The Contribution of Personal Competency and Social Competency Toward Student Academic Achievement (UN)

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Abstract. This research is intended to (1) Identify the valid and reliable indicators of teacher professionalism in middle-level education; (2) Measure the influence of the indicators over the academic achievement of students enrolling in middle-level education, especially high school. This research is carried out in 23 provinces, covering 40 regencies which consist of 210 schools with 1758 respondents. After sorting, there are 1200 valid data found. The research took time from October to November 2013, with teachers of the national exam subjects as respondents. The sampling method is stratified random. The sampling based on scores of the national test, classifying the regencies to 5 quintiles; 1 is the one with the lowest score, 5 is the highest. Respondents are asked to answer questionnaires based on their opinions. The questionnaires consist of the social and individual competency. Based on factor analysis, research result shows that not all the indicator from the social and individual competence is a valid and reliable indicator, and not all the indicator contributes to the national exam scores of high school students.

Keywords: Personality Competency, The Social Competency, Student Academic Achievement (UN)
INTRODUCTION

In 2015 the government tried to organize a National Examination Program with a Computer Based Test (CBT), and a Paper Based Test (PBT) for those who were not willing. In order to raise certain regional UN scores, there is an affirmation policy for 100 districts/cities. As a result, the increase in the mean of pure the national examination for senior high schools from 6.16 (2010) to 6.78 (2011). The same approach to 154 high schools with a mean pure UN score of 5.78 (2011) increased to 6.15 (2012). (Muh Nuh, 2013). The national examination is something that needs to be done because it can be used as (1) a measure of the quality of education between regions, (2) an education quality control tool the nationally, (3) a motivator for schools, principals and teachers to improve the quality of education (Awaluddin Tjalla, without years).

Education reform in Indonesia is directed towards producing SBY’s creative, innovative, active and entrepreneurship education graduates in Baedhowi (2009). The status of the teacher as a professional or professional teacher proclaimed by the president demands the qualifications and competence of the teacher himself. In line with this, the enactment of Law number 14 of 2005 concerning Teachers and Lecturers, Article 10, namely teacher competencies include pedagogic competencies, personality competencies, the social competencies, and professional competencies (article 3 PP No 74 of 2008 concerning teachers, Permendiknas No. 16 in 2007 concerning the standards of academic qualifications and teacher competencies) obtained through professional education; teacher positions are aligned with other professional positions such as accountants, lawyers, or doctors. Professionally, teacher competencies include: (1) mastering the field of study; (2) learning processing; (3) learning evaluation; (4) has personality, professional insight, and development (Fachruddin and Idrus; 2011.).

In PP No. 74 of 2008 concerning teachers stated that the competence of teachers includes at least personalities that are: faithful and fearful; noble; wise and prudent; democratic; and others, while according to Zakiah Darajat (in Budhiyanto.2013) personality is referred to as something abstract, difficult to see in the real terms, can only be known through appearance, action, and or speech when facing a problem, or only through his boss. The social competence (PP No 74, 2008) includes competencies to (a) communicate verbally, in writing, and/or gesture politely; (b) using functional communication and information technology; (c) interact effectively with students, fellow educators, education personnel, leaders of education units, parents or guardians of students; (d) get along politely with the surrounding community by heeding the prevailing norms and value systems; and (e) apply the principle of true brotherhood and the spirit of togetherness.

Academic achievement is evidence of an increase or achievement obtained by a student as a statement of the presence or absence of progress or success in an education program; or in the form of impressions that result in changes in the individual as the end result of learning activities. Djamarah (2002); Azwar (2002); academic achievement is cognitive in nature and is usually determined through measurement and assessment, in this study limited the results of national examination. According to the results of the study, factors that influence academic achievement are internal factors and external factors. Internal factors include intelligence, self-concept, and others, while external factors include: family, the social status, academic environment and so on) (Garkaz, Banimahd, & Esmaeili, 2011 in Indriana, 2016). Nana Sudjana in Wijaya. 2013 found that 76.6% of student learning outcomes were influenced by teacher performance, with details: teaching teacher competency 32.43%, mastery of the material 32.38% and teacher attitudes toward subjects 8.60%

