

Contribution of Personality Competencies and Social Competencies of Tutor Teachers in Increasing the Value of Alternative Education National Examinations for Citizens Learning Equality Package C in Banten Province

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Pamong teacher is one of the components of the educator who has a very strategic central role in supporting the implementation of the equality education process *aktiv ubi*. 9mities in various educational institutions outside the school whose program includes equality of packages in the province of Banten in particular and in general throughout the region. To find out the strategic role of the tutor teacher, researchers on this occasion presented article writing from the research results with research problems:” Contribution of personality competencies and social competencies of tutor teachers in increasing the value of national equality tests for citizens learning package C in Banten “In order to get the data as needed, researchers used a data collection tool in the form of a questionnaire that was distributed to thirty civil servant teachers as respondents to the main data source, then the data obtained on the answers to the questionnaire, then carried out processing and analyzing data quantitatively using correlation statistical formula product Moment Person. Based on the results of processing and data analysis, it can be stated that: 1) the contribution of competitor to the tutelary teacher's personality in increasing the national test scores of equality in the package C learning population in Banten province is stated to have can be stated as contributing enough (0.242), 2) the ratio of equality in learning package C residents in Banten

Province was stated to can be stated as contributing enough (0.236), thus contributing personality competencies and social competencies which had a role as a driving force in supporting the implementation of pedagogic competence and professional competence, meaning the tutor teacher would carry out the task properly if the condition of the personality and privacy of the tutor teacher is in a conducive condition. Looking at the level of contribution of the personal competencies and social competencies of the civil servant teachers who contribute relatively equally, this condition shows that personality competencies and social competitiveness are one entity, where each other is interconnected, needs each other, and supports each other for the implementation of educational process activities held at non-formal education, especially equality of package C.

Key words: *Personality and Social Competence of the Tutor Teachers*

Overview

Tutor teacher is one of the decisive components in the non-formal education system, especially in the parcel parcel division of C activities, because the tutor teacher greatly determines the success of citizens learning quality.

Tutor teacher is one of the strategic components that participates in determining the continuity of the nonform education system, especially in the parcel learning package C, because guram pamong greatly determines the success of learning citizens in quality education (alternative education) equality of C packages.

Tutor teachers have the main task as educators, of course, it plays a strategic role in the formation of personality and solid social attitudes, adaptive and productive assimilation and dissociation. The government has regulated and is responsible for the continuity of the implementation of national education which includes formal, informal and formal education as an effort to educate the lives of the nation's children, one of which is the improvement of teacher welfare and quality, including the tutor teacher in alternative education, namely non-formal education, in this case the equality package C education, at present the teaching profession is a fairly well-recognized society, but on the other hand the quality and welfare of teachers, especially tutors, still needs serious attention, while one program to improve the quality and welfare of teachers through teacher certification programs, with teacher certification in question it is expected to improve the quality of teacher competencies, namely pedagogical competencies, personality competencies, professional competencies and social competencies, if competency quality increases, then welfare will increase and at finally the quality of

education will increase, not to mention the quality of alternative education, namely equality of package C, which is equated with formal education at high school level.

According to Silitonga (2007) competency certificates are an attempt by the government to give awards and recognition to teachers, which should also be done to alternative education teachers by providing educator certificates as a form of recognition for competitor teachers who have stated that they have licenses as proof and eligibility. teacher as a profession within the scope of the educational process activities. This is in line with opinion Mulyasa (2007) that to get a teacher certificate can be done by taking a competency test or participating in teacher professional education aimed at prospective teachers and teachers who have taught in order to obtain recognition as professional teachers.

On this occasion, the author only examines and writes in this article two competencies namely, personality competence, and social competence, while the reason for only discussing these two competencies is because personality competencies and social competencies are seen as acting as catalysts to make teachers able to carry out their duties his enthusiasm is good and professional, on this basis the writer conducts scientific studies on research problems, namely: “Contribution of personality competencies and social competencies of tutor teachers in increasing the value of national equality tests for citizens learning package C in Banten”.

