students.

Education is closely related to social reproduction, that is how people are being recorded, compiled, organized and further developments. Similarly, in view of the involvement of education in the production and reproduction of tension in society and the role of the changes about to be played.⁹

Social competence is the ability of teachers as social beings in interacting with other people, as social beings behave courteously teacher, able to communicate and interact with

⁶Kunandar, *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) Dan Sukses Dalam Sertifikasi Guru* (Jakarta: PT Raja Grafindo Persada, 2010), p. 52

⁷Undang-Undang Republik Indonesia No. 14 Tahun 2005, Tentang Guru dan Dosen.

⁸Trianto, *Pengantar Penelitian Bagi Pengembangan Profesi Pendidikan dan Tenaga Kependidikan, Edisi Pertama*, Cetak Ke-2 (Jakarta : Kencana, 2011), p. 74.

⁹ Zainuddin Malik, *Pendidikan Sosiologi* (Gajah Mada University Press POBox 14, Bulak wells, Yogyakarta), p. 24.

the environment in an effective and attractive to have a sense of empathy for others. The ability of teachers to communicate and interact effectively and engaging with students, fellow teachers, and educational staff, parents, and guardians of students, the community around the school and around where education was staying and with the parties berkepentingan with the school.¹⁰

Social competence is also a certain set of behaviors that are the basis of self-understanding as an integral part of the social environment as well as the achievement of social interaction effectively. Includes interactive social competence and problem-solving abilities of social life.

Social competence is divided into a number of indicators, namely being inclusive and act objectively, to adapt to the environment in which duty and with communities, communicate effectively, empathetic and polite with the community effectively, empathetic and polite with the community own professions and other professions, orally and writing or in other forms, and communicate empathetically and courteous with the public. Thus has the social competence of a teacher is expected to mingle politely with other parties in order to create a good and close relationship.

b. Ethics Teacher Social Competence

Teacher is a person who exemplified students. In Javanese culture, a proverb says teachers is imitated which means teacher embraced and exemplified. Then in the implementation of the learning process, teachers are expected to perform better social relationships with learners through interaction and communication. No matter how the teacher's personality will always be a concern of every learner.

Teachers need to pay attention to social relationships with students, the relationship is a direct effect on the learning objectives. The success of the teacher and student relationship will also support joyful learning. In connection with the social relations of teachers and students there should be efforts to increase social competence that will be described as follows:

c. Developing Social Intelligence

Develop social intelligence is a necessity for the teacher. It is intended that the relationship between teachers and the community goes well. In connection with the statement that there are some things that must be considered by the teacher, namely: (1). Neither the teacher nor the public have transparency, so that each party is free to act and

¹⁰Syaiful Sagala, *Kemampuan Profesional Guru Dan Tenaga Kependidikan* (Bandung: Alfabeta, 2009), p. 38.

to keep each other honesty. (2). Both teachers and society bring a sense of keeping each other, need each other, and mutually useful. (3). Neither the teacher nor the people appreciate the difference, so that it develops its uniqueness, creativity, and individualism. (4). Both teachers and communities feel need each other in the fulfillment of their needs.

The things above is clear that teachers should pursue the development of social intelligence, because the social intelligence of teachers will help course of harmony and can eliminate the discomfort in the school environment.

Develop social intelligence in the learning process, among others by learning to solve the problem of social case examples, and even to hold discussions and conduct site visits to the community. Thus it would be ingrained sense of care for the personality of students. In addition, students will also be able to solve the problem, especially with respect to things that interfere with student learning.

d. Training relating to social competence of teachers

To develop social competence of teachers should attend trainings related to social competence. But before that also need to know about the target or the dimensions of this competency such as teamwork, seeing an opportunity, role in group activities, civic responsibility, leadership, social volunteers, maturity in relationships, shared empathy, caring for others, tolerance, solution to the conflict, accept differences, cooperation, and communication.

