

Charactered Teachers' Personality Competencies Within Social Interactions

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ABSTRAK

Penelitian ini bertujuan untuk memberikan pandangan terkait pembentukan kompetensi guru yang profesional melalui interaksi terhadap realita yang terjadi. Metode dalam penelitian ini menggunakan metode kualitatif dengan jenis penelitian deskriptif. Data dikumpulkan secara langsung melalui wawancara yang kemudian dianalisis melalui kajian pustaka dengan teori-teori yang sudah terjadi dikalangan profesi Guru. Hasil pada penelitian ini diharapkan dapat mendeskripsikan cara membentuk kepribadian seorang guru yang sesuai dengan kompetensi karakter dari guru itu sendiri. Adapun out yang dapat ditimbulkan yaitu seorang guru dapat mengimplementasikan diri sebagai guru yang memiliki etos kerja tinggi, berakhlak mulia dan tentunya berkarakter sesuai dengan esensi dari seorang guru itu sendiri. Pentingnya seorang guru untuk dapat berinteraksi sosial agar mampu menyelesaikan masalah-masalah yang terjadi di tengah masyarakat sehingga hasil dari pembelajaran pada murid dapat direalisasikan pada kehidupan sehari-hari.

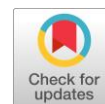
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ABSTRACT

This study aims to provide views related to the formation of professional teacher competencies through interaction with the realities that occur. The method in this research uses qualitative methods with descriptive research type. Data is collected directly through interviews which are then analyzed through literature review with theories that have occurred among the teaching profession. The results of this study are expected to be able to describe how to form a teacher's personality in accordance with the character competence of the teacher himself. The output that can be generated is that a teacher can implement himself as a teacher who has a high work ethic, has noble character and of course has a character in accordance with the essence of a teacher himself. The importance of a teacher to be able to interact socially in order to be able to solve problems that occur in the community so that the results of learning in students can be realized in everyday life



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KATA KUNCI

KATA KUNCI
Kompetensi
Kepribadian
Sosial
Karakter
Guru

KEYWORDS

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Competence
Social
Character
Teacher

1. Introduction

The role of teacher is basically not only teaching, but also providing knowledge from books. Teacher is a profession known as academia. In this era of globalization, there are many teachers who do not live out their personalities as teachers. However, in Indonesian language, 'guru' which means teacher, it represents the role of teachers 'digugu dan ditiru'. It means teachers should become a good figure for their students. Thus, teachers who are professional and have good character are very important to be at the forefront of creating a qualified generation of the nation.

Teachers are not only required to interpret the lessons they teach, but also to become idol figures for students. Therefore, a professional teacher is a teacher who has a good



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personalities; mature, noble, and wise. If this personality is owned by the teacher, then he/she has been an idol who becomes a role model for students and society. Education is a medium for human development.

Education has an important role in future life. Through education, a person will gain certain insights, skills and expertise in the process of developing their talents, interests and personality. Formal education institutions have the duty to prepare good and quality human resources in the future with highly competitive abilities. Indonesia is a country that continues to develop itself for the better. Likewise with the education sector. In the world of education in Indonesia, the role of competent teacher competencies is needed. To produce a qualified national generation, of course, teachers must be professional.

Teachers must have the ability and expertise to carry out learning in order to achieve a nation that is smart, skilled and has character. Becoming a teacher who has fun personality during the learning process is sometimes difficult to do. Teacher professionalism in learning can be seen and measured by students' interest in learning. This must be in accordance with what is expected from the learning objectives themselves. The extent to which the teacher can handle students in the class and the extent to which the teacher can mingle with the community. The basis of the problem is that each student has differences in capturing learning both in terms of attitude, behavior and way of thinking.

