



The Effect of Social Competence of Christian Religious Education (PAK) Teachers on Increasing Students' Affective Values at SMK HKBP Pematangsiantar

Nurmaya Ratna Adelina, Bangun Munthe, Bangun
Universitas HKBP Nommensen Medan, Indonesia

ABSTRACT

The purpose of this study was to determine the Social Competence of PAK teachers on students' morals. The research method used is descriptive qualitative method with data collection techniques, namely documentation and information from books. To find out the extent of PAK Teacher's Social Competence in Improving Students' Affective Values. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. The problem in this study is how the relationship between PAK Teachers' Social Competence with increasing Students' Affective Values. In this modern era, it is undeniable that the role of teachers is needed in society along with the development of technology originating from developed countries. People's lives are now very dependent on this technology, perhaps it has become entrenched, while the culture of these developed countries is very different from the culture of the Indonesian people. To achieve student learning success, the teacher's role is needed, namely as a facilitator and motivator.

The teacher's task is not only to convey information to students, but must be a facilitator whose job is to provide learning facilities for all students, so that they can learn in a pleasant, happy, enthusiastic, not anxious, and dare to express opinion openly atmosphere. A sense of joy full of enthusiasm, not anxiety, and the courage to express opinions openly is the basic capital for students to grow and develop into human beings who are ready to adapt, face various possibilities, and enter the era of globalization which is full of challenges.

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INTRODUCTION

In the world of education, interaction between teachers and students is needed. With the interaction of the learning process inside and outside the classroom can be carried out properly. What is meant by interaction here is a reciprocal relationship between the two, namely teachers and students. Education can be said as a deliberate effort and action to equip individuals and groups and guide them out of one stage of development to the next better stage of development. (Sijabat, 1995: 50). Law No. 20 of 2003 SISDIKNAS Chapter 2 article 3 states. "National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings of faith, noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible country" This is the basis for the government, especially for teachers to improve students' affective values even better, so that children can have good knowledge and attitudes in learning.

With the education obtained by students, students will be able to develop achievements, and have good attitudes and personalities. Education can be understood as a conscious effort that is deliberately designed to achieve predetermined goals. The purpose of education in general is to improve the quality of human resources through the learning process in schools. School is a formal institution, in which plans, activities, regulations, and educational goals are created. As a formal educational organization, schools have a responsibility to improve student attitudes and foster student behavior to become God-fearing children. It is in the school environment that there is a lot of interaction between teachers and students, during the teaching and learning process in the classroom. But the fact that can be seen in the school environment or in the teaching and learning process, the tendency of teachers to only give material to be recorded without providing an explanation of the learning given so as to make students confused and have a noisy attitude in the room, so that between teachers and students there is no interaction in the classroom teaching and learning process.

In the teaching and learning process, the teacher is the most important figure to develop student attitudes in learning. Because the teacher is one of the central figures, who gives knowledge and even develops the potential that exists in each of his students. A good teacher must be able to be a role model for students. Because the teacher is a figure that can be imitated and a good example for students (Proverbs 2:10). Even in teaching a teacher must show an attitude or behavior that should be imitated by students to develop good student behavior (Proverbs 3:3). Homrighausen and Enklar (2011:26) state "That by receiving this education, all students, young and old, enter into the fellowship of a living faith with God Himself, and through and in Him they are also absorbed into the fellowship of His church which; acknowledge and glorify His name at all times and places." The teacher is a professional educator who has a good image in society (cf. Colossians 3:15-16) "Let the peace of Christ reign over you, having been called into one body. And be grateful. Let the words of Christ dwell in all their riches among you, so that you in all wisdom teach and rebuke one another, and singing psalms and hymns and spiritual songs you give thanks to God in your hearts."

One of the competencies possessed by a PAK teacher is social competence. Teachers as educators must be able to influence the process in accordance with values that are considered good and applicable in society. Values include norms, aesthetics, and science. Influence students' ethical behavior as individuals and as members of society. Social competence is the character, attitude and behavior or willingness and ability to build cooperation with others that are relatively stable when facing problems in the workplace that are formed through synergy or character, self-concept, internal motivation and social knowledge capacity (Spencer 1993: 39). As a person who lives in the midst of society, teachers need to have the ability to blend in with the community, for example through sports and religious activities. Flexibility to get along must be possessed, because otherwise the association

will be rigid and result in the person concerned being less accepted by the community. If the teacher has social competence, this will be emulated by students, because in addition to intellectual, emotional and spiritual intelligence, children need to be introduced to social skills so that they have a conscience, a sense of caring, empathy and sympathy for others. A person who has social intelligence is a person who is characterized by a strong relationship with God, benefits the environment and produces works to build others. A Sanusi figure (1991) revealed that, "social competence which includes the ability to adapt to the demands of work and the surrounding environment when carrying out his duties as a teacher". According to Permendiknas No. 16 of 2007 there are 5 competencies that must be possessed by teachers which are described in detail as follows: skilled in communication with students and parents of students, being sympathetic, being able to work together with the school education board, being good at getting along with coworkers and education partners, understanding the world around him (the environment).

