How is The Relationship of Self-Concept to The Social Competence Ability of Elementary School Teachers

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Abstract- This study aims to determine how the relationship of self-concept to the ability of social competence of elementary school teachers. This research is a type of correlational research, with the research method used is a survey method. The technique of taking data is questionnaire or questionnaire. The results of this study were found that there is a positive relationship between self-concept and the ability of social competence of elementary school teachers this is because that a teacher must have a good emotional awareness which is a positive self-concept of a teacher. This positive self-concept is very important, because it would not be possible for teachers to become professional if they do not have social competence as a teacher. This social competence can control emotions within themselves. And with social competence the teacher is easy to adapt to his environment. The ability of social competence can be done if a teacher applies a positive self-concept to himself. This positive self-concept is a self-concept that is always oriented to positive thinking.

Keywords: self-concept, social competence, elementary school teachers

Introduction

The teacher is one of the success factors of an educational process(Lautenbach& Heyder, 2019). Basically the teacher is a companion of students in order to develop their potential and achieve the desired educational goals. The role of the teacher is very important in teaching and educating students, as well as in advancing the world of education(Susanto et al., 2020). The quality of students and the quality of education depend on the quality of teachers, therefore teachers must have competencies that are in accordance with national education standards so that they can carry out their duties and roles well and successfully(Johnson & Golombek, 2020; Johnson, 2009). The teacher is one of the determining factors for the success of an educational process, as well as assisting students in developing potential and achieving desired educational goals(Rasmita et al., 2020). The educational process will not run properly if the teacher is unable to communicate with students. Therefore, the teacher must have social competence(Hen & Goroshit, 2016; Dolev & Leshem, 2017). Teacher social competencies include competencies for: oral, written, and gesture communication; using communication and information technology functionally; associating effectively with students, fellow educators, educational staff, parents / guardians of students; and socializing politely with the surrounding community. The teacher as an educator must have social competence because in conveying learning the teacher must be able to interact and communicate well with students. Teaching in front of the class is an expression of interaction in the communication process(He, 2013; Hygen et al., 2020). While the social competence of teachers is considered as one of the power or ability of teachers to prepare students to become good members of society and the ability to educate and guide the community in facing the future. In addition, the teacher can create comfortable learning conditions. It can be concluded that related to the implementation of the learning process, teachers are required to have social competence. In approaching students, teachers must pay attention to how to communicate and interact with students.

The concept of self is a picture that a person has about himself, which is formed through experiences and is obtained from interactions with the environment and one's awareness of himself self-concept is an evaluation of the dominant that is specific to the self. Teenagers can make self-evaluations of various domains in their life-academic, athletic, physical appearance, and so on. So, the concept of self is more about evaluating specific domains(Santrock, 2011).

Chaplin defines the concept of self as an individual evaluation of oneself; assessment or self-assessment of the individual concerned(Caplin, 1969). The William H. Fitts (Hendriati, 2006) argues that self-concept is an important aspect in a person, because self-concept is a frame of reference in interacting with the environment. Self-concept has a strong influence on a person's behavior. By knowing someone's self-concept, it will be easier
to understand the person's behavior because it is a judgment. William H. Fitts also believes that when an individual perceives, reacts, gives meaning and judgment, and forms an abstraction about himself means he shows a sense of self (self awareness), as well as the ability to get out of himself and see himself (Agustiani, 2006).

Based on some of the opinions above, it can be concluded that the concept of self is the views and feelings about ourselves, towards himself regarding what he knows and feels about his behavior, thoughts, and feelings. And self-concept is one important factor that influences behavior. Based on the description that has been described, the researcher considers it important to discuss research on how the relationship of self-concept to the ability of social competence of elementary school teachers.

