



Teachers' Social And Personality Competencies Effect On Elementary School Students' Tolerance Character Building

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Articles Information

Abstrak

Keywords:

Character;
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Social;
Tolerance.

Penelitian ini bertujuan untuk menganalisa pengaruh kompetensi kepribadian guru dan kompetensi sosial guru terhadap pembentukan karakter toleransi siswa Sekolah Dasar Negeri di Kabupaten Bekasi. Populasi dalam penelitian ini berjumlah 126 jumlah sampel yang diteliti berjumlah 64 orang pengambilan sampel dengan menggunakan teknik sampel acak sederhana (*Simple Random Sampling*). Analisis dilakukan menggunakan analisis SEM (Structural Equating Modeling) dengan metode PLS (*Partial Least Square-Structural*) menggunakan bantuan Software smartPLS versi 3.2.9. Hasil penelitian menemukan bahwa kompetensi kepribadian guru dan kompetensi sosial guru berpengaruh signifikan terhadap pembentukan karakter toleransi siswa di Sekolah Dasar.

Abstract

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This study aimed to analyse the effect of teacher personality competence and teacher social competence on tolerance character building of public elementary school students in Bekasi Regency. The population in this study amounted to 126 the number of samples studied amounted to 64 people sampling using simple random sampling techniques. The analysis was carried out using SEM (Structural Equating Modeling) analysis with the PLS (Partial Least Square-Structural) model using the help of SmartPLS software version 3.2.9. The results found that teacher personality competence and teacher social competence had a significant effect on student tolerance character building in elementary schools.



INTRODUCTION

Character is a trait and character that is very important and fundamental because it will affect a person's future life, besides that character is the key to individual success (Omeri, 2015). Therefore, character development needs to be done from an early age, for this reason, in the independent curriculum implemented today, character education is a priority in independent learning, which is an effort to help and improve the development of the soul towards a better individual nature (Nina Indriani, 2023). Character education values which include religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendly, communicative, peace-loving, fond of reading, environmental care, and responsibility that must be owned by students.

Education has a function to form humans with intellect and character, in addition to cognitive aspects there are affective and psychomotor aspects that are the most important part, in this case schools have an important task in building character, to realize the golden generation (Yulianti, 2021), the main component in schools is of course teachers who have competencies including pedagogical competence, personality competence, social competence, and professional competence, which makes teachers adjust to the norms and rules that apply and makes a good teacher who will create a good generation (Eunike Br Simanjunta et al, 2023), with these competencies, teachers are professional academically and non-academically.

According to Law number 20 of 2003 that education has a function to help and develop the ability and character to build the nation, one of which is by instilling character education, aims to foster character that is implemented in the field of study (Siswati Siswati et al, 2018), one of them is the field of study of Pancasila and Citizenship education, which has a role in providing Pancasila values to be used as a reference for education in Indonesia because Pancasila and Citizenship education has a function that can change, shape ways of thinking and character in accordance with the values in Pancasila. (Kurnia, 2021). Pancasila and Citizenship Education is an important basis for character building of elementary school students.

There has been a lot of research on character can be seen from previous research, according to Indah Tri Agustin & Nafiah (2019) stated that there was an influence between the teacher's personality competence on the formation of student character at Margoreko VI/524 Elementary School in Surabaya, in the research of Rivaldy Ermansyah & Burhanudin Abdul Karim Mantau (2021) Teacher personality competence has a very significant influence on the character of students at SMP Negeri 2 Sinjai. Research states that teacher personality competence has an influence on student discipline character at SDN 01 Bugel Kedung Jepara (Dzurriyatin Thoyyibah et al, 2022), while research related to teacher social competence, states that there is an influence between teacher competence on student character building (Zulyan et al, 2023). Other research states that Teacher Social Competence on Student Social Care Character has a positive effect (Erlisda Wahyuni et al, 2023), while according to Guri (2020) there is an influence of Teacher Social Competence on Religious Character.

But in reality, the current character problems in Indonesian children are increasingly deviant and have become an important problem for the world of education, in the period of 9 years from 2011 to 2019, for cases of bullying (bullying) both in education and social media, based on reports submitted to the Indonesian Child Protection Commission (KPAI), the number reached 2,473 reports the trend continues to increase TIM KPAI (2020, n.d.), Meanwhile, according to the results of the Program for International Student Assessment PISA survey (2018), 41.1% of students in Indonesia have experienced bullying. The following figure 1 graphs the results of the PISA survey of students who are victims of bullying.

