

THE ROLE OF SOCIAL COMPETENCE OF CATHOLIC RELIGIOUS EDUCATION TEACHERS TOWARDS STUDENT LEARNING MOTIVATION

Elisa Br Ginting
Johannes Sohirimon Lumbanbatu
Petrus Simarmata
Universitas Negeri Yogyakarta
Email: elisaginting56@gmail.com

ABSTRACT

The social competence of Catholic Religious Education teachers has an influence on education because teachers as part of the community are expected to be able to establish good relations with students, colleagues, and the community. This study was conducted to analyze how the role of social competence of Catholic religious education teachers to the motivation of learning students in grade VIII A Private Junior High School Santo Xaverius 2 Kabanjahe. This study uses a qualitative approach. The results showed that 1) behaving and acting objectively; 2) adapt to the environment; 3) communicate effectively; 4) empathetic and polite; 5) Diligent in learning, learners are independent in doing tasks, responsible, have a passion in doing tasks and completing them on time. 6) The existence of awards in learning; 7) The existence of interesting activities in learning, 8) The existence of a conducive learning environment.

Keyword : Social Competence, Motivation

ABSTRAK

Kompetensi sosial guru Pendidikan Agama Katolik memiliki pengaruh terhadap pendidikan karena guru sebagai bagian dari masyarakat diharapkan mampu menjalin relasi yang baik terhadap peserta didik, rekan sekerja, dan masyarakat. Penelitian ini dilakukan untuk menganalisis bagaimana peran kompetensi sosial guru pendidikan agama katolik terhadap motivasi belajar peserta didik di kelas VIII A Sekolah Menengah Pertama Swasta Santo Xaverius 2 Kabanjahe. Penelitian ini menggunakan pendekatan kualitatif. Hasil penelitian menunjukkan bahwa 1) bersikap dan bertindak obyektif; 2) beradaptasi dengan lingkungan; 3) berkomunikasi secara efektif; 4) empatik dan santun; 5) Tekun dalam belajar; 6) Adanya penghargaan dalam pembelajaran; 7) Adanya kegiatan menarik dalam belajar; 8) Adanya lingkungan belajar yang kondusif.

Kata Kunci : Kompetensi Sosial, Motivasi Belajar

I. INTRODUCTION

Social competence is one of the competencies that must be possessed by teachers as educators. Social competence is the ability of teachers as part of the community to establish good communication with peers, students and the community (Janawi, 2019). Social competence is a skill that relates to the ability of teachers to interact with students and people around them (Ferbina, 2019). Social competence can also be interpreted as the ability of educators to communicate and get along effectively with students, educational personnel, parents / guardians of students and the surrounding community (National Standard of Education Article 28 Paragraph 3 point d).

The role of catholic religious teachers is very important in schools. Catholic teachers

have a duty to guide and create harmonious relationships with students not only in school but outside the school environment as well. Catholic religious education teachers are expected to apply social competencies such as creating harmonious relationships with students, fellow teachers, and the community. Teacher social competence is the main thing that must be done by teachers in schools and in the community. The application of social competence in learning needs to be improved by teachers.

The ability of teachers in establishing communication with these students has a correlation to the learning motivation of students in school. In previous research, it was

seen that social competence has a significant influence on students' learning motivation because the better the social competence of teachers, the more motivation of learners is increasing so as to awaken the spirit of learners in learning (Suryadi and Nurbilady, 2018). Motivation is often interpreted as a motivation that arises in a person consciously or unconsciously in performing an action to achieve a certain desired goal and influenced by the surrounding environment (Kompri, 2018). One of the real challenges is that education must be able to produce human resources that have complete competence in order to be able to take part in community life (Lumbanbatu and Sihotang, 2021).

Previous research has also shown that teacher competencies are still not met in accordance with the expected teacher competencies. The causes of teacher competence have not been carried out properly can be known in terms of distribution or equalization of teachers, the distribution of teachers in Indonesia has not been evenly distributed (Suryadi and Nurbilady, 2018). In its implementation, social competence is subjected to obstacles in implementing effective communication with learners through learning activities, namely when facing students who are difficult to listen to explanations from teachers, students who make a fuss in learning and students who are busy with their activities during the learning process (Anggun and Nartani, 2018).