Slightly different, the results of research by John Hattie from the University of Auckland in Witono (2018) found that the role of the teacher in the success of his child is 30%. For the frontier, outermost, lagging (3T) regions, the role of the teacher is far greater, perhaps up to 60%. In developed countries, the role of teachers is still 30%, which is 49% of the characteristics of children, 7% of friends, 7% of homes, and 7% of schools. One the indicator of whether or not a learning process is achieved is to see the learning outcomes achieved by students. For the purposes of this study which is used as an the indicator of outstanding students in the academic field is seen from the score of the national examination (UN). The results of research conducted in 16 developing countries showed that teachers contribute to learning achievement by management 22%, learning time 18% and physical facilities 26%. In 13 industrialized countries, teacher contribution were 36%, management 23%, learning time 22% and physical facilities 19% (Supriadi, 1999: 178).

Slightly different, the results of Agusti’s research, Ivo, et al (2015), stated that the social competence and teacher’s personality competency together (simultaneously) affect learning achievement. This means that the better the social competence and personality competency of the teacher, the better student learning outcomes. Determinant coefficient value (R2) that has been adjusted (Adjusted R Square) of 0.55 means that 55% of the dependent variable is influenced by independent variables, and the remaining 45% (100% -55%) is influenced by other variables

Teacher’s personality will determine whether he is a good educator and coach for his students or will become a destroyer or destroyer for the future of his students, especially for students who are still young and for those who are experiencing mental shock. Zakiah Drajat in Shah, Muhibbin (2000: 225-226). The results of other studies conclude that the partially personality variable of the teacher gives a greater influence on student achievement that is
equal to 32.60% compared to the teacher professionalism variable of 22.85% (Febri Nilasari, 2011).

In addition to the teacher's personality, which affects students' learning achievement, namely the social environment; like education staff (principals and their representatives) and classmates can influence the learning spirit of a student. Teachers who are good and diligent, especially in terms of learning, such as diligently reading and discussing, can be a positive driving force for student learning activities. Shah, Muhibbin (2003).

A teacher must be able to master the learning material that will be transferred and can convey well and can master and control the class conditions of students (Mudzakir and Sutrisno, 1997). Based on the results of research conducted by Lisa Setiawati (2011). It was concluded that the social competence has a significant effect on student learning motivation. Learning motivation is influenced by 4.8% by teacher's social competence, the indirect effect between learning motivation variables and learning achievement is 95.2%. The influence of the social competence on learning achievement is 7.1%. While the influence of the social competence on learning motivation in subjects that are not in demand by students is 12.5% of learning motivation. So even though students are less interested in subjects they still have a motivation of 12.5%.

In this study, the extent of the teacher's performance in the field that shows professional staff will be studied, in other words, any teacher competency the indicators indicate the professionalism of teachers at the senior high school level. Besides that, it will also be investigated, to what extent these the indicators (which have been identified) contributes to student achievement (UN) in secondary education, especially high school. The results of efforts to increase professionalism are expected to be shown from student achievement, the nationally can be seen through the The national Examination. For this purpose, the research on "The contribution of Personality Competencies and Teachers' The social Competencies Against UN-SMA" was carried out. The conceptual problem of this research is what the indicators or competencies must be developed from the teacher to improve their abilities so that they can improve student achievement in the ministry?.

The purpose of this study is to obtain information about the indicators or competencies that must be developed from the teacher to improve their abilities so as to improve student achievement in the ministry. Specifically, the objectives of this study are (1) Identifying teacher competency the indicators that are valid and reliable indicates the professionalism of teachers at the secondary education level especially high school; (2) Measuring the contribution or the contribution of these the indicators to student academic achievement (UN) at the secondary education level, especially high school; (3) What is the shape of the principal's assistance to teacher competence. The hope, the results of this study can be developed by considering the validity and reliability of the criteria. The results are used as one of the sources of information to establish policies in a systematic and comprehensive improvement of teachers' professionalism program on what competencies must be raised and developed in the high school education unit. In this study, teacher competence is limited to the social competence and personal competence.