2. Method

This research is a qualitative study. The population of the research is the students and teacher from three Public Elementary School in Sukabumi. The participant of this study consists of 300 students and 8 teachers. The data was collected through direct Interview and observation. The Primary data was taken from the results of direct interviews from the main sources teachers and some person of society. The secondary data obtained in this study came from books, scientific journals, and scientific articles. The technical analysis carried out was descriptive analysis by analyzing observational data which was supported by theories that have developed in the teaching profession. This questions given to the participant consists of five questions, they are : How to make a good learning process?; How to get students to be social?; How to apply a social character?; Have the teacher and students carried out social interaction activities; How to socialize well?

3. Results and Discussion

The role of the teacher in implementing character education is not just learning it. Through learning material, the teacher provides the main impetus in implementing character education. This urge is brought into the realm of the real world. According to Deby (2018), students are able to interact socially with the environment around them. Character education is not presented in the form of a separate subject with the name character education but through material that contains character education in the hope that students can know and apply it. Furthermore, the social interaction process to increase the character of students' self-confidence in the learning process, as stated by Annisa (2020). Through social interaction, self-confidence will grow both teachers and students. This indicates that self-confidence is part of character values that need to be applied to social interactions. Through the self-confidence obtained from social interactions, the learning process will be better and optimal.

In addition, teachers need to apply innovative learning models and learning media that can arouse students' enthusiasm and activeness to participate in learning activities so that students do not feel bored because students are directly involved in learning activities. Risti (2020) argues that in the learning process applied by competent teachers, they must always build enthusiasm and be active. If this is done, the classroom atmosphere in the learning process will feel alive. Learning models and media that are built innovatively will encourage all parties involved in learning to provide positive output so that the results in the learning process are not monotonous. This is important in minimizing the boredom that will arise in the learning process.

If the things described above are not done, the learning process will be tedious. The social interaction that is carried out aims to build self-confidence as and is a form of the character education process. Characteristic teacher personality competencies will describe the extent to which the character education process is realized in social interactions. The importance of teachers with character in order to be able to provide encouragement for students to make students as individuals with character. Basically, character education is one of the tools to guide someone to become a good person, so that they are able to filter out bad influences as stated by Haryati (2013).

The results of processing data and information indicate the personality competencies shown by the teacher are as follows: As a review of teachers to implement the personality competencies of teachers with character with competent personalities and character through many social interactions with the environment, both the school environment towards the students and the surrounding environment towards the community. According to Mulyasa (2008) Professional teacher competencies include: Pedagogic competence, Pedagogic competence is the ability to manage student learning which includes understanding of students, design and implementation, evaluation of learning outcomes, and development of students to actualize their various potentials (National Education Standards, explanation of article 28 paragraph 3 point a). So the teacher is the manager of learning activities which includes planning, implementing and evaluating the learning activities that are taking place. Teachers must be required to manage the curriculum as curriculum implementers and curriculum evaluators. Teachers must also have educational psychology competencies in order to understand the needs in developing student interest talents according to the development needs of students in learning activities so that they can be implemented in everyday life.

Personal competence. Personal competence is a personality ability that is steady, stable, mature, wise, and dignified, and is a role model for students and has a noble character. (National Education Standards, explanation of article 28 paragraph 3 point b). So a teacher who has a solid, stable, mature, wise and authoritative personality will be a source of inspiration for students. Basically, the teacher has an exemplary personality attitude suggested by Ki Hadjar Dewantoro, namely Ing Ngarso Sung Tulodo, Ing Madya Mangun Karso, Tut Wuri Handayani. The meaning is: in front of the teacher giving an example, in the middle of giving initiative, and behind giving encouragement or motivation.

Professional competence. Professional competence emphasizes the ability to master learning materials in depth which allows guiding students to meet the competency standards set out in the National Education Standards (National Education Standards, explanation of article 28 paragraph 3 point c). Thus the teacher must have broad and in-depth knowledge of theoretical concepts, choose the right models, strategies, and methods and be competent in implementing strategies for learning activities in order to get optimal results. In addition, teachers must also have extensive knowledge related to the curriculum and educational foundation.