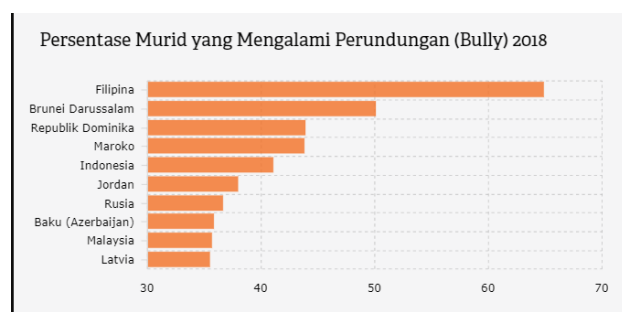


Figure 1. Graph of Survey Results of Students Experiencing Bullying

From the results of the Program for International Student Assessment PISA survey (2018), Indonesia is in the fifth highest position out of 78 countries as a country whose students get bullying, in addition to experiencing bullying, students in Indonesia claimed as many as 15% had experienced intimidation, 19% were ostracized, 22% were insulted and their goods were stolen, as many as 18% were threatened, and 20% there were students whose bad news was spread (Jayani, 2019), This shows that good character in students is still very minimal and character education in schools has not had an impact on student behavior.

In previous studies, there is a gap between theory and reality in the field, which shows the influence of teacher competence on character building, which needs to be reviewed, for this reason, researchers are interested in discussing teacher competence, but in this study, researchers only limit it to two competencies, namely: personality competence and social competence, this is what researchers do because in the view of researchers the two competencies are closer to character building, researchers also only limit it to the character of tolerance, because in the view of researchers bullying occurs due to mutual disrespect for differences.

METHOD

This research uses a quantitative approach, a quantitative approach departs from an idea of experts, theoretical frameworks, or researchers' understanding based on experience. According to Sugiyono (2016:13) that quantitative research is a positivist research method.

In this study, the sampling procedure used probability sampling. The research population was taken from fifth grade students in public elementary schools in Bekasi district, namely: SDN Sertajaya 05, SDN Mekarmukti 02, SDN Mekarmukti 04, and SDN Mekarmukti 05, with a total population of 126, while the

sample in this study was 64 samples. Table 1. Show the demography of the sample. The sampling technique used a simple random sample (Simple Random Sampling). According to Sugiyono (2019:129) Simple random sample is a random sampling of sample members from the existing population.

Table 1. List of Research Subject Public Elementary Schools

No	School	Population	Sample
1	SDN Sertajaya 05	28	14
2	SDN Mekarmukti 02	32	16
3	SDN Mekarmukti 04	37	19
4	SDN Mekarmukti 05	29	15
Total		126	64

Data collection was carried out by questionnaires distributed to students who were selected as research samples. The scale in this study uses a Likert scale, from a scale of 1 to a scale of 5 categories, which Sugiyono put forward (2019:146) classified according to table 1.

Table 2. Likert Scale

Categories	Score/Value
Strongly Disagree (ST'S)	1
Disagree (TS)	2
Disagree (KS)	3
Agree (S)	4
Strongly Agree (SS)	5

To provide an overview of the questionnaire in this study. The operational variables are shown in table 3.

Table 3. Operational Variables

Variables	Indikator	Item Statement
Teacher Personality Competence (X1)	• Act in accordance with legal and social norms	2
	• Have pride as a professional teacher	1
	• Consistent to act in accordance with the norms that apply in life	2
	• Display independence in acting as an educator and have a high work ethic	1
	• Apply actions that are based on the benefits of students, schools, and society and can display openness in thinking and acting.	1
	• Acting in accordance with religious norms, having faith and devotion, honesty, sincerity, helpfulness and being a role model for students.	2
Number of Statements		9
Teacher Social Competence Exogenous variable (x2)	• Communicating harmoniously with students	3
	• Establish communication and get along with colleagues, partners, leaders or school principals	3
	• Communicating with parents and guardians to discuss student development, as well as communicating with the community	3
Number of Statements		9
Tolerance Character Endogenous variable (Y)	• Have a sense of care and love for others without discriminating.	3
	• Have mutual respect for each other, can accept other people's differences, and can respect themselves	3
	• Appreciates the kindness of others, is open, comfortable in life and comfortable with others	3
Number of Statements		9

The analysis was carried out using SEM (Structural Equating Modeling) analysis with the PLS (Partial Least Square-Structural) method using smartPLS software. According to Ghozali (2016:417) PLS method can describe latent variables and be measured using indicators.