The teaching profession has a very large contribution to the success of learning in schools. Teachers play a very important role in helping the development of students to realize their life goals optimally. This belief arises because humans are weak creatures, which in their development always need other people, from birth, even at the time of death. All of this shows that everyone needs other people in their development, as well as students when parents register their children to school, at that time he also puts hope in the teacher, so that their children can develop optimally. To achieve this goal, a teacher who has high competence is needed. One of the things that teachers must have is social competence. Hamzah B. Uno argued that in social competence, it has become human nature as social beings and ethical beings. He must be able to treat his students fairly and aim to achieve the optimization of the potential of each student. He must understand and apply the principles of humanistic learning which assumes that learning success is determined by the abilities that exist in the learner. Instructors are only in charge of serving them according to their individual needs. Social competence possessed by a teacher is related to the ability to communicate with students and their environment (such as parents, neighbors, and fellow friends). After the learning process takes place, a teacher or educator wants to know the extent to which students are able to absorb the subject matter they convey. Sometimes the student's ability is high, medium, or low. The ability of students to absorb subject matter is known as learning outcomes. Based on the opinion above, it can be concluded that teachers as educators must have social competence. Because, related to educators or learning resources, teachers always establish good communication with students, parents, neighbors and professional friends. Teacher's social competence is associated with increasing students' affective scores.

But in reality, many students do not want to receive lessons from the teacher, pay less attention to the teacher when explaining so that students take up their own activities, such as playing cellphones, disturbing their friends who are studying. Thus the nature of not paying attention to the teacher, the student will not be able to respond to the lessons that the teacher gives him, and that makes a bad impact on students and students cannot increase their knowledge. With creative learning, which runs in the classroom, it can shape the personality of students who want to listen to their teachers, so that they can create a personality or attitude of students who are willing to accept, respond, appreciate, organize and have good characteristics.

Based on the current reality, there are still many social teachers who do not pay attention and care about the development of students' attitudes, even in teaching their students to be indifferent, some social teachers only ask their students to take notes without giving an explanation of the learning material, so that in learning children are not enthusiastic, noisy, sleep in class and take their

respective activities. In the current situation, the development of students' attitudes will decrease and make students become less good and naughty individuals in the classroom and in the school environment.

METHODOLOGY

Types of Research Methods

This type of research method is closely related to the method used in research. The method used is descriptive research method, which is deliberately designed to analyze and interpret data and determine the relationship or influence of the independent variable (X) on the dependent variable (Y), then draw conclusions about the data collected and analyzed. Quantitative Descriptive Research Method is a method of researching the case of a group of people, a system of thought, or a class of events in the present which aims to make a systematic, factual and accurate description, picture or painting of the facts, characteristics and relationships between phenomena. investigated. In line with what Furchan (1982: 53) said, the descriptive method is describing and interpreting the current state and with respect to existing conditions or relationships, current practices, state of viewpoint or attitude held, processes ongoing, suggested effects or developing trends.

Hence, Surahman (1972:32) says that the descriptive method is a research method aimed at solving problems that exist in the present as well as solving actual problems. Sugiono (2010) also said "Quantitative Research is a process of finding data in the form of numbers as a tool to find information about what we want to know". Quantitative research can also be in the form of relationship or correlation research, quasi-experimental research, and experimental research. So it is clear that the quantitative descriptive research method is a method of researching to obtain data on the current state.

Research Location

The title of this research is about the effect of social competence of Christian religious education teachers on the improvement of students' affective values. The research location is at SMK HKBP Pematangsiantar.

Population and Sample

1. Population

Population is a number of objects that will be used as data sources. Basically, population is all quantitative and qualitative values or measurements regarding certain characteristics of all complete and clear group members whose characteristics are wanted to be studied (Sudjana, 1984). The totality in question is the overall learning situation and conditions addressed by the object under study, namely students.

Table 1. The Population of the Christian Religion Students

No	Class	Sex		Total
		Male	Female	
1	X TKJ 1	2	23	25
2	X TKJ 2	3	12	15
3	X TITL 1	12	12	24
4	X TITL 2	13	11	24
5	X TSM 1	11	11	22
6	X TSM 2	3	19	22
7	X TKR 1	12	3	15
8	X TKR 2	13	10	23
	Total	69	101	170

Source: Students Data of SMK HKBP Pematangsiantar

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2. Sample

The sample is the smallest part of the population. And sampling is not done haphazardly, because the sample must be able to represent the entire population, meaning that all characteristics of the population to be studied should be reflected in the sample taken or called representative (Sudjana, 1984).

Table 2. Sample of the Population

Class	Sex		Total
	Male	Female	
X TKJ 1	1	8	9
X TKJ 2	1	4	5
X TITL 1	4	4	8
X TITL 2	5	4	9
X TSM 1	4	4	8
X TSM 2	1	7	8
X TKR 1	4	1	5
X TKR 2	5	4	9
Total	25	36	61

Source: Statistical of Protestant Christian Students at SMK HKBP Pematangsiantar

Methods of Data Collection

Hypothesis testing based on a model, it is necessary to organize data collection. The data is in the form of (type) quantitative. Data is a description of a thing, it can be something that is known, or is considered or assumed. In other words, a fact that is described through numbers, symbols, codes, etc.