The same problem also occurred in grade VIII A of Santo Xaverius Private Junior

High School 2 Kabanjahe. Catholic Religious Education Teachers have implemented aspects of social competence but in communicating effectively with students experience obstacles in learning activities, namely when facing students who do not pay attention to the explanation of the teacher. This is characterized by the student's indifference to what the teacher describes, the collection of late assignments, and the lack of motivation to follow the teacher's explanation during the teaching and learning process.

Based on the above background, the researchers are interested in conducting more in-depth research on the topic: The Role of Social Competence of Catholic Religious Education Teachers Towards The Motivation of Learning Learners in Grade VIII A Private Junior High School Santo Xaverius 2 Kabanjahe.

II. RESEARCH METHODS

This study uses qualitative approach conducted in grade VIII A of Santo Xaverius Private Junior High School 2 Kabanjahe School Year 2021/2021. The number of Informants as many as 19 people consisting of: Catholic Religious Education Teachers, Peers, Students and Parents of Students. Data collection from the field is taken from, interviews, observations and documentation. To analyze the data obtained, the researchers processed it with reduction and display data (Sugiyono, 2008).

III. The Role of Social Competence of Catholic Religious Education Teachers towards Student Learning Motivation in Grade VIII A

The results of the study are described in the following two points:

A. The Role of Social Competence of Catholic Religious Education Teachers in Grade VIII A Of Santo Xaverius Private Junior High School 2 Kabanjahe School Year 2020/2021

Table 1. Behaving and Acting Objectively

Number	Question	Answer
1	How do Catholic religious education teachers behave and act objectively?	Associating with students, giving advice, motivation, being a helper of learners, fair, objective in providing information in accordance with

Number	Question	Answer
		existing facts, and objective in assessing learning outcomes so that it can be used as an example (role model).
2	What are the constraints in implementing acting and acting objectively?	In its application there are no constraints.

Table 2. Adapting to the Environment

Number	Question	Answer
1	How does that adapt to the surrounding environment?	Understand the local culture, respect the differences, speak polite words, establish harmonious relationships, understand the character of the interlocutor, and establish a family.
2	How do Catholic religious education teachers communicate with peers, students and the community?	Establish communication with people around, openly accept them like brothers and receive input well, adapt to the culture that exists in the community, involve themselves in community and church activities.
3	How do Catholic religious education teachers do in eliminating their personal interests?	Eliminating selfishness, professional in work, complying with the rules that have been made by the school, such as making RPP, giving penilain to students, providing learning materials and directing learners in learning.
4	What are the obstacles faced in adapting to the environment?	The obstacles faced do not exist.

Table 3. Communicate Effectively

Number	Question	Answer
1	How can I communicate well to students, peers, and the surrounding community?	Be polite in speaking, use good manners and do not offend others, be friendly, polite, adjust to the culture around the community such as understanding the values that exist in the local community such as culture and traditions that exist, involve themselves in community and church activities, approach with learners.
2	How do catholic religious education teachers involve themselves in the habits that exist in schools?	Professional in work such as complying with the rules set by the school, making RPP, providing simulations, conducting learning in accordance with the material that has been determined, giving assessments to students, and

		complying with the teacher's code of conduct, participating in accompanying monthly Mass activities, scripture clubs, and retreats.
3	What are the obstacles faced when implementing effective communication with students?	Some students still find it difficult to focus on the explanation given by the teacher especially in online situations like this. Students are busy with their own activities.

Table 4. Empathy and courtesy in communicating

Number	Question	Answer
1	How do Catholic religious education teachers show their empathy towards students and peers?	Loving others, giving advice and rebuke to troubled learners, greeting peers and providing comfort to students or teachers who are grieving.
2	How do mothers communicate with students, colleagues and the community?	Speaking polite words such as not hurting other people's feelings, not being rude and regulating the grammar used in communicating.
3	What are the obstacles faced in being empathetic and polite in communicating?	The obstacles faced do not exist.

B. Motivation for Learning Students in Grade VIII A Private Junior High School Santo Xaverius 2 Kabanjahe School Year 2020/2021

Table 5. Persevere in learning

Number	Question	Answer
1	How can students be diligent in learning?	Independent in doing tasks, have a passion in following learning, have encouragement from within yourself and from outside to complete the task that has been given, and responsible in completing the task in a timely manner.
2	How is it done so that students can achieve their goals?	Diligent in learning, active in learning and have a confident attitude in expressing his opinion.
3	What attitudes are shown when studying?	Spirited attitude, following the discussion, able to complete the task well and the majority able to do the task given well..
4	What are the obstacles faced and diligent in learning?	Obstacles due to online learning so that there are still some students who are late collecting tasks due to inadequate network and internet packages..