Problems

As stipulated in the teacher and lecturer law number 14 of 2005, that there are four competencies that must be possessed by teachers, namely, 1) pedagogical competence, 2) personality competence, 3) professional competence, 4) social competence, which is the fourth. The competence of these teachers in learning activities always influence and relate to one another, so that the professionalism of learning activities will run well if it is supported by the personal conditions and social life of the teacher in a competent condition.

In terms of personality competence and social competence, which have a strategic role in supporting the creation of quality learning, a teacher should be able to display a solid and mature personality and social attitude, as part of the competence that grows from within the teacher, which can always be developing for the better so that in the end it will have an impact on the creation of a good and fun learning atmosphere for all student participants, and if the learning activities are fun, in the end it will be able to become a catalyst for the achievement of student learning achievement for the better as well.

On this basis researchers are interested in knowing, “Contribution of Personality Competencies and Social Competencies of Tutor Teachers in Increasing the Value of Alternative Education National Examinations for Citizens Learning Equality Package C in Banten Province.

Research Objectives and Methods

According to Sugiono (14: 2015) qualitative research methods are research based on the philosophical approach of positivism, in this study, researchers collected data from data sources of 35 civil service teachers from seven community learning activity centers (PKBM), using techniques random sampling, While to collect data, researchers act as human instruments, accompanied by data collection tools in the form of interview guidelines, observation guidelines, and document assessment guidelines, with data collection steps, namely, the orientation stage, the exploration stage and the check stage.

Meanwhile, to collect quantitative data, the researcher uses a data collection instrument in the form of a scale with intervals, namely: if the respondent's answer chooses a score of one shows a very low contribution, a score of two contributions is less, a score of three is moderate, a score of four is high and a score of five shows a very high contribution. Furthermore, to find out the meaning of the contribution of personality competence and the contribution of social competence in increasing national exam scores in senior high school equivalency education, from all the respondents' choices, the researcher calculated the percentage using the average formula. To determine the amount of contribution, the researcher determines the indicator, namely, 10 - 25 percent shows a good enough contribution or a small part, 26 - 50 percent of the contribution is medium or partial, 51 - 75 percent shows a high contribution or a large part and if 76 - 100 percent this means contributing very height or overall.

Then for qualitative data analysis the researcher used interactive analysis techniques with the Mules and Huberman model (A. Muri Yusuf, 2013 p.410), which includes the following stages: 1) the reduction stage; at this stage the researcher sorts and selects the data according to the research focus that the researcher formulates, 2) the display stage; at this stage the data that the researcher has collected are compiled in a narrative formulation that already has meaning in order to answer the research focus, and stage 3) the verification stage; At this stage the researcher formulates a provisional conclusion, to be clearer following the visualization of the interactive analysis model as shown below

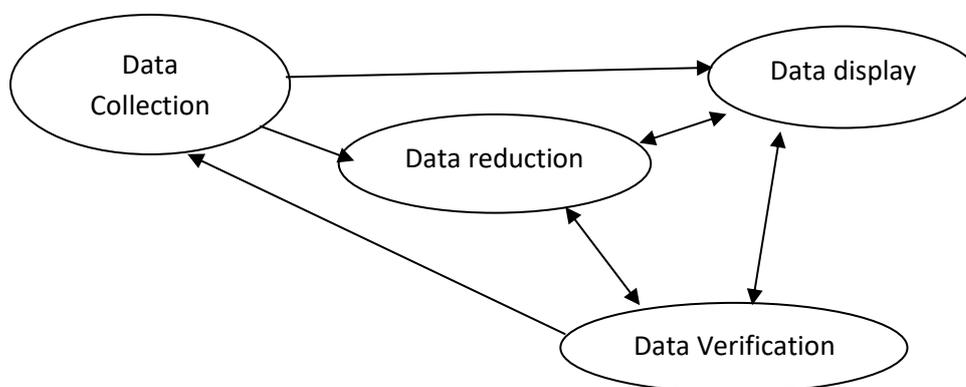


Figure 1. Analysis of interactive model data A. Muri Yusuf (2013:410)

To ensure the level of validity and objectivity of the research results, the researcher then conducted a triangulation test and data interferability, where in this activity the researcher double-checked the data obtained from other data sources in order to get an understanding of the research results obtained.

