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Analysis of Class Teacher Social Competence (Study of Communication with Students, Peers, and Society) at SDI No 167 Mattoanging District of Turatea Jeneponto Regency

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ABSTRACT

The teachers are the factor that most determines the qualities of education, so the teachers required to have the potential to develop professionalism as a teacher. But there are still many teachers who are not able to develop their social competences. Research focus in this study are (1) How do the teachers understanding of social competence in the communication aspect in SDI No. 167 Mattoanging? (2) Do teachers in SDI No. 167 Mattoanging communicate affectively to students, professional friends (fellow teachers), and parents of students. This study aims (a) To find out an overview of the understanding of social competence of classroom teachers in SDI No. 167 Mattoanging on the aspects of communication. (b) To find out teacher communication with the students, fellow educators, education staff and parents of the students. The type of research is a descriptive approach through a qualitative approach. The sources used in this study were the principal as the key informant, teacher, education staff, parents of the students, the school committee as informant. Datum collected through observation, interviews, and documentation. Datum analyzed through the stages of data reduction, data presentation, data validity checks. The results of the study show that (1) the teachers do understand every aspect of social interaction of competences (2) the teachers' communication is not affective in terms of each social component.

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INTRODUCTION

Education as an effort to educate the nation's life, the knowledge of a nation depends on the knowledge and skills of citizens. The progress and decline of the education system is very much determined by the teaching staff. The teacher is the most decisive component of progress in the overall education system, in order to achieve the goal of the National education, which is to educate the nation's life and develop the whole person, so the role of professional educators is needed. In accordance with the Law of the Republic of Indonesia No 14 of 2005 Article 8 regarding teachers and lecturers explicitly states that teachers must have academic qualifications, competencies, educator certificates, be healthy physically and spiritually, and have the ability to realize the goals of national education.

Referring to the substance of Article 8 above, it is clear that ownership of competencies is legally mandatory; it means that teachers who are unable to have competence will fall out of their teacher. Specifically about this competency explained in Article 10 paragraph (1) which states the competencies referred to in article 10 paragraph 1 include: pedagogical competencies, personal competencies, social competencies, and professional competencies obtained through professional education. Meanwhile, in paragraph (2) of the same Article, further provisions regarding teacher competence are mentioned, as meant in the government regulations.

In general there are three tasks of the teacher as a profession, namely educating, teaching, and training (Suyanto and Jihad, 2011). That educating means continuing and developing life values; teaching means continuing and developing science; training means developing skills for student life (Suyanto and Jihad, 2011). To be able to carry out these tasks and responsibilities of course teachers are required to have certain abilities and competencies as part of teacher professionalism. The teachers are conditioned to increase their competence so that the teacher's professional role in the overall education program in schools is realized to achieve

educational goals in the form of optimal student development. In the professional role it covers three service areas, namely: instructional services, administrative services, and academic-social-personal assistance services (Mulyasa, 2013). These three fields are the main tasks of a teacher. Improving teacher competence is very necessary. This is related to the need to achieve quality human resources that continue to be strived to improve themselves. Teacher competency is one of the prerequisites for achieving national education goals.

Competence is defined as the ability or ability. McLeod (Suyanto and Jihad, 2011) defines competence as rational behavior to achieve the required goals in accordance with expected conditions. In Government Regulation No. 74 In 2008, teacher competencies consisted of pedagogic competencies, personality competencies, social competencies, and professional competencies.

The four competencies must be possessed by the teacher. Teacher social competence plays an important role because as a person who lives in the midst of the community, teachers need to have the ability to mingle with the community, such as the flexibility of getting along. Because if not the association will become rigid and the result concerned is less acceptable to the community. Social competence is included in personal competence which includes devotion, social ability, and is a crystallization of the experience and association of a teacher, which is formed in the family, community and school where they carry out their duties (Mulyasa, 2013). Social competence is an ability that must be possessed by teachers to communicate and interact effectively and efficiently with students, fellow teachers, education personnel, parents / guardians of students, and surrounding communities (Suyanto and Jihad, 2015). Social abilities include the ability of teachers to communicate and participate in community activities in the surrounding environment. In a simple social competence that is competence related to the attitude of teachers in interacting both within the school environment and community environment.