Table 6. Appreciation in learning

Number	Question	Answer
1	How is it done in giving awards to students?	Give praise to students who are active in the discussion and able to answer questions correctly, provide additional points for students who are active in the discussion and provide good value for students who do their job well and collect tasks on time.
2	How is the effort made so that these students can do their job well?	Involve students directly in learning, invite students to be open especially in the obstacles or learning problems experienced.
3	How can this student be confident in expressing his or her opinion?	There is support and exercises conducted by students by involving students in the teaching and learning process.
4	How can students get good learning outcomes?	Understand the materials taught, be active in discussions because they get additional grades and do the task well.

Table 7. Interesting activities in learning

Number	Question	Answer
1	How are learning methods used to attract attention?	Using methods as diverse as Q&A, sharing faith, or sharing experiences, making learning videos so that these learners are increasingly interested in following and understanding the materials taught.
2	How is the response shown in working on the given simulation?	The response of the students is very good and able to also solve the questions well.
3	How is that done in maintaining your opinion in the discussion?	Learners can read from various sources about the material discussed so that students have knowledge in maintaining their correct opinions.

Table 8. The existence of a conducive learning environment

Number	Question	Answer
1	What do you think about the study room used by students?	The school environment is very comfortable, the room is adapted to the number of students so the classroom is very effective to use, and the lighting is also quite good and the learning facilities are good such as UKS, reading garden, Lab. computers, offices, and cafeterias.

IV. DISCUSSION

A. *The Role of Social Competence of Catholic Religious Education Teachers in Grade VIII A Of Santo Xaverius Private Junior High School 2 Kabanjahe School Year 2020/2021*

1. *Behave and Act Objectively*

Behaving and acting objectively is one of the skills that must be mastered by educators such as behaving and acting objectively must be owned by the teacher so that the teacher always communicates and associates with the students. Teachers have the task of being mentors, encouraging (motivation in learning), and being able to help students in solving their learning problems, being able to be good friends and teachers and students must share information in learning so that learning objectives can be achieved (Janawi, 2019).

Catholic religious education teachers in behaving and acting objectively in grade VIII A Private Junior High School Santo Xaverius 2 Kabanjahe, conducted by associating with students, giving advice, motivation, being a helper of learners, fair, objective in providing information in accordance with existing facts, and objective in assessing the results of learning so that it can be used as an example.

2. *Adapt to the environment*

Adapting to the environment is one of the things that must be done by teachers because as part of the community teachers are obliged to adjust to the surrounding environment. Adapting to the environment means teachers are able to understand the habits of the residential environment, work environment, and classroom environment. the ability required of a teacher to know the environment, both the classroom environment, the school environment, and the community environment (Janawi, 2019).

Catholic Religious Education Teachers in adapting to the environment in grade VIII A Private

Junior High School Santo Xaverius 2 Kabanjahe do so by establishing communication with peers, students and the community that is to openly accept them like brothers and receive input well, adapt to the culture in the community, involve themselves in community and church activities. Catholic religious education teachers also eliminate their personal interests by eliminating selfishness, professional in work, complying with the rules that have been made by the school, such as making RPP, giving penilain to students, providing learning materials and directing learners in learning. Agam akatolic education teachers in adapting to the environment in their implementation have no constraints.

3. *Communicate Effectively*

Communicating effectively means a teacher's ability to recognize the character of the interlocutor and use polite speech and offensive actions of others when communicating. Teachers must understand local customs or culture in order to easily adjust to the interlocutor and use language that is easy to understand by the interlocutor especially when communicating with colleagues and students (Janawi, 2019).

Catholic Religious Education Teachers in communicating effectively in grade VIII A Of Santo Xaverius Private Junior High School 2 Kabanjahe are conducted by being polite in speaking, using good manners and not offending others, being friendly, polite, adjusting to the culture around the community such as understanding the values that exist in the local community such as culture and traditions that exist , involve themselves in community and church activities, take approaches such as

providing explanations that are easy to understand by students using Indonesian language, inviting various experiences, giving advice, greeting each other, and being gentle.