Concept and Theory

As is stated in Law number 14 of 2005 paragraph 1 concerning teachers and lecturers stating: Teacher competency as intended in article 8 covers pedagogic competence, personality competence, professional competence, and social competence ". As for the description of the four These teacher competencies are: 1) Pedagogic competence, is the ability of the teacher to make planning, implementation, evaluation and follow-up of learning activities and the development of potential students into competencies. As for the sub-competencies in pedagogical competencies are: a) understanding students in depth which includes understanding students with the principles of cognitive development, personality and identifying students' initial teaching materials, b) designing learning, understanding the educational foundation for learning purposes, by passing on learning and learning theory. determine learning strategies according to the development and creativity of students, graduate competencies to be achieved, and teaching materials and design of learning based on the chosen learning strategy, c) Carry out learning that includes conducive learning settings, d) design and implement learning evaluations which include eval- uating continuous learning processes and results with various methods in order to determine the level of learning completeness, and utilize the results of learning assessment in order to improve the quality of learning e) encouraging students to actualize the various potentials of good candidates the academic and non-academic potential.

According to Gordon Allport (2005), Syamsu Yusuf (2014:126) personality as an organization that accommodates physical and psychological and sociological aspects, which is a structure as well as a process, therefore personality is a thing that can change and develop. Personality development can cover the attitudes, expressions, feelings, temparamen, and behavior of a person who will not be in a person's behavior, both visible and invisible behavior. Personality can turn into an obscure personality or turn into a sick personality, while the characteristics of a healthy personality can be either: 1) realistic: able to adequately assess self and environment, 2) rational: able to objectively assess success and react normally, not being arrogant, not arrogant, and not being a superior complex, what if you get achievements or success in life. if you experience failure not frustrated, you will be optimistic to rise up with confidence and optimism, 3) responsible, 4) independent: having independence in acting, in making decisions, and being able to adjust to prevailing norms, 5) being able to control emotions, and controlling stress constructively, 6) berororasi on purpose, 7) caring and empathy for people others and

environment, 8) social adaptability and friendliness, 9) self-confidence, 10) always appear happy for achievement, acceptance and affection.

Hus what is meant by national personality is if a person can function normally, be competent and adaptive and free from disorientation, have a high awareness, morality, and obey the values and norms that apply. Whereas with an abnormal personality is where a person experiences *maaladaptif*, stiff, tense, restless, *berintak*, emotional and inconsistent accompanied by a low level of awareness.

Personality is incorporated into the competency of the tutor teacher as this description is: 1) personality competence, where a teacher must appear by reflecting a stable, wise, and wise personality, so that it can be a role model for students, and have a noble character. While sub-competency personality includes: a) a stable and stable personality, consistent and able to act according to social norms, b) independent and have a high work ethic as a teacher, c) a wise and wise personality with open thinking and showing the best and most beneficial actions for the school, students and community, d) display positive personality and behavior so that respected by students, e) have a noble character and can be a role model for students After discussing personality and its relation to personality competencies in tutor teachers who carry out learning activities on alternative education equality package C, then the following is explained the social competence of the tutor teacher namely.

Social is everything that is related to the process of interaction between human beings in the context of individuals, groups, communities or communities, in this context humans are regulated between their rights and obligations that show their identity in an arena which is often called a status. In the perspective of national life, social is a group of people who are destined to be together, the same fate as a nation, in general the nation can be interpreted as a unity of many people who have many similarities in customs, religion and histories.

According to Syamsu Yusuf (2014) social intelligence is the ability to understand themselves and the environment optimally and react appropriately to succeed social behavior, whereas according to Goleman (2006) social intelligence is a measure of one's ability in social relationships and the ability to interact socially with other people around him.

Social skills are the ability to feel the feelings of others, social skills are formed in social awareness to fulfill an interaction smoothly and effectively. The spectrum of social skills includes: a) synchroni, is a non verbal interaction, b) self presentation, is an expression or appearance of themselves effectively, c) influence, influence to find a way out of social interaction, d) Concern, is concern for others according needs

According to Goleman (2006) there are four basic social skills that need to be developed in order to improve social intelligence, namely: 1) group organizing skills, 2) problem solving skills, 3) relationship building skills, 4) skills to analyze social needs, while according to

Shapiro Azzet (2014) states that there are five social skills that need to be developed so that sausage intelligence gets better, namely: a) communication skills, b) friendship skills, 3) role skills in groups, 4) courtesy skills.

