

Social Competence of Islamic Religious Education Teachers in Improving Students' Characteristics Class XI of SMK Ibnu Sina Batam

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Abstract. Teacher competence is an important thing that must be possessed by a teacher as an educator in shaping the personality and morals of students as students. The purpose of this study was to find out how the competence of PAI teachers can shape the morale and personality of class XI students at SMK Ibnu Sina Batam and the factors that hinder PAI teachers in improving character. This research method uses a qualitative approach that seeks to describe the Social Competence of Islamic Religious Education Teachers in Improving the Characteristics of SMK Ibnu Sina Students in Batam City. The supporting factors for teacher social competence are the school principal's program to improve the social competence of Islamic religious education teachers, namely sending teachers to attend seminars and training from DikNas and outside the DikNas. Participate in teacher work strengthening training (PKG), educational institutions that support the development and learning of the Islamic religion in particular, infrastructure, Islamic religious education teachers are graduates of Islamic religious education. As for the Inhibiting Factors. Internal, namely coming from the teacher himself such as a lack of communication with colleagues in the profession and a lack of communication with parents of students and the community around the environment of the Ibn Sina educational foundation. Externally comes from students, students' family environment, lack of attention from parents to children's behavior because people are preoccupied with working and earning a living. Community environment, lack of parental supervision of the association of their children. So that parents do not know their children associate with anyone. So there needs to be a synergy between teachers and parents

Keywords: Competence, Character, Students.

1. INTRODUCTION

Becoming a teacher is a position that is inseparable from the competency requirements that must be completed so that they can carry out the noble task of carrying out students towards maximum growth and development (Syahid, 2018), as well as providing experience and skills so that children are ready to face real life in the midst of society.

Becoming a professional teacher who must have the ability to educate and teach well in addition to mastering material for the teaching and learning process that has been obtained through academic education and always updating situations and information that always occurs through Science and Technology (IPTEK)(Parnawi, 2018)

A teacher should always try to develop professionalism continuously so that they can acquire various knowledge and abilities as well as skills to be able to involve themselves in various activities that can improve the quality of their lives and in the lives of their students. The development of an increasingly advanced era, the name and status of teachers are developing, the dynamics of the times that surround us include industrial,

socio-cultural, economic structures, and also human needs. Recognizing these conditions, the government through the ministry of education and culture, continues to make efforts to improve and educational regulations and services. One of them is issuing the Law on the National Education System and the Law on Teachers and Lecturers (Mubarak, 2019)

Law Number 14 of 2005 Concerning Teachers and Lecturers Article 1 "Teachers are Professional Educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in formal, elementary and secondary education. In the Government Regulation of the Republic of Indonesia Number 19. of 2005 concerning National Education Standards Article 28, educators are learning agents who must have four types of competencies, namely, pedagogical competence, professional competence, social competence, and personality competence. (Hidayat, 2016)

The four competencies that have been mentioned, social competence must take precedence. This is because humans are basically social beings as contained in the Al-Qur'an surah Al-Hujurat verse 13 which reads:

وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَمُ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

It means: "O people! Indeed, We have created you from a male and a female, then We made you nations and tribes so that you may know each other. Truly, the most noble of you in the sight of Allah is the one who is most pious. Truly, Allah is all-knowing, all-knowing thoroughly." (Al-Hujurat: 13)

This verse explains the basic principles of human relations, emphasizes the unity of human origins by showing the equality of human degrees, the purpose of this verse is for humans to know each other and socialize in order to benefit others (Nasution, 2018)

The process of education and learning requires training in intellectual and motor skills, so that the teacher is required to act as a trainer. Without training, you will not be able to demonstrate mastery of basic competencies and will not be proficient in various skills that are developed according to the material. The teacher is not only seen as a transfer of knowledge and understanding, but is also expected as a transfer of good and moral values (Kurniawan, 2018)