One example of the adverse effects of teacher social interaction is a blurred portrait of the education world, for example, reporting police to the police by their own students with cases of abuse that had been viral in Jeneponto District three years ago (Emba: tribun-Timur.com, 2016). Therefore the teacher's social competence is very important in emphasizing aspects of social interaction so that unexpected things do not happen.

Accordance with observations on 25 January 2019, SDI No 167 Mattoanging is one of the primary schools in Turatea District, Jeneponto Regency with a relatively large number of teachers and staff with 19 people and specifically 12 class teachers. One of the school's missions is to prepare graduates to become members of the community who understand the set of ideas and values of civilized and intelligent society. Of course in implementing this mission the teacher is demanded to be able to be a good role model and to know the ideas and values of the community and to know his role as a social creature in interacting both where he is on duty and where he lives. However, based on the results of interviews with one of the surrounding communities who are parents or guardians of students, that the lack of teacher communication with parents about the development of their children in school so as to produce the impression that the relationship between the school and the community is less established. So the researcher was inspired to study these phenomena further by raising the title "Analysis of Class Teacher Social Competence (Study of Communication with Students, Peers, and Society) at SDI No 167 Mattoanging, Turatea District, Jeneponto Regency".

Based on the context of the research that has been stated, this study focuses on the social competence of classroom teachers on aspects of:

1. How is the understanding of classroom teachers in SDI No 167 Mattoanging about social competence in the communication aspect?
2. Does the classroom teacher at SDI No 167 Mattoanging communicate effectively with students, peers (fellow teachers and school principals), and the community (parents / guardians of students and school committees)?

The purpose of this research is to find out how the teacher's understanding of the teacher's social competence in the communication aspect and to know the description of the class teacher's social competency seen from communication with students, peers, and society which includes parents / guardians of students and school committees at SDI No 167 Mattoanging Turatea District Jeneponto Regency.

The Nature of Teacher Competence

According to Echol and Shadily (Musfah, 2011) competence is a collection of knowledge, behavior, and skills that must be possessed by teachers to achieve learning and education goals. Competence is obtained through education, training, independent learning by utilizing learning resources. Correspondingly, McLeod (Suyanto and Jihad, 2011) defines competence as rational behavior to achieve the required goals in accordance with expected conditions. in the law of the Republic of Indonesia Number 14 of 2015 concerning Teachers

and Lecturers, it is explained that: "Competence is a set of knowledge, skills and behaviors that must be possessed, internalized, and mastered by teachers or lecturers in carrying out professional tasks".

According to Broke and Stone (Mulyasa, 2013) stated that teacher competence as descriptive of the qualitative nature of teacher behavior appears to be entirely meaningful. Teacher competence is a qualitative description of the meaningful nature of teacher behavior. competence is defined as knowledge, skills and basic values that reflect the habits of thinking and acting of a professional (Danim, 2015).

In line with that Agung (2014: 29) "teacher competence is a set of knowledge, skills and behavior, which must be owned, lived, mastered, and actualized by the teacher in carrying out professional tasks".

In line with that Nasaruddin (2018) mastery of various competencies in a professional manner as a teacher will certainly support the effectiveness of carrying out his duties with a full sense of responsibility. Based on the opinion of some experts above, it can be concluded that the competency of a teacher's ability includes knowledge, skills, and attitudes, which can be realized in tangible work that is beneficial to themselves and their environment. The three aspects of ability are interrelated and influence one another.

In the perspective of national education policy, the government has formulated four types of teacher competencies as stated in the explanation of government regulation No. 74 of 2008 concerning teachers. Namely pedagogical competence, personality, social and professional.