The population in this study are all districts/cities in Indonesia. The sampling method is carried out by stratified random the sampling. Stratification is based on the average UN score in SMA, by classifying districts/cities into 5 quintiles. Group 1 is the district/city that has the lowest average UN score, a group of 5 regencies/cities that have the highest average UN scores. After getting 5 groups, each group was chosen randomly 3 districts/cities; so that in total 15 districts/cities were obtained, each sample district consisted of 5 high schools that were sampled in this study. Each high school was taken 9 map teachers who were sent as respondents. Because there are additions from two other studies with the same criteria, the number of samples is 40 districts; which includes 1758 respondents. Respondents for the questionnaire in this study were teachers who taught in class XII of the 2012 academic year for subjects tested at the national examination and principals. The execution time is from October to November 2012. The analysis technique used is quantitative data analysis with the descriptive and inferential analysis.

The descriptive analysis consists of presenting data with histograms, calculating the mean, median, mode, standard deviation and range of each the indicator and variable. While inferential analysis consists of (i) factor analysis which aims to identify teacher competency the indicators that are valid and reliable indicating teacher professionalism at the secondary level. (ii) Multiple linear regression analysis which aims to determine the contribution of selected the indicators to student academic achievement. Factor analysis in this study was used to identify the number of factors that can be used to explain the number of items in interconnected questionnaire questions; so items in one factor have a high correlation, while the correlation with items in other factors is relatively low. Each group of items represents a basic construction called a factor. The main purpose of factor analysis is to explain the relationship structure between many items in the form of form factors or formation the indicators. The factor formed is a random quantity which previously could not be observed or measured or determined directly. Another goal of using factor analysis is to reduce the number of items (in the questionnaire) or the number of the indicators from the number of numbers into the number of the indicators or new variables that are fewer than the origin.
RESULT AND DISCUSSION

The results of explanatory factor analysis, for the selected the social competency consists of 3 group or factors, namely (1) Give attention to student learning at home (learning communication); which consists of communication with parents; discussion with parents; and motivate parents; (2) Contributes to scientific forums; consists of sub-sub utilizing IT; magazine contributors; the presenter; as the the resource person; and involved in MGMP; (3) Prioritizing teacher service to parents; as a sub "non-discriminatory" For personality competency, factor analysis results consist of 4 factors, namely. (1) "The teacher rewards himself, students and colleagues" which consists of sub-factors: firm, sure; Noble character; consistent in action; as role model for students; be wise and authoritative; full of confidence in acting; and behave according to the code of ethics; (2) "Care for the surrounding environment"; consists of sub-factors: compliant with applicable law; follow applicable social norms; humane; leader spirit; work hard; code of Ethics; and work ethics; (3) "The teacher's attention to learning" consists of 2 sub-factors namely persistence in the task and hard work; and factor (4): "Loyalty to the teaching profession" which consists of sub-factors firmly established and proud to be teachers

The contribution of selected the social and personality competency the indicators to academic achievement of high school students (UN) based on the R2 value, the contribution of the social competence and personal competence to the academic achievement of high school students is 2.6% with a significance of p = 0.00. The the contribution is statistically significant at the level of significance of 0.05 (p <0.05). the real meaning, influence. This is in accordance with the opinion of Mrs. Dra. Hj. Sumartini, MM; Kasek SMA 6 Bekasi: "The social competence and teacher personality competencies greatly influence student motivation; at least during the learning process, the teacher's advice and motivation are tucked away; if the advice is wise, then students will appreciate the teacher, feel close and automatically motivated. During the learning process, there is the social interaction between students as well as teacher-students ". Based on 7 overall the indicators of the social competence and personality, there are 2 the indicators that have a significant the contribution to student achievement, namely "teacher contributions to scientific forums" and "teacher's attention to learning". The contribution of teachers to the scientific forum obtained a significance level of p = 0.000 while the teacher's attention to learning gained significance of p = 0.001 and both of them obtained positive coefficients.