Given its important role, in the Law of the Republic of Indonesia Number 14 of 2005 concerning Professional Teachers and Lecturers, it is stated that, Teachers must have academic qualifications, competency educator certificates, be physically and mentally healthy, and have the ability to realize the goals of National Education. The teacher is the main component and the main factor in determining the success of the teaching and learning process, so that it is mandatory for the teacher to have basic skills or competencies such as religious, pedagogic, cognitive, psychomotor, social and other supporting competencies. The competencies above cannot stand alone but are interrelated or mutually influence one another. The competencies above are one of the most important teacher qualifications in the educational process. If one of these competencies is not present in a teacher, then he will not be competent in carrying out his duties and the results will not be optimal. (Lubis, 2016)

In Islamic law, although it is not explained clearly, there are hadiths which explain that everything must be done by experts (people who are competent in this task). That all matters that are carried out by those who are not experts, then destruction will be obtained, as in the words of the Prophet Muhammad, as follows:

God bless you

(البخاري)

Meaning: "If the matter is left to the experts, then wait for the destruction" (HR, Bukhari)

The meaning of the hadith in this study is that teachers must be competent and competent so that students' abilities can be developed or improved according to educational goals. Teacher competence based on Law Number 14 of 2005 which is further regulated in Government Regulation Number. 19 of 2005, teachers must have pedagogical, personality, social and professional competence (Barnawi & Arifin, 2014).

In this study, the authors only specialize in discussing one of the competencies mentioned above. The discussion that the author is referring to is about the social competence of teachers. Social competence is the ability of teachers as part of society to communicate and interact effectively with students.

Based on the description above, the authors understand that teachers must have extensive knowledge as members of the community, each teacher must be good at getting along with the community. For this reason, he must master social psychology, have extensive knowledge, master various types of learning materials, master educational theory and practice, and master the curriculum and learning methodology. Teachers as members of society must be good at getting along with the community. For this reason, teachers must master social psychology, have knowledge of human relations, have skills in fostering groups, skills in working together in groups, and completing tasks together in groups (Djaelani, 2010).

The author understands that in this case, in order to treat students fairly, it means that teachers should understand that students have different abilities and needs. Therefore, teachers are required to be able to serve them according to their respective needs. Because if this cannot be fulfilled by the teacher properly, then it will lead to the failure of the teacher in realizing the goals of education and learning itself, namely the achievement of individuals who have personality and noble character.

Social competence is a competency related to idealism and the ability of teachers to understand other people in their capacity as educators. From the explanation above, the author can explain that social competence is the ability possessed by educators to understand their students in the learning process. This ability is related to the ability to socialize and communicate with students. This ability is absolutely necessary in interacting with the environment, therefore the ability to understand these students should be developed as well as possible in order to achieve more optimal learning outcomes. (Rohman, 2017)

An Islamic Religious Education teacher must have more value than other teachers. The Islamic Religious Education teacher, in addition to carrying out religious duties, also carries out education and coaching for students, he helps in the formation of personality, fostering character as well as growing and developing the faith and piety of students. With this task, Islamic Religious Education teachers are required to have social competence in carrying out their duties (Darmadi, 2019)

SMK Ibnu Sina is a school located in the center of Batam city which is required to be more professional in providing education. However, based on the results of initial observations and interviews with religious teachers, the researchers found that first, there

were still some Islamic religious education teachers who did not use their time at school to interact with teachers and other employees. Second, the lack of effective cooperation between teachers and parents of participants educate. This is because parents are preoccupied with their daily work in earning a living. Even so, communication between teachers and parents continues but is only limited to formal meetings or when their children are in trouble. On the other hand, teachers should always actively communicate with parents regarding manners, the learning process and problems experienced by students at school.