Teacher Social Competencies

Suyanto and Jihad (2011) social competence is an ability that teachers must have to communicate and socialize effectively with students, fellow educators, education personnel, parents / guardians of students, and surrounding communities. In the National Education Standards, the explanation of Article 28 paragraph (3) (Mulyasa, 2013) explains that social competence is related to the ability of educators as part of the community to communicate and socialize effectively with students, fellow educators, teaching staff, parents / guardians of students, and surrounding communities".

Law Number 16 of 2007 concerning standards of academic qualifications and teacher competencies, indicators of social competence include:

- 1) Be inclusive, act objectively, and not discriminate because of consideration of gender, religion, race, condition, physical, family background, and socioeconomic status.
- 2) Communicate effectively, empathically, and politely with fellow educators, educational staff, parents and the community.
- 3) Adapt in the place of duty throughout the territory of the Republic of Indonesia which has socio-cultural diversity.
- 4) Communicate with the professional community itself and other professions verbally and in writing or in other forms.

Suyanto and Jihad (2011: 43) explain that social competence has sub competencies or essential indicators. 1. Being able to communicate and get along effectively with students, with essential indicators: communicate effectively with students; the teacher can understand the desires and expectations of students. 2. Being able to communicate and socialize effectively with fellow educators and education staff, for example being able to discuss issues faced by students and their solutions and, 3. Able to communicate and interact effectively with parents / guardians of students and surrounding communities. For example, the teacher can provide parents with information about students' talents, interests and abilities.

Communication

According to Brent D. Ruben (2014: 19) explains that: Human communication is a process through the meaning of individuals in relationships, in groups, in organizations and in society creating, sending, and using information to coordinate their environment and others. In line with that according to Hardjana (Hope and Ahmad, 2016) communication is that which means sharing something with others, giving a portion to someone, exchanging, telling something to someone, conversing, exchanging ideas, relating, making friends, and so on. Meanwhile, according to Merrinhe's (Hope and Ahmad, 2016), it means that the communication is the sender delivering the desired message to the recipient and causes a response (response) from the recipient of the message as he wishes.

There are two communication models, namely interpersonal communication and group communication. According to John Steward and Gary D'Angelo (Hope and Ahmad 2016: 4) view "interpersonal communication centred on the quality of communication that exists between each person". Harapan and Ahmad (2016) add that interpersonal communication is a process of exchanging information which is considered the most effective and the process can be done in a very simple way.

In the world of teacher education, it has a role in communicating, without communication teachers cannot carry out their duties and roles as educators. Of course, in carrying out their duties as a teacher, the teacher

knows who they will communicate with. According to Munhir (2014) describing teacher communication with students, fellow teachers, parents / guardians of students, and surrounding communities.

The purpose of this study is to find out how the teacher's understanding of the teacher's social competence in communication aspects and to know the description of the class teacher's social competency seen from communication with students, peers, and society which includes parents / guardians of students and school committees at SDI No 167 Mattoanging Turatea District Jeneponto Regency.

METHOD

This research uses a case study method, the research approach carried out by researchers is a qualitative approach. arguing that the qualitative approach is more easily adjusted if faced with reality on the ground because the qualitative approach is dynamic. This research uses descriptive qualitative research which is a strategy in qualitative research in which researchers carefully investigate a program, event, activity, process, or group of individuals.

The presence of researchers in this study acts as a key instrument directly involving themselves in the lives of subjects in the study time that has been determined by researchers to obtain data in accordance with the characteristics of qualitative research. The description of the focus of this research is

1. The ability of classroom teachers in understanding social competence in the communication aspect. In accordance with government regulation No 74 of 2008 article 3 paragraph 6 regarding social competence of teachers, the indicators are: a. Communicate oral and written politely, b. Communicate effectively with students, fellow educators, educational staff, parents / guardians of students, and c. Associate politely with the surrounding community.
2. The ability of classroom teachers in communicating well to several social components including students, peers (fellow teachers and school principals at the school), and community (parents / guardians of students and school committees) as for the indicators are: a. Able to communicate and get along effectively with students, b. Able to communicate and socialize effectively with fellow educators and education personnel, and c. Able to communicate and socialize effectively with parents / guardians of students and surrounding communities.