The way teachers of Catholic religious education in engaging in the habits in the school is Professional in working such as complying with the rules set by the school, making RPP, providing simulations, conducting learning in accordance with the material that has been determined, giving assessment to students, and complying with the teacher's code of conduct, participating in accompanying monthly Mass activities, scripture clubs, and retreats. In its implementation there are obstacles faced when implementing effective communication with students because some students are still difficult to focus on the explanation given by the teacher especially in online situations such as this because students are busy with their own activities and inadequate networks.

4. Empathy and courtesy in communicating

As a teacher, empathy and manners are one way to establish close relationships with peers, students, and the community. Through this empathy attitude, teachers can establish closeness with students especially when able to use polite language when communicating. Empathy and politeness can be done as one way to approach (Janawi, 2019).

Catholic Religious Education Teachers in being empathetic and polite in communicating at Santo Xaverius Private Junior High School 2 Kabanjahe are conducted in a way that shows empathy towards students and peers done by loving others, giving advice and reprimand to troubled learners, greeting peers and providing comfort to students or teachers who

are grieving. Catholic religious education teachers use polite speech that means not hurting the feelings of others, not being rude and always trying to regulate the grammar used in communicating. In being empathetic and polite in communicating this has no constraints.

B. Motivation for Learning Students in Grade VIII A Private Junior High School Santo Xaverius 2 Kabanjahe School Year 2020/2021

1. Persevere in learning

Perseverance is an act that can be seen from the circumstances or behavior of an individual who is serious in carrying out the goals he or she will achieve. Students who have perseverance can be seen from their attitude when learning, namely always serious - really in doing the task and always trying to do their job well (Sardiaman, 2011).

Diligent attitude in studying in grade VIII A Private Junior High School Santo Xaverius 2 Kabanjahe School Year 2020/2021 seen The majority of students have been diligent in learning this is seen from an independent attitude in doing the task, have a spirit in following the learning, have encouragement from within themselves and from outside to complete the task that has been given, have an attitude interested in following the learning such as enthusiastic in responding questions, able to be responsible in completing their tasks in a timely manner.

Learners can achieve their goals when diligent in learning, active in learning and have a confident attitude in expressing their opinions. The attitude shown by the majority of students during learning is a spirited attitude, following discussions, being able to complete their tasks well and the majority being able to do the task well but this diligent attitude in learning

has constraints because of online learning so that there are still some students who are late collecting tasks due to inadequate networks and internet packages.

2. Appreciation in learning

Awards are one way to encourage students to achieve their planned goals. This award can be given through praise and gift giving. Praise and gift giving will directly encourage the spirit of learners to be actively involved in learning so as to influence the learning outcomes of learners and the closeness between students and teachers. The form of praise given is like you are great, your answer is very good, the answer is amazing, amazing, very precise, and very correct. Forms of awards given such as awarding prizes and additional value so that students are increasingly encouraged to solve problems or simulations given (Sardiaman, 2011).

Students in grade VIII A, the majority get awards from teachers such as additional grades for students who answer questions correctly and get praise when active in discussions. This discussion activity helps students to be more enthusiastic and actively involved in learning and doing tasks well.

3. Interesting activities in learning

The existence of interesting activities in learning can be done by making simulations and games to stimulate students to be more excited to complete the given exercises so that students more easily understand the materials provided and remember the materials that have been discussed. Learning activities such as discussion,

question and answer, and sharing experience (Uno, 2010).

Interesting activities in learning in grade VIII A are conducted using various learning methods such as question and answer, faith sharing, or sharing experiences, making learning videos so that these students are increasingly interested in following and understanding the materials taught. The response is shown in working on the simulation very well and the learners try to do it well. Learners can read from various sources about the material discussed so that students have knowledge in maintaining their correct opinions.

4. The existence of a conducive learning environment

The existence of a conducive learning environment affects learning motivation because the environment is also one of the factors that influence the learning motivation of learners so as to help students to learn well. The desire to learn basically arises from within the learners but is also influenced by the environment so that good learning can be developed through training and supported also by the environment especially the facilities provided (Uno, 2010).

The school environment at Santo Xaverius 2 Kabanjahe Private Junior High School is very comfortable, the room is also adapted to the number of students so that the classroom is very effective to use, and the lighting is also quite good and the learning facilities are good such as UKS, reading garden, Lab. computers, offices, and cafeterias.

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