The problems that have been stated above, of course, do not be surprised if some students still lack character (Wwinarno, 2019). As a result, students are lacking in applying the lessons contained, especially in material related to ethics and other religious material. There are still students who are less honest, trustworthy, disciplined, and impolite towards teachers.(Indrawan, 2020)

This needs attention, considering that the success of students in learning is not only determined by the school, the pattern of structure and content of the curriculum, but is largely determined by the competence of the teachers who teach and guide them (Suteja, 2013). That's one of the factors that most determine the increase in honest and polite attitude. Therefore, teachers are required to develop a conducive classroom atmosphere that can provide pleasure, a sense of comfort, fun, familiarity, enthusiasm, and so on.(Daryanto, 2013)

The teacher's competence in fostering this atmosphere makes his presence highly anticipated by students and creates a cheerful attitude in receiving lessons (Suprihatiningrum, 2014). On the contrary, if the social life of the community is less developed, monotonous, unidirectional interactions and so on, it is not only less exciting for students but also less enthusiastic about learning for students.(Napitupulu, 2017)

Based on the description that has been stated, the authors feel interested in conducting research with the title "Social Competence of Islamic Religious Education Teachers in Improving the Characteristics of Class XI Students of SMK Ibnu Sina Batam".

2. METHODS

Data collection

Data collection techniques and procedures that the authors use to obtain the data needed in this study, the authors use the following techniques:

a. Observation

Observation is an observation made by researchers in a natural setting with the aim of exploring or exploring a meaning. During the observation process, researchers need to make field notes during and after the observation process regarding important events or phenomena in the research context and research subjects (Kurniawan, 2018).

b. Interview

Interview is a data collection method or data collection tool that shows the researcher as the interviewer asking a number of questions to the participant as the object being interviewed(Kurniawan, 2018)

c. Documentation

Documentation is a way that researchers do in finding data about things or variables in the form of notes, transcripts, books, newspapers, magazines and so on about school

history, teacher conditions, student conditions and so on. Regarding the data obtained from field data, namely students at SMK Ibnu Sina, Batam City.

Data source

Source of data, research is the subject from which data can be obtained by students and teachers at SMK Ibnu Sina, Batam City

Data Analysis Procedures

Because this research uses qualitative, the data analysis is carried out when the research activities are carried out and carried out after the data collection is complete, where the data is analyzed completely and completely before being presented in the form of a complete and perfect report.

3. RESEARCH RESULT AND DISCUSSION

Results

The results of data collection in the field, the researchers found several things related to the Social Competence of Islamic Religious Education Teachers in Improving the Characteristics of Class XI Students of SMK Ibnu Sina Batam City. In this case the author only takes one research focus, namely social competence, the results of the research are obtained through direct observation, interviews with various related parties and also documentation. Based on the formulation of the problem in the research that the writer did, the following data were obtained:

Description of the Social Competence of Islamic Religious Education Teachers in Improving the Characteristics of Grade XI Students of SMK Ibnu Sina, Batam City

In article 10 paragraph 1 of Law no. 14 of 2005 concerning teachers and lecturers states that, a teacher does not only have pedagogical competence, professional competence, personal competence but also social competence. Because a teacher is also required to have the ability to communicate verbally, initiative, make decisions, tolerance, problem solving, and also the ability to adapt.

The teacher's Code of Ethics states that the social competence of a teacher includes the teacher's relationship with students, the teacher's relationship with the parents of students, the teacher's relationship with the community, the teacher's relationship with schools and colleagues, the teacher's relationship with the profession, the teacher's relationship with his professional organization, and the relationship teachers with the government. Related to this, the focus of the study in this study is the teacher-student relationship, the teacher-teacher relationship, and the teacher-student relationship. Here's an overview:

Teacher Relations With Students

Social Competence of Teachers at School and outside of school

The results of an interview with Muhammad Rifdho Milliya, a class XI student at SMK Ibnu Sina, Batam City, are as follows:

When the teaching and learning process takes place the reciprocal relationship between teacher and student begins. Good interaction between teacher and students is if the teacher gives freedom to think critically, ask questions, and freedom to give opinions, there is no teacher term that differentiates one student from another. And the interactions

carried out by teachers and students are the same as those carried out by teachers in schools in general.

