



The Importance of Social Competence Training Model Development to Improve the Performance of Elementary School Teacher Working Group

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Abstract: The purpose of this study is to determine the form of need for a social competency training model to improve the performance of elementary school teachers. This research uses the Research & Development method with a research and development design at the preliminary study stage as a needs and content analysis, the source of the data is the working group of elementary school teachers in Takalar Regency which amounts to 32 people. The results showed that: Training in communicating orally, in writing, and/or gestures; Training uses communication and information technology functionally and implements ethics, values, and norms that apply in the community in the need category. The training applies the principles of fraternity and the spirit of togetherness on average 3.82 or very much need. This means that the four indicators of teacher social competence require a training model to improve teacher performance. The results of this study contribute to providing information to educational institutions and working groups of elementary school teachers as input in conducting training and references for subsequent research.

Keywords: need analysis, training model, social competence, teacher performance

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INTRODUCTION

Implementing democratic education contains a social dimension, especially in providing student learning services. Therefore, in carrying out their duties as educators, teachers prioritize social touch. Social competence is related to the teachers' ability as social beings to interact with others. As social beings, teachers behave politely, communicate and interact with the environment effectively and attractively, and have a sense of empathy for others. Teachers must communicate and interact effectively and attractively with students, fellow educators, and education staff, parents and guardians of students, the community around the school and the educator's residence, and other parties interested in the school. This objective condition illustrates that the teachers' social skills appear when socializing and interacting as a professional and as a part of society and implementing them in everyday life. The social skills possessed by teachers, it has an impact on students to achieve academic and social success in the future. Previous research has highlighted social-emotional competence (SEC) as critical in building that success (Denham et al., 2020).

The teacher working group is a forum for fostering teachers' competence improvement, especially social competence. Teacher working groups have not been used optimally by administrators and their members. This statement is characterized by several phenomena: (1) not all teacher working groups have a work plan based on an analysis of the needs for increasing social competence; (2) the teacher working group program is less relevant to the needs of teacher social competence development, (3) the regional government has not provided adequate facilitation in supporting the teacher working group activities; (4) teacher work groups are less empowered to improve social competence and the quality of learning. Efforts to improve teachers' social skills are through training programs as a form of sustainable professional development mandated by Permengpan-RB Number 16 of 2009, which is currently a trend model used to improve teacher competence. In reality, this program has not shown promising results in increasing teacher competence (Nugroho, 2017). The social competence of teachers plays a vital role in carrying out their duties. If teachers can apply social competence, especially in the school environment and with students, they have directly instilled and nurtured students to have better character (Mazrur et al., 2022).

Education and training will be effective if those who deliver the material have the knowledge, attitudes, and skills expected by participants from various multidiscipline that show the effectiveness of a training program (Blasco et al., 2021; Dudin & Shishalova, 2019; Gavine et al., 2017). In training, several methods are used, such as lectures, discussions, role plays, and experiential feedback. The theoretical framework for the training itself is often not stated explicitly, but various training methods suggest using different learning theories

(Kristjansdottir et al., 2021), Closed-loop Continuous System Model (Gunawan et al., 2020). The purpose of using the training model is its effectiveness. The development of the training model is expected to achieve its effectiveness indicators so that it is in line with the training objectives to increase the knowledge and skills of the participants in understanding and carrying out a job effectively and efficiently (Darmawan, 2017).

There is a gap between what trainees can do after completing the training program and what is done in their respective schools. This training gap has been created by training programs that are not in line with these needs and rapid change. This research idea is supported to help trainees develop (Nelson & Graves, 2011). The training model describes educational interactions in their learning activities, where people with expertise in that field master the knowledge and skills to improve and have group expertise (Kamil, 2013). Since training is programmed to increase the participants' knowledge, skills, and attitudes to make it easier for them to carry out their respective duties, a good training process is needed, which is determined by the training model that guides them (Budiman et al., 2020). Teachers' social competence based on interaction indicators shows that teachers do not discriminate against students, peers, and parents of students because of differences in religion, ethnicity, gender, family background, and socio-economic status (Dahlan, 2016).

