

THE ROLE OF PAI TEACHERS' SOCIAL COMPETENCE IN THE LEARNING PROCESS

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Abstract

This study examines the role of social competence possessed by PAI teachers on the PAI learning process at SMP IT' Insan Kamil Batusangkar. The background of this research is the influence caused as a result of the social competence of PAI teachers at SMP IT' Insan Kamil Batusangkar. Based on these problems, a research question arises in the form of what is the role of the social competence of PAI teachers in the PAI learning process at SMP IT' Insan Kamil Batusangkar? The research was conducted with a qualitative approach using field research methods. Data were collected by conducting field observations and interviews with PAI teachers and teacher and student councils. The data obtained were processed using the Miles & Huberman data analysis method by collecting data, reducing the data that had been collected, analyzing and presenting the results of data analysis. From the results of the analysis, it is concluded that the social competence of PAI teachers plays a very important role in the PAI learning process at SMP IT' Insan Kamil Batusangkar. This role can be seen in the ongoing learning process, student achievement, and student social intelligence.

Keywords : Role; Social Competence; PAI

INTRODUCTION

Research on social competence is research that is very urgent to discuss. This is due to the large influence of social competence that teachers have on the implementation of education. Social competence is a key competency in implementing learning. Social competence becomes a medium for communicating and interacting in the learning process.

In implementing learning, teachers' social competence is required to be able to accommodate all students. If the teacher's social competence is poor, then interaction and communication between students and teachers in learning will become stiff and will not run smoothly. On the other hand, if a teacher has good social competence, the communication and interaction that takes place in the learning process will also run smoothly and create a conducive and efficient learning atmosphere.

Social competence is an ability that teachers must have to communicate and interact effectively and efficiently with students, teacher councils, parents and the community and educational environment (Sagita et al., 2022). Teachers' social competence is reflected in their daily communication and interaction in the world of education. The social competence of PAI teachers is very influential in the learning process, especially PAI learning. Learning is an interaction that occurs between teachers and students in the realm of education (Amin, 2019). Learning involves the social activities of teachers and students to create reciprocal communication. Likewise with PAI learning, communication must be two-way so that the learning is carried out effectively. PAI is one of the subjects taught in the world of education. PAI (Islamic Religious Education) is a subject that leads to the formation of religious character and noble morals in students. PAI becomes an instrument for teachers in developing students' religious and religious potential.

Regarding teacher competency, researchers found several previous studies that discussed teacher competency, both in general and specifically in the social field. The first research explains that teachers' social and pedagogical competencies play a major role in students' problem-solving abilities, but this does not apply to professional and personality competencies (Anam et al., 2021). Further research discusses teacher competency during the Covid-19 pandemic (Jajat Sudrajat, 2020). The competencies possessed by teachers play a major role in the implementation of learning during the Covid-19 pandemic. Because in this condition learning is carried out online, like it or not teachers have to improve their competencies to carry out online learning. If the teacher's competence in implementing

online learning is not good, then the learning process will certainly not run optimally. On the contrary, if the competencies required by teachers for online learning are mastered well, learning will also be carried out optimally. Apart from playing a role in the learning process, the competencies possessed by teachers also have a big role in the learning evaluation process (Riyadi, 2017). The learning evaluation carried out can be influenced by the level of competence possessed by the teachers. The success of the evaluation is influenced by the teacher's mastery of the things to be evaluated. For this reason, it is important for teachers to master all competencies so that the evaluations carried out run optimally. Teachers who have good social competence can be seen from their inclusive, objective and non-discriminatory attitude in implementing learning (Inaku, 2021). This research explains that there are measuring standards to determine whether or not a teacher's social competence is good or bad in the learning process.

Competence refers to the ability to carry out something obtained through education. Competence refers to rational performance and actions, to meet certain specifications in carrying out educational tasks (Uno, 2016). According to Uno, the essence of competency is more about what a person or society can do, rather than what they know. Social competence is related to the teacher's ability as a natural social creature to interact with other people. As social creatures, teachers behave politely, are able to communicate and interact with the environment effectively and interestingly with students, fellow educators and education staff, parents and guardians of students, the community around the school and the area where the educator lives, and with other parties who interested in schools (Nurfuadi, 2012). Social competence is broken down into several indicators, namely: (1) behaving and acting objectively (2) adapting to the environment (3) communicating effectively (4) being empathetic and polite in communicating (Wardani et al., 2018).

The social competence possessed by teachers is actually influenced by their emotional intelligence (Wahyuni et al., 2021). A high level of emotional control will certainly result in good social competence and a low level of emotional control will also result in low social competence.

Teachers' social competence in learning must be good because based on previous research, social competence has a positive and significant influence on the learning process, especially student learning motivation (Suwandi et al., 2020). This means that the better the

teacher's social competence, the more students' motivation to learn will also increase. In relation to increasing learning motivation, the most influential dimensions are effective, empathetic and polite communication.

The social competence possessed by a teacher can also be seen from the collaboration and internal interaction between fellow teachers in the workplace (Wayan et al., 2020). This is because good relationships between fellow teachers can be a special motivation for students in carrying out the learning process. This is an example for students to also carry out good communication and interaction with teachers and among themselves.

PAI teachers who have good social competence will be able to improve student learning achievement, especially in PAI subjects (Parnawi, 2018). Apart from that, student interaction in PAI learning is also influenced by the PAI teacher's social competence in the learning process (Nurainah & Rachmah, 2019). This concerns student activity during the learning process. PAI teachers' social competence is also related to students' religious character (Guri, 2022). Good communication from PAI teachers can shape and develop students' religious character. PAI teachers can explain to students the importance of having good religious character. This will of course reach students if PAI teachers have good communication and are interesting to students.