These various skills would need to be well-owned by a teacher, because without the social effectiveness a teacher would not be able to perform well when the teacher carried out the educational process activities.

There are several factors that can influence the intelligence or social skills of Goleman (2006), namely: 1) family factors, the family environment is the main pillar in determining whether or not a person's level of socialization, because the family is a shelter and growth of children with care and affection 2) economic factors, economic pressures and limited income, can reduce one's attention to the work they are engaged in, so that they can interfere with concentration in carrying out their tasks well, 3) technological factors, technological advances make it easier for humans to get information and interact with others, and support the ease of implementation of various jobs that are carried out.

A good social life is proven by the creation of relationships and social interactions that are harmonious among people, both between individuals, groups, families, communities even in the life of the state, while what is meant by social interaction is the creation of reciprocal relationships between two or more people, that communicates and adapts to each other. Social interaction includes two aspects, namely, social contact and communication, without these two things can be believed that the process of social life will be empty, and can even lead to silence in peace.

There are two forms or characteristics of social interaction, a) associative forms and b) dissociative forms. Associative interaction is the result of positive occupancy which can produce dynamic and productive unity such as: 1) cooperation, is a business carried out by healthy cooperation by many people for a common purpose, 2) Accommodation, accommodation can be in the form of segregation, reconciliation , mediation and compromise, in order to minimize mutual harmony and eliminate mutual suspicion and conflict, 3) assimilation, is a form of fusion between two different cultures to become a new culture, 4) acculturation, fusion of different cultures by not saving or retaining existing culture.

If this social study is carefully examined and elaborated as a basis for formulating teacher competencies, especially tutoring teachers in alternative equality education,⁷ because social life is seen as quite influential and determines the ethos of the performance of tutor teachers in order to achieve dynamus and productive assimilation conditions, for this The following is a description of the study of Pamong teachers' social competencies, namely: 2) Social competitiveness is the teacher's ability to communicate, interact and adapt effectively among others, especially communicating with students both during educational activities and in other social activities. The following are some social abilities that must be possessed as a basis for

the creation of good social competencies such as being fair and objective, non-discriminatory, physical, good and harmonious family status, able to communicate actively effectively, emotionally, politely, able to adapt in life and a pluralistic cultural environment, and have productive performance.

Considering that teacher competency is a combination of personal, scientific, technological, social and spiritual abilities that have formed competencies that can be standardized into teacher professional standards which include pedagogic competence, personality, professionalism and social competence, which is an integrated, mutually influencing unit. , so that if there are obstacles and setbacks on one of the competencies, especially concerning personality competencies and social competencies, it can be believed that the performance of pedagogic competencies and professional competencies will be disrupted, so that the quality of teaching skills of the tutor teacher will decrease.

Regarding this issue, this article focuses only on personality competence and social competence, because these two competencies have a strategic role in supporting the continuity of pedagogic and professional competencies in order to remain of good quality and still guarantee the implementation of productive educational processes, especially the productivity of alternative education equality.

Analysis and Research Result

Based on the results of processing and data analysis using statistics with a probability level of 0.05 on research problems, namely: “ Contribution of Personality Competencies and Social Competencies of Tutor Teachers in Increasing the Value of Alternative Education National Examinations for Citizens Learning Equality Package C in Banten Province “

The results of the quantitative test and analysis can be visualized as shown in the following picture.