**Literature Review**

**Self concept**

"Self-concept is a very determining factor in intrapersonal communication, because a person's behavior is based on his concept ". If someone has a negative self-concept such as low self-esteem, then it will be difficult to speak to convey their opinions to others (Sorge et al., 2019; Baumert & Kunter, 2013). Self-concept is an image or understanding of an individual about him that is related to what individuals know and feel about their behavior, the contents of their thoughts and feelings and how their behavior affects others. The concept of self is important for individuals as a reference for interacting with their environment. With a positive self-understanding, individuals will be able to adjust themselves well as well (Turner et al., 2017).

Self-concept is a basic concept about oneself, mind and personal opinion, awareness of what and who he is and how he compares with himself and others as well as some of the ideals he has developed. Self-concept is a self-image, self-assessment, and self-acceptance that is dynamic, formed through the perception and interpretation of oneself and the environment, including general self-concepts and more specific self-concepts including academic, social self-concepts (Schroeders & Jansen, 2020; Chaplin & Roedder John, 2005).

Self-concept concerns the physical self-image that pertains by appearance or appearance or concerning the attractiveness or disinterest, as well as the compatibility or incompatibility of sex and the importance of different parts of the body and the psychic attached to it. Psychological self concept is developed based on children's thoughts, feelings and emotions. It concerns the quality and the ability to play an important role in adjusting to life. Such as courage, honesty, independence, confidence, aspirations and abilities of different types (Hurlock, 2001).

A person's self-concept is expressed through his attitude which is the actualization of that person. Humans as organisms that have the drive to develop which in turn causes him to be aware of his existence. The ongoing development then helps the formation of the individual's self-concept in question. Self-concept is a combination of our self-views about our parents, our friends, our partners, also from our superiors, employees, athletes and also from the artists we idolize. So it is clear that a person's self concept consists of a combination of various perceptions that reflect a specific role in the context of life (Rachmadullah, 2015; Andriana, 2008; Rola, 2016; Savolainen et al., 2012).

The concept of self is the overall view of a person about himself, namely how someone sees, assesses, and responds to himself. When someone has a wrong self-concept, that person will find it difficult to carry out life processes to achieve success. This is due to the problems that arise not infrequently come from within ourselves without us knowing it, the longer the problems that originate from within us are not realized then it will create a series of problems that might have fatal consequences for ourselves. Hurlock suggests that self-concept can be divided into two, namely (a) actual self-concept, a person's concept of himself which is largely determined by his role and relationship with others, and his perception of other people's judgments about him. (b) ideal self-concept, is a picture of someone about the coveted skills and personality (Hurlock, 2001).

Each type of self-concept has physical and psychological aspects. The physical aspect consists of the concept that an individual has about his appearance, his compatibility with his sex, the importance of his body in relation to his behavior, and the prestige his body gives to others. Psychological aspects consist of individual concepts of abilities and disabilities, their self-esteem, and their relationship with others. Hurlock suggests that self-concept can be divided into two, namely (a) actual self-concept, a person's concept of himself which is largely determined by his role and relationship with others, and his perception of other people's judgments about him. (b) ideal self-concept, is a picture of someone about the coveted skills and personality. Each type of self-concept has physical and psychological aspects. The physical aspect consists of the concept that an individual has about his appearance, his compatibility with his sex, the importance of his body in relation to his behavior, and the prestige his body gives to others. Psychological aspects consist of individual concepts of abilities and disabilities, their self-esteem, and their relationship with others (Hurlock, 2001).

**Social Competence**

Are socially capable of exploiting the environment and personal resources to achieve good development results. Social competence is defined as an individual's ability to flexibly apply behaviors, affective abilities, and cognitive abilities in achieving personal goals and adapting to the social environment. The above opinion
emphasizes that individuals who have social competence are able to integrate and use cognitive, affective and behavioral abilities to achieve personal goals and adapt to their social environment (Varela et al., 2020). Social competence is defined as a complex combination of cognitive, social, and emotional abilities that unite when social situations or social interactions arise (Fritz, 2020). The above opinion explains that individuals who have social competence are able to flexibly respond and adapt to the environment when social interaction takes place. Social competence reflects an individual being able to take another perspective on a situation, understand past experiences, and apply that learning to changes in social interaction. Social competence is the foundation upon which hope for future interaction with others (Müller et al., 2020).