As far as research has been carried out by researchers, no research has been specifically found that discusses the role of teachers' social competence in the PAI learning process. Apart from that, this research is also a case study research conducted at SMP IT Insan Kamil Batusangkar. This makes the novelty value of this research even higher.

Based on research conducted by researchers, the phenomenon was found that learning and social competence have links and relationships between the two, especially in PAI subjects. The phenomenon of PAI teacher social competence that occurred at SMAN 1 Telukjambe shows that the implementation of social competence in increasing students' extrinsic motivation in PAI subjects is being implemented well (Tisnia, 2022). This motivation will of course be the first step in implementing good learning. In this regard, the observations made by the researcher resulted in the finding that the social competence of PAI teachers had an influence on students and the implementation of the learning process at SMP IT Insan Kamil Batusangkar.

Based on this, researchers are interested in discussing the role of PAI teachers' social competence in PAI learning at Insan Kamil Batusangkar IT Middle School. The research question is what is the social role of PAI teachers in PAI learning? The aim of this research is to determine the role of PAI teachers' social competence in PAI learning at SMP IT Insan Kamil Batusangkar.

METHODS

The research method used is field research with a qualitative approach. Data was collected by means of interviews and field observations. Interviews were conducted with school principals, teachers' councils, students and PAI teachers themselves. Meanwhile, observations were carried out to see the implementation of the social competencies possessed by PAI teachers in the learning process. The research data were analyzed using the Miles & Huberman analysis technique by reducing the data obtained, then analyzed and presented narratively to answer the research questions. The results of this data presentation are the conclusions of the research conducted.

RESULTS AND DISCUSSION

Based on observations and interviews conducted by researchers, some information was found regarding the social competence of PAI teachers. In daily interactions with fellow teachers and other educational staff, PAI teachers have quite good social competence. This is proven by the establishment of good communication between PAI teachers and other teachers and educational staff. PAI teachers are also able to collaborate with teachers and other education personnel in implementing educational activities. This indicates that in general the social competence of PAI teachers relating to interactions between teachers at school is going quite well. PAI teachers are able to adapt to their environment, work together in teams, and interact and communicate well with fellow teachers. However, there are still deficiencies in the social competence of PAI teachers related to communication and interaction with fellow teachers and other educational staff. The interaction and communication that occurs tends to be limited to his work as a PAI teacher and regarding teaching interests only. PAI teachers only mingle and familiarize themselves with teachers outside of work matters. Thus, in general PAI teachers' communication with other teachers only occurs at work.

In the learning process, PAI teachers have excellent social competence. This can be seen from the communication and interactions that occur between PAI teachers and students inside and outside the classroom. Students feel comfortable and like the learning patterns implemented by PAI teachers. They like PAI teachers for the way they interact, the way they communicate, and the way they deliver learning. In this way, students' motivation in learning increases. Students like and enjoy the social competence possessed by PAI teachers. Students assess that PAI teachers have very good abilities in terms of social competence. By increasing student motivation in learning and participating in the learning process, students also become more active and creative in participating in the learning process inside and outside the classroom. Thus, it is hoped that through the learning process implemented by PAI teachers in schools, educational goals can be achieved.

In connection with the research findings above, it can be seen that the social competence of PAI teachers at SMP IT' Insan Kamil Batusangkar plays a very important role in the student learning process, both in the classroom and outside the classroom. This social competency is very important in implementing the learning process inside and outside the classroom, as well as achieving student learning outcomes. The social competence of PAI teachers has an influence on the achievement of student learning outcomes (Rafli, 2017). This competency is related to the teacher's ability to communicate and utilize technology related to learning.

In the PAI learning process at Insan Kamil IT' Middle School, students follow PAI learning quite well. In general, students are active in participating in the learning process. Students are enthusiastic in asking questions and discussing in class with PAI teachers. The learning process is quite effective and conducive to creating a pleasant learning atmosphere. Apart from that, in general the students' PAI learning outcomes were also achieved very well. Only a few of them did not achieve maximum results. This is due to the lack of preparation of the students concerned when taking the tests given.

The social competence of PAI teachers at SMP IT' Insan Kamil Batusangkar, in the form of PAI teachers' communication and interaction skills with students, can influence students, either directly or indirectly. Directly, good interaction and reciprocal communication skills between PAI teachers and students can give students positive perceptions. They assess that PAI teachers are able to socialize well. PAI teachers are

considered capable of playing the role of teachers, parents and discussion partners. Indirectly, the influence of the social competence of PAI teachers at SMP IT' Insan Kamil on students also arises from the interaction of PAI teachers with fellow teachers, the use of technology and also the surrounding environment. Students pay attention to and assess the PAI teacher's social abilities so that a perception arises within them. If the interactions seen by students are good and always positive, then positive perceptions will arise in students. So that students are motivated in the learning process.

The social competence of PAI teachers at SMP IT' Insan Kamil also has an influence on students' social intelligence. This student's social intelligence will be seen in the student's ability to provide benefits to the environment by caring for the environment, behaving well, and producing work that is useful to help others. Students' social intelligence which grows from the social competence possessed by teachers plays a role in influencing their learning outcomes, especially in the affective aspect. The students' ability to interact with teachers, with each other, and with the environment at SMP IT' Insan Kamil Batusangkar looks quite good. This is a sign that students' social intelligence, which is one of the results of PAI teachers' social competence, is being realized well.

CONCLUSION

Thus, the competency of PAI teachers at SMP IT' Insan Kamil Batusangkar plays a very important role in PAI learning at SMP IT' Insan Kamil Batusangkar. This role has an influence on the learning process, student learning achievement and students' social intelligence which is visible in their interactions with teachers, fellow students and the environment.

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