With the social competence of teachers, the potential to build and increase students' interest in learning will be created (Baskoro & Yermianto, 2021; Rondo & Moku, 2021; Sundari et al., 2019). Social competence consists of several indicators: being inclusive and acting objectively, adapting to the workplace environment and the community environment, and communicating effectively and politely (Dwi & Rozi, 2019; Rahmawati & Indah, 2012; Setiyadi et al., 2021). Based on human nature as social and ethical beings, teachers must treat their students fairly to optimize the potential of each student (Ahmad, 2019). Principals are required to develop the various potentials and abilities of their teachers. One of the school resources that are very important in developing school quality is educators, especially teachers with good performance. A teacher has an enormous task and role in optimizing students' potential (Laksmi et al., 2019). Through teacher working groups, some teaching skills and abilities can be developed. Turney (in Abin, 2006) stated that the teachers' teaching skills significantly affect the quality of learning: questioning skills, reinforcement skills, variations skills, explanation skills, skills to open and close lessons, and skills to lead small-group and individual discussions.

Based on the interviews with the teacher working groups, some training is needed to develop better teacher performance: (a) Training in verbal, written, or sign communication; (b) Training in functional use of communication and information technology; (c) Training on ethics, values, and norms in society; (d) Training in applying the principles of brotherhood and the spirit of togetherness. Innovative and creative teacher training models will influence the success of the training. Therefore, the design of the training model needs to be appropriately developed and with sound stages so that it can be used optimally and improve the quality of training to increase teacher competence (Fadriati, 2020). The teacher is one component that occupies a central and very strategic position in the education system. Individual training to improve the social competence of teachers in training, consisting of the type, intensity, duration, and frequency of training based on an appropriate and regular evaluation of individual needs, will be needed to maximize benefits in the short, medium, and long term. In practice, we are still far from an ideal situation (Gruet et al., 2021).

The similarities between this research and previous research are in the components to be studied, training models, social competence, and teacher performance, while the difference is the need to develop training models for elementary school teachers based on the level of school and the institution. Based on the background, the formulation of the problem and the objectives of this study are: What is the need for developing a social competence training model for elementary school teacher working groups? This study aims to determine the need for developing a social competence training model for elementary school teachers. Therefore it is necessary to carry out various programs to improve teacher performance in developing aspects of education and learning (Damanik, 2019). Training is a form of an educational program to increase knowledge and skills for teachers. The training program is carried out by facilitating teachers to improve the quality of their knowledge so that the output of educational institutions can meet the demands of regional, national, and international stakeholders (Saputro, 2012).

The purpose of the study is to find out an overview of the form of need for a social competency training model needed by elementary school teachers and teacher working groups. Because the social competency training model for teachers is made based on needs, it can be used by other teacher work groups to improve teacher performance for the achievement of graduate quality, learning process, and teacher quality through a creative and innovative training model (Broom, 2012). An innovative and creative teacher training model will affect the success of teacher training. Therefore, it is necessary to design a training model to be well developed and have the correct stages, so that it can be used optimally and can improve the quality of training so that the quality of teacher training increases and can improve teacher competence (Fadriati, 2020). Teachers are one of the components that occupy a central and very strategic position in the education system.

METHODS

This type of research used research and development (R&D) design by Borg and Gall (1983). This stage included reviewing the literature and analyzing the needs of the social competence training model. Reviewing the literature was carried out with the following activities: (1) analyzing the training model that has been carried out so far; (2) analyzing the sub-material for the development of training models; (3) analyzing the sourcebook to find the basic concept of the training model. The data source for this study was 32 elementary school teacher working groups in the Takalar district, South Sulawesi, Indonesia. Training need data were obtained from elementary school teachers through a need questionnaire as quantitative data. The research subjects were selected purposively by considering that the subjects were elementary school teachers with educational backgrounds and graduates of elementary school teacher education. The following are the data collection instruments used: (1) Unstructured interviews using interview guidelines in the form of an outline of the problems to be asked; (2) Closed questionnaires containing questions answered by selecting one of the available alternative answers and open questionnaires in the form of descriptions to determine the needs of elementary school teachers for the development of social competence training models. The documentation in this study was used to determine the results of the performance assessment of elementary school teachers in Takalar Regency regarding social competence. The instruments used to collect data were Likert scale questionnaires, open questionnaires, and focused discussion note formats. Qualitative descriptive analysis was used in the preliminary stage. Descriptive analysis was also employed to explain the analysis results, such as percentages, frequency distribution tables, graphs, standard deviation, or other data calculated, in a narrative manner. Comment and suggestion data were described qualitatively and in percentage descriptive statistical analysis. The statistical technique used was a quantitative descriptive analysis of the percentage of answers to the Likert scale questionnaire in the form of numerical scores. Data on the need for developing social competence training models were analyzed using the percentage technique via a Likert scale questionnaire. The following are the criteria for the average value of development needs: (1) 3.20-5.00 (Highly need), (2) 2.20-3.19 (Need), (3) 1.20-2, 19 (Barely need), (4) 0.00-1.19 (Do not need).