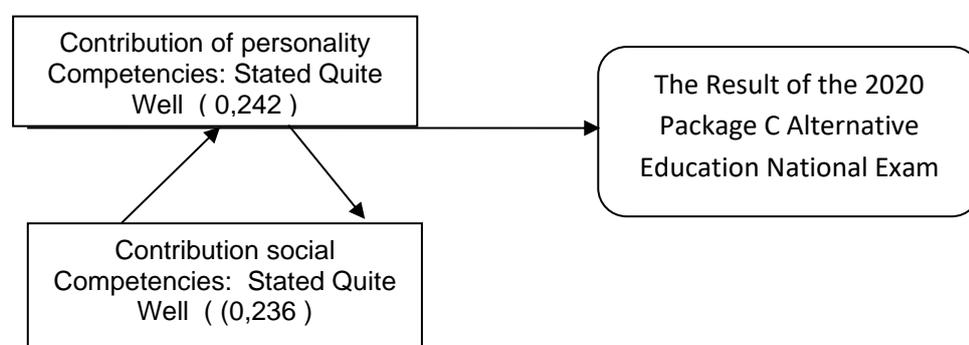


Figure 2 Contributes to Personality Competence and Social Competence

Personality competencies and social commencement have a strategic role and at the same time as a driving factor for the implementation of pedagogic competence and professional competency in the implementation of educational process activities, especially in alternative equality education package C, thus the better social life, the better the social competence of a tutor teacher, and the better and more mature the personality of the tutor teacher, the better the personal competence of the tutor teacher, and in the end the better the level of professionalism of the tutor teacher in carrying out teaching activities in alternative education.

To see the roles and interactions that are causal and influence each other, especially those concerning the strategic role of personality competencies and social competencies in influencing and determining the performance of professional competencies and pedagogical competence of tutors so that they can run well, as can be seen in the following image visualization.

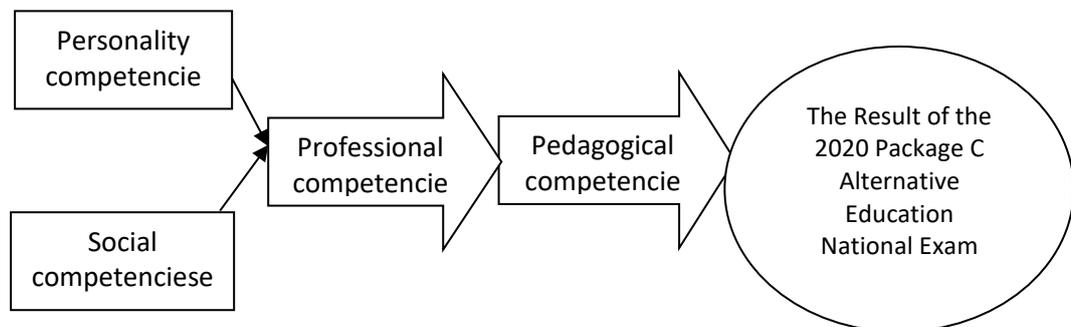


Figure 3 Contributes to personality competencies and social competencies to the performance of professional competencies and pedagogical competencies

The description of figure two can be interpreted that the personality and social competency requirements determine the continuity of professional competency and pedagogical competence of the tutor teacher in carrying out the educational process activities for citizens learning alternative C equality education equated with high school education.

From the results of quantitative analysis shows that the contribution of personality competencies can be stated to be quite high at 0.242, while the contribution of social competitor is 0.236, this analysis also shows that personality competencies are more dominant compared to social competencies, thus personality and social factors are quite decisive in obtaining success the value of the national exam at an alternative education package C in Banten Province. This is consistent with the opinion of Abin Syamsuddin (1996) Syamsu Yusuf (2014: 127) that for the assurance of the performance of professional competencies and pedagogical competencies to remain in the best and quality conditions, a stable personality and responsibility is needed ... proven by the quality display behavior and ... ability to self adjustment and adaptive to the environment.



Conclusion and Recommendation

Based on the results of research and discussion on the competence of Pamong teachers with a research focus on personality competencies and social competencies, it can be concluded that the personal competence and competency of the tutor teachers in increasing the value of alternative education national examinations for citizens studying equality in Package C in Banten province, can be stated to contribute well, so that students in package C equality as a whole can pass the high school equivalence examination.

To known, that there are still seven standards that contribute to increasing the value of alternative education national exams namely, content standard, process standards, graduate standards, standard facilities, management standards, funding standards and assessment standards, if all seven standards are available and managed with good, then it can be believed that the quality of graduates of alternative C package education equivalent to senior high school will have better competence.



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