Competence is a set of knowledge (cognitive), skills (psychomotor), and behavior (affective) that must be possessed, lived and mastered by the teacher or lecturer in carrying out professional tasks (Schüller & Demetriou, 2018). Teacher social competence is the ability and ability of a teacher to communicate and interact effectively in the implementation of the learning process and the surrounding community. Social competence is the ability to communicate, associate, work together, and give to others. Social competence is the ability of a teacher and lecturer to communicate and interact effectively and efficiently with students, teachers, parents, and the surrounding community (Lecce et al., 2017; Rasmitadila et al., 2020).

Social competence for teachers is the ability to communicate and interact effectively and efficiently, both with students, teachers, parents / guardians, and surrounding communities, so that someone who has social competence will appear attractive, empathetic, collaborative, then social competence is the ability a person as part of a society which at least includes the competence to communicate verbally, in writing and / or cues, to use information technology functionally, to associate effectively with fellow professionals, parents / guardians effectively (Aspelin & Jonsson, 2019).

Method
Research design
This study aims to find out how the relationship of self-concept to the Social Competence Ability of Elementary School Teachers. This research is a type of correlational research, with the research method used is a survey method. The technique of taking data is questionnaire or questionnaire. The approach used in this research is a quantitative approach. According to Sugiyono (Sugiyono, 2010) quantitative research methods are research methods that are based on the philosophy of positivism, used to examine specific populations or samples, data collection using research instruments, quantitative or statistical data analysis, with the aim of testing established hypotheses.

Participant
Participants in this study are part of the number and characteristics possessed by the population that are considered to represent the population. If a large population and researchers are not possible to examine everything in the population, for example due to limited funds, manpower, and time, then researchers can use samples taken from that population (Sugiyono, 2016). The sampling technique used in this study is the purposive sampling method, in which in this study the sampling technique is based on criteria determined by the researcher in which the sample chosen using certain considerations is in accordance with the objectives and research problems. Based on these criteria, researchers took a sample of 70 Elementary School Teacher Respondents.

Data analysis
The research hypothesis testing consisted of simple linear regression analysis of the t statistical test and the determinant coefficient. T test (partial) is to see the effect of partially independent variables on the dependent variable. R2 (determinant coefficient) Determination analysis in multiple linear regression is used to determine the percentage contribution of the influence of independent variables simultaneously on the dependent variable. R2 is equal to 0, so there is not the slightest percentage of the influence contribution given by the independent variable to the dependent variable. Instead R2 is equal to 1, then the percentage of the contribution of influence given by the independent variable to the dependent variable is perfect.

Results
This study aims to find out how the relationship of self-concept to the Social Competence Ability of Elementary School Teachers, the results of this study can be obtained as follows:

<table>
<thead>
<tr>
<th>Table 1: Descriptive Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Self concept</td>
</tr>
<tr>
<td>Social competence</td>
</tr>
</tbody>
</table>

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Based on the descriptive statistics table, it is obtained that the concept of self-concept in perengeng is a minimum value of 11.00, a maximum value of 29.00, a mean value of 1.60 std. Deviation of 3.835. Furthermore, the social competence variable obtained a minimum value of 76.00, a maximum value of 76.00, a mean value of 97.53 std. deviation value 17.493.

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>6.634</td>
<td>2.182</td>
<td>3.039</td>
<td>003</td>
</tr>
<tr>
<td>Social competence</td>
<td>123</td>
<td>022</td>
<td>.560</td>
<td>5.569</td>
</tr>
</tbody>
</table>

Based on the Coefficients Regression Equation output table obtained from column B, so the regression equation is \( Y = 6.634 + 0.123X \). the results of the analysis obtained \( t\)-count = 5.569 and \( p\)-value = 0.000 <0.05 or \( H_0 \) rejected. Thus it can be concluded statistically that self-concept has a positive relationship of self-efficacy on the social competence of elementary school teachers.