Determining the location of research is very important in order to account for the data obtained. In this study the location chosen by the researchers was SDI 167 Mattoanging, Turatea District, Jeneponto Regency. It is located at Jln Mattoanging, Langkura village, Turatea district, Jeneponto Regency.

Determination of the subject in the study was carried out using purposive sampling technique, namely the method of determining respondents to be sampled based on the criteria of the teacher who has a teaching deed and a qualification for undergraduate or diploma four and given the responsibility of being a class teacher (homeroom teacher) known to have 12 class teachers. Based on these considerations prospective researchers determine objects that meet the criteria and are considered able to provide data in accordance with the researchers' requirements. The subject chosen and the reasons for the purposiver are the principal (key informant), teachers, parents of students, school operators, and school committees

Data collection techniques through observation, interviews, documentation, and questionnaires. Data analysis includes data reduction, data presentation, and verification or conclusion drawing. Checking the validity of the data includes maintaining field records, conducting discussions with key informants and informants, and collecting data and reference sources. And the stages of research include the planning stage, the implementation phase, and the writing of the final report.

RESULTS AND DISCUSSION

The results of this study are in accordance with the research focus which includes

1. The ability of classroom teachers in understanding social competence in the communication aspect. In accordance with government regulation No 74 of 2008 article 3 paragraph 6 regarding social competence of teachers, the indicators are: a. Communicate oral and written politely, b. Communicate effectively with students, fellow educators, educational staff, parents / guardians of students, and c. Associate politely with the surrounding community.
2. The ability of classroom teachers in communicating well to several social components including students, peers (fellow teachers and school principals at the school), and community (parents / guardians of students and school committees) as for the indicators are: a. Able to communicate and get along effectively with students, b. Able to communicate and socialize effectively with fellow educators and education personnel, and c. Able to communicate and socialize effectively with parents / guardians of students and surrounding communities.

Classroom Teacher's Understanding of Social Competence in the Communication Aspect

Presentation of research results obtained by researchers in the field about empirical facts relating to the analysis of social competencies specifically for class teachers at SDI No 167 Mattoanging. The focus of the discussion is shown in the classroom teacher's understanding of social competence in the aspect of teacher communication. Classroom teacher communication consisting of communication with students, colleagues including fellow teacher teachers and school principals, community which includes parents / guardians of students and school committees. Based on the results of tests conducted by researchers, a description of the social competence of classroom teachers about understanding communication in SDI No 167 Mattoanging is illustrated in the following table.

Based on the results of tests conducted by researchers, a description of the social competence of classroom teachers about understanding communication in SDI No 167 Mattoanging is illustrated in the following table.

Tabel 1. Communicate orally and in writing politely

| Indicator | Statement | Attitude | | |
|--|---------------|------------|--------------|-----------|
| | | Understand | Ununderstand | |
| Communicate orally and in writing politely | 4 | 12 | 0 | |
| | 11 | 8 | 4 | |
| | 13 | 3 | 9 | |
| | 14 | 7 | 5 | |
| | 16 | 9 | 3 | |
| | 17 | 6 | 6 | |
| | 18 | 3 | 9 | |
| | 19 | 10 | 2 | |
| | 28 | 12 | 0 | |
| | 31 | 11 | 1 | |
| | 32 | 4 | 8 | |
| | 35 | 9 | 3 | |
| | Result | 238 | 94 | 50 |

Based on table 1 above shows the class teacher's statement of social competence, namely communicating verbally and writing politely. The results showed that the answers of the class teachers who understood as much as 94 were greater than the answers of those who did not understand as many as 50. This showed that the class teacher at SDI No. 167 Mattoanging understood polite communication and writing.