As expressed by Muhammad Rifdho Milliya, a class XI student at SMK Ibnu Sina, Batam City.

"In carrying out the learning process Islamic Religious Education teachers are always objective, for example in giving an assessment the teacher gives grades according to what we get and is not discriminatory or discriminatory in nature among his students. Meanwhile, outside the classroom, the interaction between the teacher and the students goes well, the teacher and the students have a close relationship, there are no restrictions between the teacher and the students, but they still prioritize polite ethics".

The results of the observations that the researchers observed were that what the students in class XI said was in accordance with the observations of the researchers, when participating in class lessons and exercises the essay questions given by the teacher were answered by the students, and the teacher gave grades according to the accuracy and correctness of the student's answers. And so also when there are students who make mistakes in giving answers the teacher orders students to do other tasks at home, and advises students to be responsible and trustworthy people in the workload given by the teacher.

PAI Teachers Give Advice to Students in the School Environment

The results of interviews with Yogi class XI SMK Ibnu Sina Batam City are as follows:

Islamic religious education teachers always give good advice when learning takes place in the classroom and so when there are students who make mistakes in the classroom or outside the classroom, the religious teacher should immediately reprimand and give advice gently, and provide solutions to any problems students experience.

Yogi, a class XI student of SMK Ibnu Sina, Batam City, he said that the relationship between teachers and students is very good when there are students who have problems both within the school environment and outside the school. Islamic religious education teachers really give good advice related to our achievements or behavior. we were wrong. Islamic religious education teachers provide direction and advice to us, Islamic religious education teachers at SMK Ibnu Sina Batam are very enthusiastic in solving student problems, both problems related within school and outside of school.

Teachers communicate well

Implementation of social competence between teachers of Islamic religious education and students at SMK Ibnu Sina, Batam City in the learning process. Teachers must have skills in communicating with students.

The results of an interview with Risma Yuniar, a Class XI student at SMK Ibnu Sina, Batam City. Risma Yuniar says:

"In my opinion, in carrying out the social competence of Islamic religious education teachers in the learning process at Ibnu Sina Vocational School there is still a lack, this can be seen from the teacher when one of us does not do his work at home or cannot memorize verses of the Qur'an. then the teacher immediately became emotional and angry. This resulted in students not being enthusiastic about

participating in the learning process, so we were indifferent in receiving the material presented by Islamic education teachers".

The results of the researcher's observation of what Risma Yuniar said is true that the relationship between teachers and students in the learning process is still often carried out by Islamic religious education teachers showing their emotional attitude towards their students in the classroom during the learning process. So that many students are indifferent to learning, for example many students are passive just because they avoid the teacher's anger in the classroom, especially female students. This also makes students feel bored during class hours, this is because the Islamic religious education teacher's attention is lacking towards students and in delivering the material is very serious so that students get bored in receiving material delivered by Islamic religious education teachers.

If you look at this, it is not in accordance with the actual duties of an Islamic religious education teacher. a teacher, especially an Islamic Religious education teacher, in delivering material must be gentle and accompanied by humor and not show anger in front of students during the learning process. Likewise, in serving students who often make noise, an Islamic religious education teacher must be patient and give free time to advise him.

Teacher relationship with fellow teachers Social Competence of Islamic Religion Teachers

As is known, there are 2 Islamic religious education teachers at Ibnu Sina Vocational School, Batam City, with an Islamic educational background. In the social competence of Islamic Religious Education teachers at Ibnu City Batam Vocational School, the researcher interviewed Mr. Sriono that Islamic religious education teachers get along and are able to adapt to their school environment, to fellow teachers, namely to become friends with other teachers, to be able to become role models for students.

The results of the researchers' observations that the social competence of Islamic religious education teachers is quite good, being a role model and role model for other teachers in the school environment.

The relationship between Islamic religious education teachers and other teachers

Islamic religious education teachers are able to get along well with fellow teachers and become role models for other teachers and students in the school environment.