RESULT AND DISCUSSION

Validitas convergent

Convergent validity aims to determine the validity of the relationship between indicators and their latent variables. The following are the results of the calculation of the SEM PLS model with the SmartPLS program. Furthermore, the loading factor value of the indicators of each variable can be seen in Figure 2.

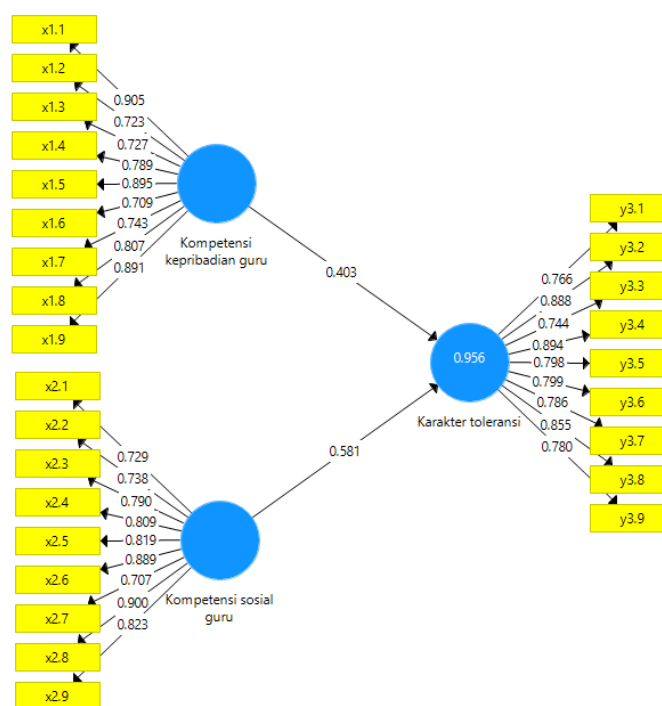


Figure 2. PLS SEM Model

In Figure 3 is the result of data processing with SmartPLS software above, it can be seen that all indicators on the variables of teacher personality competence, teacher social competence and tolerance character, have a loading factor value > 0.07 , have a high level of validity, so that the indicators meet Convergent Validity.

Average Variance Extraced

Average Variance Extraced (AVE) is performed to evaluate the discriminant validity of each latent variable. The model is said to be good if it has better discriminant validity, if the square root of the AVE for each variable is greater than the correlation between the two variables in the model. In this study it can be seen in table 4.

Table 4. Average Variance Extraced Value

Variable	Average Variance Extracted (AVE)
Tolerance character	0.662
Teacher personality competence	0.643
Teacher social competence	0.645

From table 4, it can be seen that the AVE value for each variable is > 0.5 , so there is no problem with Convergent Validity in the model tested, so it can be said that the variables in this research model have good discriminant validity.

Composit reliability

The output results of SmartPLS version 3.2.9 for the composite reliability value can be seen in table 5.

Table 5. Composite Reliability Value

Variable	Composite Reliability
Tolerance character	0.946
Teacher personality competence	0.941
Teacher social competence	0.942

In table 5 above, it can be seen that the composite reliability value for all variables has a value > 0.70 , meaning that all variables have high reliability in accordance with the required minimum value limits.

Cronbach's Alpha

The variable is declared reliable if the Cronbach's Alpha value is greater than 0.06. The output results of the SmartPLS version for the Cronbach's Alpha value can be seen in table 6.

Table 6. Cronbach's alpha value

Variable	Cronbach's Alpha
Tolerance character	0.936
Teacher personality competence	0.929
Teacher social competence	0.930

In table 6, it can be seen that the Cronbach's Alpha value for all variables is > 0.06 . Thus all variables have good reliability in accordance with the required minimum value limits.

Inner Model Analysis

R Square Analysis

R Square shows the level of deterination of exogenous variables, namely teacher personality competence and teacher social competence on endogenous variables, namely tolerance character. If the results of R Square are getting bigger, it shows a better level of determination. The processing results with SmartPLS for R Square can be seen in table 7.

Table 7. R Square value

	R Square	R Square Adjusted
Character tolerance	0.956	0.954

The results of the calculation of the R Square value on each exogenous latent variable in table 7, it can be seen that the R Square value is at a value of 0.956. This shows that R Square is in the strong category. or teacher personality competence and teacher social competence jointly affect tolerance character by 95%. While the remaining 5% is influenced by other variables not examined in this study.