Sub indicators that have a contribution to the national examination as a sub of "teacher's contribution to the scientific forum" namely IT utilization; magazine contributors; role as speaker; as the resource person; and involved in MGMP. While the sub indicator of "Teacher's attention to learning" is seriousness in the task and hard work. The the contribution of the social competence and teacher's personal competence to the score of Indonesian language is 10.0% with a significance of p = 0.041; statistically significant because it gained los p <0.05. The the contribution of teachers to the scientific forum obtained a significance level of p = 0.016 with a positive coefficient; meaning that the higher "the contribution of the teacher to the scientific forum" the better results of the Indonesian language UN students. Indonesian language teachers who are active in scientific forums and able to motivate their students, will be appreciated for their existence, their absence will be missed, familiar and can be an idol of their students

The contribution of the social competence and teacher's personal competence to the English language score is 7.2% with a significance of p = 0.172; statistically insignificant. This means that the social competence and personality competence do not have a significant the contribution to the results of English language UN. This is most likely that many students have taken courses outside of school; so that dependence on English teachers is reduced; although the teacher continues to provide continuous motivation. But the results of partial analysis of the 7 indicators on the results of English language, obtained 1 indicator that obtained a significant result, namely "Teacher service to parents", the significance level of p = 0.024 with a positive coefficient, significant because it gained los p <0.05.

The the contribution of the social competence and teacher's personal competence to the Mathematics UN score is 5.7% with a significance of p = 0.280; but it is not statistically significant, meaning that the social competence and personality competency of the teacher does not affect the Mathematics UN. Most likely, the students were already afraid of mathematics lessons as expressed by Mrs. Dra. Hj. Sumartini, MM; Kasek SMA 6 Bekasi, that "for Mathematics, students have considered it difficult; so that although the teacher is enthusiastic, the student's impression remains that mathematics is difficult. "The partial analysis also shows the 7 indicators of social competence and personality competence also do not have a significant contribution to the results of Mathematics national examination

The contribution of the social competence and teacher's personal competence to the value of Physics UN is 10.8% with a significance of p = 0.017. It is likely that the Physics teachers generally diligently motivate their students. This is in line with the opinion of Mrs. Dra. Lucia Suharti, MM; (supervisor from Bekasi); "Science teachers are enthusiastic in motivating students, so many students are motivated, happy and familiar with science teachers"; Physics teacher is part of the science teacher...

Based on the results of a partial analysis of the 7 the indicators of the social competence and personality on the results of UN Physics, obtained 3
the indicators that obtained significant results, namely the contribution of teachers to the scientific forum, Care for the surrounding environment and teacher's attention to learning. There are peculiarities, namely for the Caring environment and teacher's attention to learning.

CONCLUSION

Based on the discussion, it can be concluded that not all the indicators of personality and the social competence can be filtered through factor analysis, nor do all selected the indicators contribute to the UN score. The results of factor analysis for selected the social competencies consist of 3 factors, namely (1) giving attention to student learning at home (learning communication); which consists of communication with parents; discussion with parents; and motivate parents; (2) Contributes to scientific forums; consists of sub-sub utilizing IT; magazine contributors; the presenter; as the resource person; and involved in MGMP; (3) Prioritizing teacher service to parents; as a sub "non-discriminatory.”

For personality competency, factor analysis results consist of 4 factors, namely. (1) "The teacher rewards himself, students and colleagues" which consists of sub-factors: firm, sure; Noble character; consistent in action; as example for students; be wise and authoritative; full of confidence in acting; and behave according to the code of ethics; (2) "Care for the surrounding environment"; consists of sub-factors: compliant with applicable law; adhere to the prevailing the social norms; humane; leader spirit; work hard; code of ethics; and work ethics; (3) "The teacher's attention to learning" consists of 2 sub-factors namely persistence in the task and hard work; and factor (4): "Loyalty to the teaching profession" which consists of sub-factors firmly established and proud to be teachers.

The indicators that contributes to the national Examination are as follows. The contribution of the social competence and personal competence to the Indonesian language UN is 10%; while the Physics UN is 10.8%. The social competency, especially indicator "The teacher contributes to the scientific forum" contributes to the Indonesian language course; Chemistry, Physics, and Sociology. "Teachers contributes to scientific forums" consisting of sub indicators utilizing IT; as a magazine contributor; acting as a speaker; acting as the resource person; and involved in MGMP.