<table>
<thead>
<tr>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>317.883</td>
<td>317.883</td>
<td>31.017</td>
<td>000</td>
</tr>
<tr>
<td>Residual</td>
<td>696.917</td>
<td>68</td>
<td>10.249</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1014.800</td>
<td>69</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the Linearity and Significance of Regression Equations row in column \( F\)-count = 31.017 and \( p\)-value = 0.000 <0.05 or \( H_0 \) is rejected. Thus the regression between the relationship of self-efficacy to the social competence of elementary school teachers is significant.

<table>
<thead>
<tr>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of Estimate</th>
<th>Change Statistics</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>.560</td>
<td>.313</td>
<td>.303</td>
<td>3.201</td>
<td>.313</td>
<td>31.017</td>
</tr>
</tbody>
</table>

Based on the table, Test the Significance of Correlation Coefficients Self-concept to the Social Competence of Elementary School Teachers obtained correlation coefficient \( r = x.y \) = 0.560 and \( F\)-change = 31.017 with \( p\)-value = 0.000 <0.05. this means that \( H_0 \) is rejected. Thus the correlation coefficient between the relationship of self-efficacy to the social competence of elementary school teachers is significant. Whereas based on the coefficient of determination seen in the R Square column = 0.313 which implies that 31.3% of the variation of the self-concept variable can be influenced by the social competence variables of elementary school teachers.

**Discussion**

Based on research findings it is known that the relationship of self-concept to the social competence of elementary school teachers is significant because this positive self-concept can shape the ability of teachers' social competence in terms of communication, emotional relationships and social activities on the school and community environment in line with research conducted by ismail(Ismail, 2010). With the title Performance and competence of teachers in learning explains that the self-concept of a teacher influences the competency one has, one of them is social competence.

Then the self-concept must be owned by the teacher because the self-concept of the individual way a teacher sees and knows his personality as a whole, which is related to the physical, nature, emotions, intellectual, social, and spiritual that exist in the teacher(Fabrizet al., 2020; Rüschenpöhler & Markic, 2020; Supriatna et al., 2019). The concept of self is the way an individual sees and knows his personality as a whole, which is related to the physical, nature, emotional, intellectual, social, and spiritual that is in us. The concept of self did not exist at birth, but the concept of self appeared along with our growth. The concept of self is learned through social contact and experiences relating to others(Kulakow, 2020; Budiharso & Tarman, 2020). The self-concept develops well if: culture and experience in the family can provide positive feelings, gain abilities that are
meaningful to the individual / environment and can act, so that the individual realizes his potential (Prasojo et al., 2020).

The concept of self has an important role in determining individual behavior. Individuals see or judge themselves will be evident from all of their behavior, in other words, a person's behavior will be in accordance with the way individuals view and assess themselves. If the individual sees himself as someone who has enough ability to carry out the task, then the individual will show successful behavior in carrying out their duties (Bardach et al., 2019; Park et al., 2020). The concept of self is learned through social contact and experiences relating to others. The self-concept develops well when culture and experience in the family can provide positive feelings, gain abilities that are meaningful to individuals or the environment and can act, so that individuals realize their potential (Lohbeck et al., 2018).

Whereas a teacher's social competence means the teacher's ability to understand himself as an inseparable part of the community and be able to develop duties as members of the community and citizens. Deeper, this social ability includes the ability to adapt to the demands of work and the environment when carrying out their duties as a teacher. Can be interpreted that the social competence of the teacher implies as a number of competencies related to the ability to socialize with others in social life.

**Conclusion**

The concept of self has a positive relationship with the social competence of the teacher because the teacher's ability to communicate and interact effectively with the school environment and outside the school environment. A teacher must try to develop communication with parents of students so that two-way communication is established continuously. With two-way communication, students can be monitored better and can develop their characters more effectively as well. Suharsimi also gave his argument about social competence. According to him, social competence must be owned by a teacher, in which the teacher must have the ability to communicate with students, fellow teachers, principals, and surrounding communities.

**Reference**