RESULT AND DISCUSSION

Following are the needs for developing a social competence training model for elementary school teacher working groups. Indicators in the questionnaire: (a) Training in verbal, written, or sign communication; (b) Training in functional use of communication and information technology; (c) Training on ethics, values, and norms in society; (d) Training in applying the principles of brotherhood and the spirit of togetherness. The following are the research results on the "training in verbal, written, or sign communication" indicator. Based on the calculation results, the data is classified in the frequency distribution with intervals that refer to the Likert scale assessment guidelines.

Table 1. Data of "Training in Verbal, Written, or Sign Communication" Indicator

Category	Frequency	Percentage
Highly need	5	15,62%
Need	18	56,25%
Barely Need	9	28,12%
Do Not Need	0	0%
Total	32	100%

Table 1 shows that five people (15,62%) highly need training in verbal, written, or sign communication, 18 people (56,25%) need it, nine people (28,12%) barely need it, and no people do not need it. It can be said that elementary school teachers need training in verbal, written, or sign communication in the "need" category. The following are the research results on the "training in functional use of communication and information technology" indicator. Based on the calculation results, the data is classified in the frequency distribution with intervals that refer to the Likert scale assessment guidelines.

Table 2. Data of "Training in Functional Use of Communication and Information Technology" Indicator

Category	Frequency	Percentage
Highly need	10	20,70%
Need	20	63,00%
Barely Need	2	6,26%
Do Not Need	0	0%
Total	32	100%

Table 2 shows that ten people (20,70%) highly need training in functional use of communication and information technology, 20 people (63%) need it, two people (6,26%) barely need it, and no people do not need it. It can be said that elementary school teachers need training in the functional use of communication and information technology in the "need" category. The following are the research results on the "training on ethics, values, and norms in society" indicator. Based on the calculation results, the data is classified in the frequency distribution with intervals that refer to the Likert scale assessment guidelines.

Table 3. Data of "Training on Ethics, Values, and Norms in Society" Indicator

Category	Frequency	Percentage
Highly need	12	37,50%
Need	18	56,25%
Barely Need	2	6,25%
Do Not Need	0	0%
Total	32	100%

Table 3 shows that 12 people (37,50%) highly need training on ethics, values, and norms in society, 18 people (56,25%) need it, two people (6,25%) barely need it, and no people do not need it. It can be said that elementary school teachers need training on ethics, values, and norms in society in the "need" category. The following are the research results on the "training in applying the principles of brotherhood and the spirit of togetherness" indicator. Based on the calculation results, the data is classified in the frequency distribution with intervals that refer to the Likert scale assessment guidelines.

Table 4. Data of "Training in Applying the Principles of Brotherhood and the Spirit of Togetherness" Indicator

Category	Frequency	Percentage
Highly need	9	28,12%
Need	21	65,62%
Barely Need	2	6,25%
Do Not Need	0	0%
Total	32	100%

Table 4 shows that nine people (28,12%) highly need training in applying the principles of brotherhood and the spirit of togetherness, 21 people (65,62%) need it, two people (6,25%) barely need it, and no people do not need it. It can be said that elementary school teachers need training in applying the principles of brotherhood and the spirit of togetherness in the "need" category. According to the results, it can be said that all indicators are in the "need" category: (a) Training in verbal, written, or sign communication; (b) Training in functional use of communication and information technology; (c) Training on ethics, values, and norms in society; (d) Training in applying the principles of brotherhood and the spirit of togetherness.