Data Collection Techniques

In research, it is necessary to choose relevant data collection techniques and tools. The use of appropriate data collection techniques and tools enables objective data to be obtained (Sumarni, 2012: 139-151). Methods of data collection techniques:

- A. Observation technique, observation is defined as observations and recordings made of objects where the event takes place, so that observations are with the object under investigation, this is called direct observation. Indirect observation is an observation that is not carried out at the time of an event to be investigated, for example, the event is observed through a film, a series of slides, or a series of photos.
- B. Communication technique, is a way of collecting data through contacts or personal relationships between data collectors and data sources.
- C. Measurement technique, is the next data collection tool intended to collect quantitative data.

The use of appropriate data collection techniques and tools enables objective data to be obtained. Based on the explanation above, the data collection techniques in this study are indirect communication techniques, information collection tools with questionnaires or structured questionnaires (closed questionnaires). The structured questionnaire contains a number of alternative answers provided. Respondents in answering are bound to a number of possible answers that have been provided. This structured questionnaire or closed questionnaire will be distributed and filled out by the Jama'at as Respondents. In the questionnaire that will be distributed, various questions are asked, and respondents are asked to answer by choosing one of the alternatives provided.

RESEARCH FINDING

From the results of data calculations and hypotheses, it can be stated that after testing the normality of the data on data X and data Y as one of the requirements for the following data analysis, it turns out that data X and data Y are each normally distributed. The data normality test has been carried out using the Chi squared formula (X^2) table with a level of significance = 0.05, namely:

- A. For data X (Influence of PAK Teacher Social Competence) $X^2_{count} = -227.78$ while $X^2_{table} = 12.6$. This means that data X (Social Competence of PAK Teachers) is in a normal distribution or data X comes from a normally distributed sample.
- B. For data Y (Increase in Student Affective Value) $Y^2_{count} = -34.86$ while $Y^2_{table} = 12.6$, meaning that Y data (Increase in Student Affective Value) is in a normal distribution or Y data comes from a normally distributed sample.

Based on the results of data analysis that the increase in students' affective scores obtained from the field shows the results that teacher's social competence plays a role in increasing students' affective scores in class X SMK HKBP Pematangsiantar.

DISCUSSION

Data analysis on the effect of social competence of Christian religious education teachers on increasing students' affective values

A. Generally

Based on the results of data analysis obtained from the research field (SMK HKBP Pematangsiantar) showed the results that the social competence of PAK teachers had an effect on increasing students' affective values.

B. Specifically

1. Communication Skills

Based on the results of data analysis that communication skills show the results that communication skills have a very significant influence on increasing students' affective values.

2. Ability to Build Relationships

Based on the results of data analysis that the ability to build relationships shows that the ability to build relationships has a very significant influence on increasing students' affective scores.

3. Ability to Open Up

Based on the results of data analysis that the ability to open up shows the results that the ability to open up and know how to develop it has a significant effect on increasing students' affective scores.

CONCLUSIONS AND SUGGESTIONS

1. Conclusion

Based on the theoretical description and data analysis and hypothesis testing, conclusions and suggestions that are considered important and in accordance with the research objectives are presented. Generally, social teachers play an important role in improving student attitudes towards a better direction in the school environment, currently teachers should not only pay attention and focus their

attention on student achievement, because many students today have high knowledge, but do not have a good attitude, there is no good morals in students when responding to ongoing learning in the classroom. At this time many students, who do not respect their teachers while teaching in the classroom, many students who do not care what the teacher says, they are indifferent and think they are right, therefore social teachers must really pay attention to this and change it slowly, so that every student may grow into a child who reflects a true Christian child.

The results of this study emphasize the Social Competence of PAK Teachers which have an influence on Increasing Students' Affective Values. This can be seen from the calculation of the correlation coefficient, significant correlation test, determination test, simple linear regression test, independent test and regression linearity test.

The results of the research above show that the influence of PAK Teachers' Social Competence has a positive impact on increasing students' affective scores, with various aspects carried out, namely:

- A. The influence of social competence of Christian religious education teachers in terms of communication skills has a positive and significant relationship with increasing students' affective scores, so the first hypothesis can be accepted.
- B. The influence of the Social Competence of Christian Religious Education Teachers in terms of the ability to build relationships has a positive and significant relationship to the improvement of students' affective scores, so the second hypothesis can be accepted.
- C. The influence of social competence of Christian religious education teachers in terms of self-disclosure ability has a positive and significant relationship to the improvement of students' affective values, so the third hypothesis can be accepted.

2. Suggestions

Based on the results of the research that has been put forward, it shows good results, but there is a need for follow-up in the future. Some suggestions that will be given include: PAK teachers should improve and focus on implementing God's teachings and will in action and in words. The verse of reflection as a supporter of PAK Teachers in Educating Students is Ephesians 4:11, as "teacher or teacher". said that the task of teachers was to teach and discipline the immature and the ignorant. a guide for the blind, to teach others how to understand God's will: to guide them how to walk in God's will"

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