Tabel 2. Communicate effectively with students, fellow educators, education personnel, parents / guardians of students

| Indicator | Statement | Attitude | |
|---|------------|------------|--------------|
| | | Understand | Ununderstand |
| Communicate effectively with students, fellow educators, education personnel, parents/guardians of students | 1 | 11 | 1 |
| | 2 | 12 | 0 |
| | 3 | 8 | 4 |
| | 5 | 11 | 1 |
| | 9 | 6 | 6 |
| | 12 | 10 | 2 |
| | 15 | 5 | 7 |
| | 20 | 2 | 10 |
| | 21 | 5 | 7 |
| | 22 | 11 | 2 |
| | 23 | 8 | 4 |
| | 24 | 12 | 0 |
| | 29 | 8 | 4 |
| | 30 | 11 | 1 |
| | 33 | 0 | 12 |
| | 34 | 9 | 3 |
| Result | 283 | 129 | 65 |

Based on table 2 above shows the teacher's statement on the social competence of classroom teachers, namely communicating effectively with students, fellow educators, educational staff, parents / guardians of students. The results showed that the majority of teachers at SDI No. 167 Mattoanging understood social competence as indicated by the answers of class teachers who understood 129 as greater than answers that did not understand as many as 65. This indicated that the classroom teachers at SDI No 167 Mattoanging understood of competence social

Tabel 3 Associate politely with the surrounding community

| Indikator | Statement | Attitude | |
|-------------------|-----------|------------|--------------|
| | | Understand | Ununderstand |
| Associate | 6 | 4 | 8 |
| politely with the | 7 | 1 | 12 |
| surrounding | 8 | 8 | 4 |
| community | 10 | 8 | 4 |
| | 25 | 7 | 5 |
| | 26 | 10 | 2 |
| | 27 | 6 | 6 |
| Result | 109 | 44 | 41 |

Based on table 3 above, the teacher's statement shows the social competence of the classroom teacher, which is politely engaging with the surrounding community. The results showed that the majority of class teachers at SDI No. 167 Mattoanging understood social competence as indicated by the answers of class teachers who understood as much as 44 greater than answers that did not understand as many as 41. This indicated that the classroom teachers at SDI No 167 Mattoanging understood that they would social competence.

Class teacher understanding test results conducted by researchers at SDI No. 167 Mattoanging according to Government Regulation No. 74 of 2008 article 3 paragraph 6 concerning teacher social competence. Based on the research results of the social competence of classroom teachers in SDI No. 167 Mattoanging with various indicators indicate that the understanding of class teachers understands social competence in the communication aspect. To strengthen the data above the researchers conducted interviews with informants.

The results of the interview the researchers assume that the understanding of the social competence of class teachers in communication aspects at SDI No 167 Mattoanging understand about social competence where the teacher is aware of his role as a social creature and must be able to interact and communicate well with students at school, peers or peers seprofesinya where he served, and social interaction with parents / guardians of students and surrounding communities. It does not stop there, the teacher must be able to apply an understanding of social competence in everyday life both where he works and where he lives, and teachers at SDI No 167 Mattoanging need to be given more training to improve understanding of social competence.

Teachers Communication

Researchers observations through observations and interviews conducted with informants in SDI No. 167 Mattoanging, showed that, (1) primary school teachers especially class teachers communicate effectively with students only in the classroom, but communication outside the classroom is not effective. (2) elementary school teacher at SDI No. 167 Mattoanging communicates well with other teachers. (3) Teachers at SDI No 167 Mattoanging communicate with parents / guardians of students, even though they are not effective. (4) the teacher at SDI No 167 Mattoanging communicates with the school committee. From the results of the above data it can be concluded that there is an internal problem in SDI No. 167 Mattoanging that causes communication to be less effective as a whole for all components.