Social competence. Sometimes teachers forget about their nature for social interaction. Teachers who have social competence are teachers who have the ability to realize that they are part of the community to communicate and mingle well with the surrounding community. Because basically social competence is the ability of teachers as part of the community to communicate and interact effectively with students, fellow educators, educational staff, parents / guardians of students, and the surrounding community. (National Education Standards, explanation of article 28 paragraph 3 point d). Humans as social beings in a community environment basically need other people around them, or in other words that humans cannot be separated from other people and their surroundings as stated by Annisa (2020).

This point is also the basis on which an important social interaction process is built by the teacher. In other words, the teacher as the main pioneer in building social interaction in instilling the value of human character as a social being. The teacher is one of the main factors in determining the quality of education. The teacher is a figure who is in direct contact with students in the classroom, an indicator of science and technology, as well as instilling positive values through guidance. It is on the teacher's shoulder that high quality students

will be born both cognitive, psychomotor, affective and spiritual. (Alimin, 2016). Before forming the student's personality, the thing that needs to be prepared is to form the personality of the Teacher himself.

The teacher is the main pillar in the technical implementation of character building for students. So the teacher must reflect the characters that must be imitated by his students. The nationalism of a good teacher's personality will reflect the attitudes and actions that are able to mingle for social interaction with fellow humans. Of course, the duty of a competent teacher is not only to teach the knowledge in books, but also must to provide examples of implementation in applying the knowledge they provide in learning. The implementation of good learning is how the teacher gives an example to students how to live socially and instill character souls in the person.

The application of student discipline is needed in an effort to build character. It begins with a disciplined attitude that must be shown to the student and then applies discipline to the student himself. In general, character is a way of thinking and behaving that each individual has to live and work together. Individuals with good character are individuals who can make decisions and are able to be accountable for each of their decisions. Character is considered the values of human behavior related to God Almighty, self, fellow human beings, the environment, and nationality which are manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, law, manners, culture, customs, and ethics. Character is behavior that appears in everyday life in behaving or acting. (Samani & Hariyanto, 2011).

The implementation of character values cannot be separated from social interaction. Forming habituation is carried out in the school environment by teachers in various ways concerning good things including time discipline, dress ethics, social ethics, student treatment of teachers and all school members and the community. Vice versa. This is a strategic step to shape the character of both the teacher and students together. The formation of a teacher's character personality starts from habituating good behavior so that the teacher becomes an idol for his students. The achievement of learning achievement applied by the teacher is of course measured by the extent to which the social interaction is built by the teacher through community activities held. The results of the data collected by the author on field observations through direct interviews conducted, found that: in addition to the teacher being a role model in class, the teacher must also be a role model in the community. So that the results obtained from questionnaires, observations and direct interviews of teachers have carried out the professionalism of teacher performance in carrying out their profession. As for teachers who do not interact with their environment, the principal always conducts weekly evaluations of teachers to improve the competence of teachers who are socially minded by holding a community agenda that involves teachers.

4. Conclusion

Basically, the role of the teacher is an important role in the process of national development. Thus, it is necessary to have a forum in the form of a system and method that is built in order to create teachers who are competent and have character and are able to interact socially. A teacher is a figure who has to be appropriately imitated by students. In other words, they must become idol for their students. The success of students in learning is a reflection of the success of the teacher in carrying out its essence as a teacher. The results of the study through the observation technique carried out by the author shows that most of the teachers had tried to carry out their duties as educators well. However, there are still some unscrupulous teachers who do not really appreciate their personality as a teacher. These elements must be the center of attention so that they can be made even better. Teachers are heroes without merit who continue the struggles of fallen heroes. Taking a role as a pillar in shaping a smart nation's generation is not an easy thing. However, all of them need a process so that what is not good can be improved and what is good can also be maintained. The results of observations illustrate that each teacher has various ways of improving student learning abilities. Basically every teacher has good intentions and needs

appreciation for it. Teacher is a profession that deals with living and non-inanimate objects. So that the teachers' effort to develop innovation in what is done in handling it is not easy. The social interactionsthat teachers need to build on their environment, both school and community, need to be considered in orderto achieve learning outcomes

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