Generally, it can be interpreted that the teacher is the person who is responsible for the development of the full potential of students, both cognitive potential, the potential of affective, and psychomotor potential. The duties and responsibilities of teachers is not just in school, but can be anywhere they are. At home, teachers act as parents once educators for their children. In the community, where he lives, teachers often viewed as a role model for people around him. The views, opinions, or his thoughts often become a benchmark or guideline truth for the people around him because the teacher is considered to have a broad and deep insight.

CAPABILITY TEACHERS IN MANAGING SOCIAL COMPETENCE

The ability to manage or administer the communication skills that teachers maximize the learning process, so that the necessary techniques to manage the social competence of teachers can be done properly and effectively. Interact effectively with students, fellow teachers, staff, parents / guardians of students is their mutual respect and better appreciate it with students, fellow teachers, staff, parents / guardians of students. Mingle politely with people around and pay attention to the rules prevailing in society.

Teachers need to have the ability to blend into the community, for example through sports activities, religious, and youth.

When teachers do not have the ability association, then the interaction will become stiffer and less acceptable to the public. To have the ability relationships, things that must be held by teachers is the knowledge of neighbour relationships, have the ability to build groups, skills work together in groups, completing tasks together in groups.

A teacher should really teach from the heart, without any compulsion, so as to make students more comfortable with the teacher is always trying to be opened, to build fraternity where it is the teacher not only act as someone who taught in the classroom, but also can play a role as a parent, sister, friend or companion.

Various efforts to manage social competence of teachers, namely: a). Be aware of non-verbal communication, students can easily see the lack harmony between eye movements, facial expressions and speech. b). Make sure the name of the student who is talking to you. c). Give an example of what the negative emotions, and teach coping skills that make their emotions and stress. d). Give the open-ended question about the status of student emotions and listen good empathy. e). Shown with a smile, Relax, open and ready to talk. As well as providing a sincere welcome to the students with great warmth and respect.

TEACHER SOCIAL COMPETENCE CLASSIFICATION

Social interaction is social relations dynamic concerning the relationship between other individuals, between groups of people and groups with other human groups. When two people meet social interaction begins at the time, they greet each other, shake hands, communicating, this kind of activity is social interaction. Sudarwan Danim in the book of "Professional Education" states that the classification of social competence, as contained in the code of conduct of teachers including teacher relationship with students, the relationship between teachers and parents / guardians of students, teacher relationship to society, relationship between teachers and school and peers, professional relationship with the teacher, the teacher relationships with professional organizations, government relations.¹¹ The following can be grouped three elements that have a close and mutually supportive relationship between teachers and students, teachers and the community, and teachers with parents.

¹¹Sudarwan Danim, *Profesi Kependidikan* (Bandung: Alfabeta, 2012), p. 25

1) Teacher Relationships With Students

Social competence in learning activities is related to the ability of teachers in communication with the community around the school and community where teachers live so that the role and the way teachers communicate in the community is expected to have its own characteristics somewhat different with other people who are not professorship. Teachers must have a social competence for teachers is the speaker over time, so the teacher must be able to communicate with the teacher's educational wherever located. According Jejen Musfah in the book "Improving Social Competence Master" cites the opinion of Sukmadinta that "among the social skills and personal most basic to master teachers are idealism, namely lofty ideals to be achieved by education." The ideal of this kind can teacher realized through the first, sincerity teach and educate students do not care about the economic, social, political, and that it faces, it has always been the spirit of giving instruction to his students. Second, the learning community through direct interaction or communication with them such as a mosque, taklim, mushalla.¹² In this context, the teacher for the people in the neighborhood, and as educators should always make himself a role model for the students. Here's the meaning of the relationship with the students as follows: a). Teachers behave in a professional manner in carrying out the task of educating, teaching, guiding, directing, train, assess and evaluate, process and learning outcomes. b). Teachers guide students to understand, appreciate and practice the rights and obligations as an individual, school community, and community members. c). Recognizes that every student has individual characteristics and each is entitled to the service of learning. d). Teachers collect information about learners and use to necessity of educational process. e). Teachers individually or together constantly have to strive to create, maintain and develop a pleasant school atmosphere of environmental learning as an effective and efficient for students.

