

PRINCIPAL'S STRATEGY IN IMPROVING TEACHERS' SOCIAL COMPETENCE (CASE STUDY AT MTSN 6 TANAH DATAR)

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Abstract

Teacher social competence is one of the competency standards that must be improved nowadays in consideration to the rapid development of technology which erodes the social abilities of the community, including teachers. The principal as a school manager has a very important role in improving the teachers' sosial competence. This study aims to know the principal's strategy in improving teachers' social competence at MTsN 6 Tanah Datar. The type of this research is a case study with a qualitative approach. The research location is at MTsN 6 Tanah Datar. The research informants were the principal and the teachers at MTsN 6 Tanah Datar. Data collection techniques used are through interviews, observation and documentation. Data analysis technique is by data condensation, data display, drawing conclusions and data verification. The result showed that the implementation of teachers' social competence at MTsN 6 Tanah Datar was good by being able to reflect objective and non-discriminatory actions, interacting with courtesy, polite and empathy, adapting to the workplace environment and students, and being active in community activities and fellow teachers both orally and written. The principal's strategy in improving teachers' social competence at MTsN 6 Tanah Datar is interesting and has never been done before by principals in other schools, namely: holding a recitation program by inviting religious leaders, conducting teacher social attitude development by inviting sociologists, developing teacher mental attitudes and personality by inviting psychologists and involving teachers in regional meetings, traditional events or other meetings invited by outsiders.

Keywords : *Strategy; Principal; Sosial Competence*

INTRODUCTION

Teachers are the main actors of education who greatly influence the quality of institutions in every school and the success of a generation. Teachers deal directly with students in the success of teaching and learning activities. Students who excel academically and expertise are in the hands of the teacher as teaching staff. Likewise, the success of an

education and the achievement of school goals depends on the role and work of teachers in teaching.

The key to the success of an educational organization is in the hands of a teacher. The personality and teaching methods of teachers as well as the social life of teachers will affect the good name of educational institutions. Without competent and professional teacher resources, the quality of an institution's education will not improve. This is because the teacher is a profession that can only be occupied by someone who is competent in their field (Indrawan et al., 2020). That is, the professional position of a teacher is a profession that demands special competency standards that cannot be replaced by others who are outside this field.

A teacher has certain qualification standards both in the academic field and in the social field. This qualification standard is usually indicated by a certificate or certificate of achievement for teacher graduation after being tested in accordance with their field. A qualified teacher as a teacher must also be physically and mentally healthy because this will affect the way the teacher works and the personality of the teacher in carrying out his duties. Each of these competencies has a job description that must be fulfilled by the teacher in order to pass the competency test, which is known as the UKG (Teacher Competency Test).

The main competence domain of teachers in the effort to develop the teaching profession according to the Educational Human Resources Development and Education Quality Assurance Agency (PMP) of the Ministry of National Education (2012) includes pedagogical, professional, personality and social competencies. These four competencies must be integrated into the performance of teachers in each school institution. This is in accordance with the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, which explains that teacher competency standards are developed as a whole from four main competencies, namely pedagogic, professional, personality and social competencies.

Social competence is the competence of a teacher in communicating, associating and socializing with the surrounding community. The surrounding community in the school/madrasah environment includes the madrasah principal as a leader, teachers as fellow co-workers, madrasah administration staff, students, and other related parties. The social competence of a teacher can be seen from how to communicate effectively and

empathetically to the surrounding environment. In addition, social competence is also seen in the contribution of teachers in the development of education in madrasahs and society at large. Furthermore, the social competence of a teacher is reflected in the use of educational technology in an effort to improve the ability to socialize with the outside world in systematic educational activities.

The verse of the Qur'an related to the social competence of teachers is contained in QS Al-An'am/6: 160 which reads:

مَنْ جَاءَ بِالْحَسَنَةِ فَلَهُ عَشْرُ أَمْثَالِهَا وَمَنْ جَاءَ بِالسَّيِّئَةِ فَلَا يُجْزَى إِلَّا مِثْلَهَا وَهُمْ لَا
يُظْلَمُونَ

Meaning: Whoever brings good deeds, then for him (reward) ten times his deeds; And whoever brings evil deeds, He will not be recompensed except in proportion to his evil, while they are not in the least persecuted (harmed). (Surat al-An'am/6:160).