Discussion

This discussion is based on a literature review and the results of research conducted by researchers at SDI No. 167 Mattoanging which aims to determine the social competence of classroom teachers in the communication aspects of the school. SDI No 167 Mattoanging is one of the public elementary schools located in Jenepono Regency, precisely on Jalan Mattoanging, Langkura Village, Turatea District. According to empirical data in accordance with information provided by school operators in SDN No. 167 Mattoanging to researchers that SDI No. 167 Mattoanging has 12 classes consisting of grades 1 through grade 6 and at each level each class has 2 class, the number of students in 284 people were registered as students and 19 were registered as teachers and staff at SDI No. 167 Mattoanging, both civil servants and honorary employees. As

well as information on the condition of parents / guardians of students, the majority of their jobs are farmer / paddy farmers and a small portion work as entrepreneurs, civil servants / military / police, traders and others. According to the decree on the determination of position in SDI No 167 Mattoanging there are 12 teachers who were given positions or assignments as class teachers, being a class teacher certainly must carry out basic tasks and functions not only when learning in class but must be good at knowing the surrounding environment outside the classroom as well or in the social environment of the community. In accordance with the role of teachers according to Mulyasa (2013) is the teacher as a member of the community that every teacher must be good at getting along with the community. For this reason, one must master social psychology, have knowledge about human relationships, have the skills to foster groups, and complete tasks together in groups.

The problem in this study is about the social competence of class teachers which includes how class teachers' understanding of social competence in communication aspects and whether class teachers communicate effectively with students, peers or fellow teachers and school principals, as well as the community which includes parents / guardians of participants students and school committee at SDI No 167 Mattoanging.

1. Class Teacher Understanding of Social Competence in the Communication Aspect

Speaking of communication problems certainly can not be separated from the competencies that must be possessed by teachers, namely social competence. This is relevant to the theory of Suyanto and Jihad (2011) which states that social competence is the ability that teachers must have to communicate and interact effectively with students, fellow educators, education personnel, students' parents / guardians, and surrounding communities. Brinkerhoft and White (Damsar, 2015) explain that social interaction is defined as a reciprocal act between two or more people through contact and communication. So a reciprocal action will not occur if not carried out by two or more people, and social interaction will not occur if only contact without communication followed. Therefore, teachers should have cognitive knowledge or understanding of social competence as one of the teacher's competencies. Class teacher understanding of social competence in accordance with Government Regulation No. 74 of 2008 article 3 paragraph (6) concerning social competence which includes a. Communicate oral and written politely, b. Communicate effectively with students, fellow educators, education personnel, parents / guardians of students, and c. Associate politely with the surrounding community. From the questionnaire analysis distributed to respondents as many as 12 people class teacher with a total of 35 statement items. Which is obtained by understanding the class teacher's understanding of the social competence of teachers in the aspect of communication seen from sharing indicators Government Regulation No. 74 of 2008 article 3 paragraph (6) about social competence. As well as to strengthen the data, researchers conducted interviews with informants about the understanding of teachers' social competence in the communication aspect and it can be concluded that the classroom teacher at SDI No 167 Mattoanging understood about the social competence of teachers in the communication aspect because the classroom teacher at SDI No 167 Mattoanging explained that the teacher's social competence is the ability to communicate and mingle between teachers and students, provide cooperation between students, communicate and interact efficiently and effectively in students and among the community. This is in accordance with the theory of Suyanto and Jihad (2011) explaining that social competence is the ability that teachers must have to communicate and interact effectively with students, fellow educators, education staff, parents / guardians of students, and surrounding communities. In line with that according to Sanjaya (2015) Social competence of this community is related to the ability of teachers as members of the community and as social beings which includes the ability to interact and communicate with colleagues to improve professional abilities, the ability to recognize and understand the functions of community institutions. Also, the ability to collaborate both individually and in groups.