In fact, we often encounter many violations of the norms. Among the violations that often occur, including the basic attitude that has properties that are less courteous to students. As a language that contains spelling for the students, hate students, mistreatment and unfair, their favorite son, unwillingness of teachers to consider the differences between the students and the failure to hold and use information confidential about pupils professional.

¹²Jejen Musfah, *Peningkatan Kompetensi Guru* (Jakarta: Kencana, 2011), p. 53.

2) Teacher Relationships With the Community

We can not deny that education does not just happen at school. However, education happens in the family and society. Each environmentally responsible exercise its role in education to achieve a goal without apart from one another. All three are an integral link in achieving educational goals. They indirectly have established close cooperation in education. Educational cooperation made three kinds of this neighborhood, are: a). The parents put basic education and the moral values of religion since birth. b). School teaches a variety of educational materials in the form of knowledge and skills. c). Community control, distribute and maintain and improve it, because the community is the user.

In family, each member would do harmonious relationships in order to achieve the goal of a happy family. So did the school, as a small community that is part of the public must have a good relationship between the two in order to achieve goals together. In this case all of the school community to be able to blend in with the surrounding community, especially a teacher is a role model for the students.

In improving the relationship between teachers and community well established and ongoing continuous. It is necessary to increase social teachers in matters relating to the community. Teacher is in addition to being able to do its job in the school, they are also expected to be able and capable of doing tasks with the community.¹³

RI regulation No. 14, 2005 section 8 about the competence of teachers includes pedagogical competence, personal competence, social competence.

Social competence must be owned by a teacher is as follows: a). Oral communication, writing and gestures. b). Interact effectively with students, fellow teachers, educators, leaders of educational parents / guardians of students. c). Mingle politely with the surrounding community to heed the norms and values prevailing system. d). Applying the principles of brotherhood and the spirit of togetherness.

From the above social competencies a teacher should possess one of them is able to blend in with society, with due regard for the norms and values prevailing in the society. To achieve the necessary competence and behavior of teachers who fit the social structure of the local community, because when competence and behavior of teachers does not match the social structure in society there will be a clash of understanding and misunderstanding on the programs implemented school and resulted in the absence of community support to school, even though the school and the community has the same importance and strategic role in educating and generating qualified learners.

¹³Iif Khoiru Ahmadi, dkk, *Strategi Pembelajaran, Sekolah Terpadu* (Pustaka: Jakarta, 2011), p. 237.

Relationships with the community not only fostered by the teacher but also fostered by other existing personal school. This is in accordance with the opinion of Pidarta, who said that in addition to teachers, other staff members, guidance officers and counseling, medical personnel, and even administrative staff can conduct public relations, because they are also seen in meetings, problem solving, and administrative ties with the community. But more to handle it, the teacher most required to have competent and behaviors that match the social structure.

The ability of teachers to bring themselves good in the community can affect people's judgment of teachers. Teachers need to be in accordance with the norms prevailing in society, responsive and communicative on society, tolerant and respect their opinions. If you can not present yourself well is very likely the public will not ignore them.

In this connection it, Pidarta see that such a situation would lead to less good seal against the teacher. Image of teachers in the public eye has faded. Therefore, the obligation of the school to build authority of the teacher in the community by continuing to adapt while helping to provide insight to the community.¹⁴

From The above explanation shows how important the role of teachers in relation to society. Harmonious relations between the school and the community embrace opportunities for mutual coordination and supervision of the learning process in schools and promote joint engagement of learners. Teachers are expected to always do what is best for the expectations of society that is achievement of the quality of education their students.

The creation of the atmosphere of challenge must be equipped with good relations with parents and the surrounding community. Intended to foster participation and a sense of shared responsibility for education. Only a small percentage of time used by teachers in schools and the majority in the community. That education is established well beyond what is done by the teachers in the school needed a good cooperation between teachers, parents and community. The obligation of teachers to make contact with the public relations are part and duty of teachers in educating students and developing his profession as a teacher. School is jointly owned between the school community itself, governments and society.