Researcher interviews with Mrs. Sofia Rice, SS, M.Pd, at Ibnu Sina Vocational School, Batam city, that the interaction of Islamic Religious Education teachers is very good, because Islamic religious education teachers are able to communicate effectively and politely well in getting along with fellow teachers, with students in carrying out learning in the classroom and outside the classroom and in relation to students the teacher always communicates well.

The results of the researcher's observations that Islamic Religious Education teachers get along well with other teachers in the school environment, greet each other and provide motivation, work together in giving reprimands and advice to students who have problems or violate school rules.

Islamic Religious Education Teachers Serve Consultation To Students And Parents Of Students

Islamic education teachers provide good assistance and consulting services to parents of students and students when parents are called to school

From the results of an interview with Mr. Adlim Firson, a teacher at SMK Ibnu Sina, Batam City, he said that Islamic religion teachers always take the time if parents of students come for consultations. And when there are students who are called by the guidance and counseling teacher for committing violations at the school, the Islamic religious education teacher participates in giving advice.

The results of observations by researchers of Islamic religious education teachers at Ibnu Sina Vocational School in Batam City always provide time for parents and students to consult the problems their children face at school.

Factors Supporting and Inhibiting Social Competence of PAI Teachers in Class XI of SMK Ibnu Sina, Batam City

Factors supporting and inhibiting the social competence of Islamic religious education teachers in improving the character of class XI Ibnu Sina students in Batam City. According to Samsul Bahri as the head of the school, the efforts made are as follows: he said

"In fostering the social competence of Islamic religious teachers, I, as the principal of the school, recruited teachers with an Islamic religious education background, included Islamic religious education teachers in seminars and training held by the National Education Office and outside the National Education Department and then emphasized teachers to take part in strengthening teacher work (PKG) so that they can add insight and social competence of teachers of Islamic religious education, in addition to supervising to maintain the quality of teacher competence.

The results of the interview with the school principal were agreed by the Islamic religious education teacher Mr. Aslan said,

" As for the supporting factors in increasing student character there are school principal programs, infrastructure, school rules, religious activities which are carried out every Friday, teacher and student motivation. The inhibiting factors in increasing student character are the student's family environment, student community environment, in the family environment the lack of attention of parents to children's behavior because they are preoccupied with earning a living, and the community environment lacks parental supervision of the association of their children, so parents do not know their children get along with anyone.

4. CONCLUSION

From the research that the authors conducted with the title "Social Competence of Islamic Religious Education Teachers in Improving the Characteristics of Class XI Ibnu Sina Vocational High School Students in Batam City" with reference based on the data that researchers obtained from observations, interviews, and documentation, it can be concluded that: The social competence of Islamic religion teachers at Ibnu Sina Vocational School, Batam City has greatly increased. Supporting factors for teacher social competence are the school principal's program to improve the social competence of Islamic religious education teachers, namely: Sending teachers to attend seminars and training from the National Education Office and outside the National Education Office. Participated in teacher work strengthening training (PKG), Educational Institutions that

support the development and learning of the Islamic religion in particular, good infrastructure, Religious activities are held every Friday morning. Islamic religious education teachers are scholars of Islamic religious education. Obstacle factor, Internal, which comes from the teacher himself such as lack of communication with colleagues in the profession and lack of communication with parents of students, and the community around the environment of the Ibn Sina educational foundation. External comes from students, students' family environment, student community environment, in the family environment the lack of attention of parents to children's behavior because people are busy working and earning a living. Community environment, lack of parental supervision of the association of their children. So that parents do not know their children associate with anyone. So there needs to be a synergy between teachers and parents. In connection with the results of the research above, the researchers' suggestions for the teachers of SMK Ibnu Sina Batam City are: It is expected that Islamic religious teachers can improve their social competence in establishing communication with fellow teachers and can improve their social competence in communicating with students and, with parents of students.

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