Table 5. Average Needs for Social Competence Training for Elementary School Teachers

Indicator	Average	Category
Verbal, written or signed communication	3.5	Highly need
Functional use of communication and information technology	4.06	Highly need
Ethics, values, and norms in society	3.49	Highly need
Applying the principles of brotherhood and the spirit of togetherness	4.14	Highly need
Total n=32	3.82	Highly need

Table 5 shows the average need of 3.82 in the "highly need" category for all training: (a) Training in verbal, written, or sign communication; (b) Training in functional use of communication and information technology; (c) Training on ethics, values, and norms in society; (d) Training in applying the principles of brotherhood and the spirit of togetherness. The research results indicate that this competence is related to the teacher's ability as a member of society and a social being, including the ability to interact and communicate with colleagues to improve professional abilities, the ability to recognize and understand the functions of each social institution, and the ability to establish cooperation individually and in groups. The ability to use information technology in education significantly influences service quality for schools, teachers, and students. This application is usually carried out in data management processing, such as measuring performance and

measuring aspects of teaching using technology. So that this process can be applied to a management information system that aims to obtain data, manage, and provide information according to needs, especially in the section on measuring the quality of teacher performance (An'ars, 2022). A teacher must try to develop communication with students' parents so that sustainable two-way communication is established. National Education Standards Article 28 paragraph (3) point d states that what is meant by social competence is the ability of teachers as part of the community to communicate and interact effectively with students, fellow educators, educational staff, parents or guardians of students, and the surrounding community. According to Tondeur et al. (2018), the more teachers receive ICT training, the higher the competency generated to use ICT in the learning process and to strengthen their instructional practices. Szumski et al. (2019) state that social competence behavior is based on cognitive, behavioral, and emotional factors. Because social competence is not universal, the ability to behave appropriately in various social contexts depends on other skills and social competence. Building a sense of togetherness in teacher social competence training is carried out to develop a community of practice where teachers collaboratively work together and interact with colleagues and instructors in the classroom environment (Papanikolaou et al., 2017; Urbancová et al., 2021; Widodo et al., 2021).

The following are social competence activities: (1) understanding and appreciating differences (respect) and having the ability to manage conflicts and clashes; (2) carrying out harmonious cooperation with colleagues, school principals, deputy principals, and other related parties; (3) building compact, intelligent, dynamic, and agile teamwork; (4) carrying out effective and enjoyable communication (oral, written, illustrated) with all school members, parents of students, with the full awareness that each has a plan and responsibility for the progress of learning; (5) having the ability to understand and internalize environmental changes that affect their duties; (6) having the ability to position himself in the value system that applies in the surrounding community; and (7) implementing the principles of good governance (e.g., participation, transparency, accountability, law enforcement, and professionalism). Social skills education can be provided for developing intrinsic motivation and practical social skills training programs in addition to providing theory in teacher training programs, such as in-service training, conferences, and workshops on social skills recommended for teachers (Mery et al., 2021; Orser et al., 2019; Özbey & Köyceğiz, 2019).

Training is a very strategic form of human resource development because it is always related to individual values, norms, and behavior. It can be said that training is a process of developing human resources to direct improvement in mindset, behavior, knowledge, intelligence, and skills so that participants can adapt to the environment in which they work dynamically. Training helps teachers do their job well now or in the future, thereby increasing organizational efficiency and satisfaction. Training is essentially a form of activity in the human resource development program (personal development). Human resource development is one of the links in the personnel management cycle.

CONCLUSION

The results of this study find that elementary school teachers need a social competency training model to develop skills in adjusting to work and environmental demands while serving as a teacher. Social competencies include the ability to associate or communicate with students and the ability to communicate with fellow educators, education staff, parents or guardians of students, and the social community. An elementary school teacher needs to understand his/her abilities to develop duties as a teacher, community member, and citizen to achieve his/her performance. These results provide benefits and information on the importance of social competence developed through training because teacher mentoring and learning activities are closely related to the ability to communicate with the community, both the community around the school and the community where the teacher lives. So it has an impact on the quality of graduates, the learning process, and the quality of teachers to improve performance.

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