This competency relates to the ability of the teacher as a member of society and as social beings, including: a). The ability to interact and communicate with colleagues to enhance the professional capabilities. b). The ability to know and understand the functions

¹⁴Ihsan Fuad, *Dasar-dasar Kependidikan*, (Jakarta: PT. Rineka, 2011), p. 93.

of each community institutions. c). The ability to undergo the same work individually or in groups.

The school can be said to be successful if it is able to gain the trust of society, because after all education is a shared responsibility of teachers, parents and community. Public relations is a deliberate attempt was planned and continued to establish and maintain, mutual understanding in order to achieve an education in accordance with the vision and mission.

3) Teacher Relationship With Parents

Teachers will be easier to educate children in a private school if the child was understood correctly. Therefore, it is good if a teacher visiting all parents of his students, at least the parents that give rise to difficulties in learning, for example, a student who misbehave, lazy, declining achievement, students who are stubborn and so on. According Zakiyah Drajad in his book *Islamic Education* about the relationship between teachers and parents as follows:¹⁵ a). Teachers meet with parents, recognize children's behaviour. b). Parents appreciate the actions of teachers to their children's education, this speeds up the relationship between parents with school, c). Teachers get to know the state of the atmosphere in the household and children, because the home environment is very big influence on a child's behaviour, d). Teachers can give instructions for correcting wisely, lest offend parents, e). Using information and communication technologies are functionally interact effectively with students, fellow teachers, educators, leaders by unit educator, parents or guardians of students.

If the teacher relationship that exists both with the parents of students, they were expected to be achieved. Conversely a bad relationship between the two will have an impact on several unsuccessful learners. Through the good relationship will certainly be mutually supportive, giving control, remind each other, so that any shortcomings, irregularities and changes in the learners can be controlled either through the cooperation of both.

A teacher must have a physical, intellectual, emotional, social, and moral important to be able to help others. This capability is particularly important for a teacher, students become care can more effectively and happy life.

Teachers may not be able to realize optimal performance with no support from other parties, including learners, parents and the wider community. Honestly acknowledged or not at this point more teachers are required to realize the ideal

¹⁵Zakiyah Drajat, *Pendidikan Islam*, (Jakarta: Earth Literacy, 2004), p. 79.

performance, while things are the rights of teachers have not been fully accepted by the teacher.

Therefore, teacher's attitude should be developed such that it can provide a positive influence on the process and outcomes of education. Psychology is the study of psychology teachers on various aspects of the behavior of teachers in the educational process at school and outside of school.

Role is the overall behavior that teachers must do teachers in performing their duties as a teacher. Teachers have a broad role, whether at school, in the family, and in society. A good teacher should not imitate another figure in excess except the Prophet because the Prophet is a good example for mankind in every aspect of life.

A teacher who has had certain habits will be able to do so easily and happily, in fact everything that has become a habit in the younger age would be difficult to change and continues until old age, to change it frequently needed therapy and a serious restraint.

CONCLUSION

Teachers in managing its ability to communicate the necessary patience, wisdom and skills, through good communication will produce good learning process anyway. Teachers and students are two human figures that can not be separated from education. Where there is a teacher at learners who want to learn from essentially guru.pada teacher interaction with students are good, just that the teacher should keep a distance or maintaining authority that the students respect the teacher.

Communication between teachers and the community carry themselves well in society can affect people's judgment of teachers. Teachers need to be appropriate norms prevailing in society, responsive and komunitatif on society, tolerance and respect their opinions.

If the teacher relationship exists both with the parents of students the education they were expected to be achieved. Conversely a bad relationship between the both will have an impact on several unsuccessful learners. Through the good relationship will certainly be mutually supportive, giving control, remind each other, so that any shortcomings, irregularities and changes in the learners can be controlled either through the cooperation of both..

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