The social competence, especially the indicator "The teacher serves parents" contributes to the English subject of national examination. The indicator of personality competency "Care for the surrounding environment" contributes to the UN Biology subject. "Care for the surrounding environment" includes compliance with applicable law; follow applicable the social norms; human;
leader's soul; work hard; code of ethics; and work ethics.

Personality competencies, especially the indicator "Teachers pay attention to teaching materials and students' ability to receive lessons" contributes to the UN of Physics subjects. The indicator " Teachers pay attention to teaching materials and students' abilities in receiving lessons" include analysis of teaching materials during preparation, implementation and evaluation of learning; and care about student absorption. The social competencies and personal competencies of the Mathematics, Economics and Geography teachers in this study do not contributes to the UN scores. This still needs further investigation.

How to improve personality competence and the social competence of teachers must be seen from what the indicators contributes to the student's UN scores. From this study, the indicators of personal competencies and the social competencies that contributes to the national examination are (1) teacher contributions to scientific forums (2) teacher services to parents (3) Care for the surrounding environment (4) teacher's attention to learning (Physics). Based on this study, to support the contribution of teachers in scientific forums (1), there should be cooperation between the central ministries and regional offices including supervisors as well as principals in the preparation of annual, semiannual, and monthly programs. This program contains various scientific forums that provide opportunities and involve teachers so that they have the opportunity to use IT; become magazine contributors, become speakers or the resource persons in various forums; involve yourself in MGMP and others.

Activities can be in the form of seminars; scientific writing competitions, training in writing scientific papers, training and conducting research; and other activities that make teachers excited in meaningful forums. From this activity the teachers will be motivated to develop their potential, such as being forced to study IT; forced to speak in front of the forum, forced to express opinions and initially forced to learn more; over time it will become a very useful habit. This busyness and excitement will naturally be transmitted to the students, so that the learning passion of the students will be infected as well.

To support the proximity of teachers with parents without (2) indiscriminate views, the role of the school is very large; each school should hold a teacher-parent student forum indiscriminately, without seeing wealth, the social status and others initiated by the school principal and school committee. With this forum, communication between teachers and parents is getting closer, this will affect the attitude of teachers to children whose parents are known to teachers, for positive purposes. Will establish the teacher's closeness with his students, hopefully, there is emotional closeness and students will enjoy the subjects taught by the teacher, so that student learning passion increases.

With this forum there will be no student torture by teachers, or teacher abuse by students; instead, there will be a positive closeness between teacher-students who support learning success.

Furthermore, things that need to be supported are the teacher's concern for the surrounding environment (3), which includes compliance with applicable law; adhere to the prevailing the social norms; human; leader's soul; work hard and care about the code of ethics and care about work ethics. Some things that can be done to support this competence include interaction with the environment where teachers work primarily in the social environment. The most likely to improve this competence is the creativity of the teacher himself; but the school can help with a visit to a local orphanage, to a family that is affected; local customary figures, parents of students; or vice versa the school invites the surrounding figures so that the family relationship is more awake.

Furthermore, things that affect the national examination are the teacher's attention to learning (4) which includes sincerity in tasks and hard work, as well as the teacher's attention to his students. To develop the potential of these teachers, both at the central, regional and school levels there should be rules regarding discipline that apply; there are objective rewards and funnies; so that without being forced the teachers will implement these rules with sincerity and passion. Teachers should be encouraged to be able to win hearts and foster positive relationships with their students; so that communication is established with both parents and students themselves.

Teachers should also be given the opportunity to understand the educational philosophy of Ki Hajar Dewantara and others; namely, ing ngarso sung tulodo, ing madya mangun karso, and tut wuri handayani; which is full of love and understanding and respect, so that it creates happiness on both sides, then more passion for learning. Teachers who care about their students, endeavored if there is material that is difficult the way the delivery is simplified so that students are able to digest; understand the difficulties students and teachers are ready to help whenever and wherever. For this reason, there needs to be a deepening of the material and training on how difficult material is conveyed in a simple but clear and easy to understand manner for students.

The main conclusions of the study may be presented in a short Conclusions section, which may stand alone or form a subsection of a Discussion or Results and Discussion section.
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