F Square Analysis

The results of processing with SmartPLS for F Square can be seen in table 8.

Table 8. F Square value

	Character tolerance	Teacher personality competence	Teacher social competence
Tolerance character			
Teacher personality competence	0.206		
Teacher social competence	0.428		

Based on the criteria assessment carried out, it can be concluded that the effect of teacher personality competence on tolerance character has an F Square of 0.206. According to the criteria set, this influence is categorized as having a big effect. In addition, the effect of teachers' social competence on tolerance character is also assessed with an F Square of 0.428, which is also categorized as having a large effect based on predetermined criteria. These results indicate that both the personality competence and social competence of teachers have a significant role in shaping the character of tolerance, which can make a positive contribution to the development of students.

Hypothesis Test

Hypothesis testing is done with the t-test, namely by comparing the sig probability value against the research test level ($\alpha = 0.05$). If the sig-t value $< \alpha$ then H_0 is rejected and H_a is accepted, meaning there is an influence between variables, if the sig-t value $> \alpha$ then H_0 is accepted and H_a is rejected, meaning there is no influence between variables. Table 9 shows the results of data processing.

Tabel 9. Uji-t value

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Teacher personality competence -> Character tolerance	0.403	0.412	0.132	3.057	0.002
Teacher social competence -> Character tolerance	0.581	0.571	0.130	4.456	0.000

Based on the results of table 9 above, it can be concluded that the first hypothesis shows that there is a significant influence between teacher personality competence on student tolerance character in four SDNs, namely SDN Sertajaya 05, SDN Mekarmukti 02, SDN Mekarmukti 04, and SDN Mekarmukti 05. The original sample value of 0.403 with a statistical T value of 3.057 and a p-value of 0.002 indicates rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_a), indicating that there is a significant influence of teacher personality competence on student tolerance character.

Furthermore, the second hypothesis also shows similar findings. The results of the analysis show that there is a significant influence between teachers' social competence and students' tolerance character in the same four primary schools. With an original sample value of 0.581, T statistic of 4.456, and p-value of 0.000, H_0 is rejected and H_a is accepted. In other words, teachers' social competence has a significant influence on students' tolerance character at SDN Sertajaya 05, SDN Mekarmukti 02, SDN Mekarmukti 04, and SDN Mekarmukti 05. These findings make an important contribution to the understanding of the factors that influence students' tolerance character in the context of basic education.

Discussion

The importance of achieving educational goals that include the formation and development of abilities and character to build the nation has become the main focus of the government, in line with Law No. 20/2003. The government has taken various steps, including regulating the competencies of teachers and lecturers through the law. The four main competencies that teachers and lecturers must have, namely pedagogical competence, personality competence, social competence and professional competence, are considered crucial in shaping student character.

This study highlights two of the four competencies, namely teacher personality competence and social competence, and how they affect the tolerance character of elementary school students in four primary schools in Bekasi district. The results show that teachers' personality competence has a significant influence on students' tolerance character. With an original sample value of 0.403, T statistic of 3.057, and p-value of 0.002, this study rejects the null hypothesis (H_0) and accepts the alternative hypothesis (H_a), which states that there is a significant influence. This finding is consistent with previous research that confirms that teachers' personality competence plays an important role in students' character building, especially at the elementary school level.

Furthermore, this study also proves that teachers' social competence has a significant effect on students' tolerance character in elementary schools. With an original sample value of 0.581, a T statistic of 4.456, and a p-value of 0.000, this study shows rejection of H_0 and acceptance of H_a , confirming that teachers' social competence has a significant impact. This result is in line with the findings of previous research which noted that teachers' social competence plays a role in shaping students' character, strengthening the argument for the importance of the role of teachers in building students' tolerance attitudes at the elementary school level.

CONCLUSION

In this study, researchers concluded that the teacher's personality competence has an effect on the character building of student tolerance at SDN Sertajaya 05, SDN Mekarmukti 02, SDN Mekarmukti 04, and SDN Mekarmukti 05 Bekasi Regency, then the teacher's social competence affects the character building of student tolerance at SDN Sertajaya 05, SDN Mekarmukti 02, SDN Mekarmukti 04, and SDN Mekarmukti 05 Bekasi Regency. The findings in this study prove that the importance of a teacher having personality competence and social competence, the presence of teachers in the classroom and outside the classroom is a measure of where a teacher has competence, the more the teacher has personality competence and social competence, it will be a role model for students for character building.

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