2. Classroom teacher communication

The second research focus is teacher communication on several components of education such as teacher communication with students, teacher communication with peers which includes fellow teachers and principals. Teacher communication with community members including parents / guardians of students and school committees. In accordance with the theory of Brent D. Ruben (2014) explains that human communication is a process through the meaning of individuals in relationships, in groups, in organizations and in society creating, sending, and using information to coordinate their environment and others. Researchers observations through observations and interviews were conducted with informants in SDI No. 167 Mattoanging, showing that:

a. Classroom teacher communication with students

Based on observations, classroom teacher communication with students is effective only in the classroom, but communication outside the classroom is not effective. One reason is the lack of

application of the 5 S school culture (smiles, greetings, greetings, courtesy, and courtesy) to students and teachers. Seeing this phenomenon, school principals pay less attention to aspects of school culture that can develop social interaction between teachers and their students, such as teachers picking up students at the school gate, greeting culture is less applied so as to cause distance and limitations in communicating between teachers and their students outside class.

- b. Classroom teacher communication with peers
Elementary school teacher at SDI No 167 Mattoanging communicates well with other teachers. That is evidenced by the results of the interview shows that there is an interpersonal communication relationship between the teacher and other teachers in terms of giving information to each other.
- c. Class teacher communication with parents / guardians of students and school committees
Class teacher communication with parents / guardians of students is established even though it is not effective. The class teacher's communication is only certain problems so that there is a expectation of the students' parents towards the class teacher about the potential that students have to communicate with the parents of the students. Whereas the teacher's communication with the school committee only addresses the issue of school facilities and infrastructure.

The communication of the class teacher to all the social components above is not in line with the theory of Suyanto and Jihad (2011) explaining that social competence is the ability of teachers in 1. Being able to communicate and socialize effectively with students, with essential indicators: communicating effectively with students; the teacher can understand the desires and expectations of students. 2. Being able to communicate and socialize effectively with fellow educators and education staff, for example being able to discuss issues faced by students and their solutions and, 3. Being able to communicate and interact effectively with parents / guardians of students and surrounding communities. For example, the teacher can provide parents with information about students' talents, interests and abilities.

Class teacher communication is also influenced by the lack of communication made by the principal regarding teacher performance affecting all teachers and other education personnel. To be able to equalize the vision, mission, and goals of the school, more communication is needed from the principal as the leader in the school, without effective communication, it is very difficult to achieve the goals desired by all parties, including class teachers. This is not in line with the theory of Hope and Ahmad (2016) to get communication effectively if someone is able to listen actively, try to provide feedback, talk directly to the subject matter, describe the situation, and the ability to summarize the contents of the message. So from the results of these data it can be concluded that classroom teacher communication in the three components was not carried out effectively.

CONCLUSION

The conclusions of this study are as follows:

1. Class teacher understanding of social competence teachers are able to understand the meaning and meaning of teacher social competence in the communication aspect. Especially class teachers at SDI No. 167 Mattoanging realize that every aspect of social interaction is an application of social competence.
2. Social interaction of classroom teachers in conducting relationships between several social components which include a. Communication between class teachers and students is only intertwined effectively in the classroom, but less intertwined outside the classroom, b. The teacher's communication with classmates including fellow teachers and school principals is effectively established, and c. Communication between class teachers and the community which includes parents / guardians of students and school committees is less effectively established.

Based on the conclusions obtained, for this research the suggestions that will be given are, as follows:

1. Based on the results of research conducted at SDI No. 167 Mattoanging for teachers in carrying out their duties as educators living in the social environment in order to be able to develop an understanding of the social competence of teachers in schools and in the community. Through the actualization of social competence, teachers will have good communication skills.
2. For school principals as the most strategic party and have the authority in determining educational policies at the school level, it is hoped that they will continue to work to improve school programs that can make school social interactions better and encourage teachers to improve teacher quality through training that is expected to provide understanding and skills in conducting interpersonal communication in their environment, as well as trying to build good communication with students, teachers, other education personnel, parents / guardians of students and the community.

3. For the government especially the Head of the Sports and Youth Education Office in Jeneponto Regency to provide equal opportunities for teachers to participate in education and training to improve teachers and academic qualifications.
4. For parents / guardians of students to participate in improving the relationship of social interaction with the school in order to improve the quality of education expected together.
5. For other researchers, in order to study social competence in more depth.

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