From the verse above, it can be taken a lesson that every human being is encouraged to always do good and behave well in a social environment. For a teacher, this ability or social behavior is known as social competence which includes good behavior and noble character. Thus, the social competence of teachers is not only for the sake of professionalism but will be rewarded by Allah in the hereafter.

Social competence is one of the competencies that must be addressed and improved in the 21st century today. This is because along with the times and sophisticated technology, the social competence of teachers seems to be decreasing. There are several causes for the decline and decrease in teacher social competence, among which are commonly seen the influence of using social media or social networks such as Facebook and Whatapps, (Ameliza, 2019). Access to the use of social networks through smartphones is now very easy because every teacher already has this multifunctional communication tool and is able to use it. However, the influence of the use of social networks is so great that condolences and condolences can be represented through social networks without the need to come directly to the place or to the residence of the person who is rejoicing or grieving. This really violates the social rules of a teacher, because social ethics in socializing in important matters must be able to communicate directly, not ignore it by only being active in cyberspace. This is in

accordance with the results of research from (Ameliza, 2019) which states that the tendency of community members and even teachers every day is to spend a lot of time using social media. This is really very worrying considering the teacher is someone who is admired and imitated, especially for students. In addition, Putri (2019) added that social media such as Facebook and Whatapps greatly affect today's society, even the social competence of teachers. The problem with teacher social competence caused by the influence of social media is that many teachers spend their time using cellphones and are less concerned about the surrounding environment. Many teachers also use slang like today's teenagers, including joining in using today's clothes which are deemed not in accordance with Islamic law and the authority of a teacher. In addition, the cause of the decline in teacher social competence is caused by the influence of pictorial video shows such as tiktok and snack videos. Zaputri (2021) describes that the tendency of people to use the Tiktok application is not only experienced by teenagers and children, but also mothers and fathers, including teachers. The influence of this tiktok application makes the daily behavior of teachers also change, such as increasing the teacher's sense of narcissism, likes to seek popularity, loss of shame, excessive decoration and likes to show off by taking pictures, singing and even swaying to create content on this application. This really really makes a bad influence on the social competence of a teacher.

Thus, it is clear that many factors cause the decline in teacher social competence. In fact, teachers must maintain their social competence and even have to improve the quality standards of these social competencies every time. This is because the social competence of teachers affects many things such as the teacher's own performance, student learning outcomes and achievements as well as the quality of teaching and education. According to Yasir (2013), teacher social competence contributes very significantly to teacher performance. Thus, teachers need to realize the importance of increasing social competence to increase good work motivation so that they can also improve their performance as professional educators. In addition, Sarbaini & Elmy (2014) reveal that there is a significant correlation between teacher social competence and student achievement. Thus, in order to realize students who excel in learning, teachers must always maintain and develop social skills in accordance with established criteria. Furthermore, the social competence of a teacher will also affect the educational quality of school institutions. this is agreed by Jasman (2017) who proves that with adequate social competence of teachers and madrasah principals, the quality

of education can be improved. In other words, madrasah educational institutions will be of high quality and will be able to produce excellent graduates.

Based on the description above, it is clear that the domain of teacher social competence is one of the competency standards that really needs to be improved in order to support the realization of learning quality, learning achievement and quality of education in madrasah institutions. The realization of the quality of education requires effort from the teacher himself through optimizing the teacher's social competence and also assistance or efforts from the leadership, in this case the madrasah principal. Effective leaders will set direction, find solutions, and influence all educators and education personnel to work together in achieving the expected goals of the madrasah. The activities of the madrasah leadership in this case are called the management of the madrasah principal.

Management is the attitude and way of managing an organization or institution by a leader who in this case is called a manager. Madrasah principal management is the process of managing madrasah educational institutions by the madrasah principal which includes the management of human resources and objects in the madrasah. This management activity includes the design of plans, implementation of activities, supervision, control, monitoring, coordination to the stage of assessment and follow-up. Management is the main activity of the madrasah principal before carrying out the main tasks and other functions in achieving the goals and objectives of education in madrasah institutions. In carrying out his management duties, a madrasah principal must be fair to education actors involved in activities at the madrasah. The form of implementation of fair management activities will train the social competence of madrasah principals as well as the social competence of teachers and will have a positive impact on students and other parties. This is in accordance with the verse of the Qur'an QS. An-Nahl/16:90 which reads:

﴿ إِنَّ اللَّهَ يَأْمُرُ بِالْعَدْلِ وَالْإِحْسَانِ وَإِيتَايَ ذِي الْقُرْبَىٰ وَيَنْهَىٰ عَنِ الْفَحْشَاءِ
وَالْمُنْكَرِ وَابْغَىٰ يَعْظُمُ لَعْنَكُمْ لَعَلَّكُمْ تَذَكَّرُونَ ﴾

Meaning: Verily Allah commands (you) to do justice and do good, to give to relatives, and Allah forbids from evil deeds, evil and enmity. He teaches you so that you can take lessons. (Surat an-Nahl/16:90)

Based on the verse above, it can be concluded that the madrasah principal as the holder of power in madrasah educational institutions must act fairly, do good to subordinates, provide good lessons and examples, and take lessons from all events that occur within the organization. The madrasah principal as a leader in a madrasah education institution plays an important role in efforts to increase teacher competence. Madrasah principals can fulfill their main responsibilities as leaders by providing support and challenges to teachers to improve social competence and review or self-evaluate from previous experiences.

In an effort to improve teacher competence, madrasah principals can apply several strategies. The form of this strategy can be determined based on a joint decision between the madrasah principal and the teacher, based on suggestions from supervisors or outside parties who are still in contact with educational institutions, and so on. This has been proven by Utomo (2017) in his research entitled "Management of Principals in Improving Teacher Competence (Case Study at SMA Muhammadiyah 7 Yogyakarta)". The strategies applied by the principal in improving teacher competence at SMA Muhammadiyah 7 Yogyakarta are: (1) Involving teachers in training/upgrading, (2) Applying interesting learning models, both variations of methods and variations of learning resources and media, (3) Conduct mental coaching for teachers on matters relating to work ethic, commitment, and responsibility for the duties of educators, (4) Implement learning time effectively and efficiently in schools, by making rules in schools that teachers must be in good schools both teaching and learning.

Regarding teacher social competence, there are several strategies that have been applied by madrasah principals to improve teacher social competence. According to Dudona et al., (2016) the strategy of the madrasah principal in increasing teacher social competence can be done by means of "authoritative teacher training". This activity is a training strategy that is planned to improve the social competence of teachers to students. Furthermore, the principal's strategy in improving social competence is to maximize its roles and functions. Kurnianingsih (2017) describes that the principal can act as an educator or educator, as a manager or leader, as an administrator or manager, as a supervisor or supervisor, as an innovator or reformer and as a motivator or encouragement. The strategy of the madrasah principal in improving the social competence of teachers was also stated by Malikkhah & Anam (2020) which stated that the strategy of the madrasah principal in increasing social competence of teachers was to create a friendly atmosphere between the principal and the

teacher, fellow teachers, teachers and students, parents, as well as the surrounding community.

In line with the results of the research above, based on the researcher's interviews with several madrasah principals at MTsN in Tanah Datar Regency, it was found that the madrasah principals carried out several strategies in improving the social competence of teachers. Some of the strategies carried out by the madrasah principal include: (1) fostering the mentality of teachers and education staff on matters relating to mental attitudes and character, (2) fostering the morale of teachers and education staff on matters relating to good and bad teachings related to an act, attitude and obligation in accordance with the duties of each teacher and education staff, (3) providing opportunities for each teacher to improve competence through classroom management, (4) making subject teachers obliged to attend the Subject Teacher Conference (MGMP), (5) strive for every subject teacher to attend workshops, seminars and other training to improve the competencies that teachers must have, (6) seek adequate facilities and infrastructure for learning media so that teaching and learning activities are more fun, effective, and efficient , (7) involving students as a medium for To improve teacher competence, namely by involving students in competitions or events at the sub-district, district and provincial levels by directing the teachers to train students who are included in the competition.

The strategy of madrasah principals at several MTsN in Tanah Datar Regency in improving teacher competence is generally the same as the strategies carried out by previous madrasah principals or the same as some previous research results. However, there are differences in the strategy for improving teacher competence carried out by the madrasah principal at MTsN 6 Tanah Datar. The difference in the strategy of the principal of this madrasah, especially in improving the social competence of teachers. This is because in improving personality, pedagogical and professional competencies, the principal of MTsN 6 Tanah Datar does the same thing as the principal of other MTsN in Tanah Datar Regency. This means that the principal of MTsN 6 Tanah Datar did not do anything new to improve the pedagogical and professional competence of teachers at the madrasah due to limited funds and madrasah budgets.

Based on the results of the researcher's interview with the principal of MTsN 6 Tanah Datar, there are several activities that are usually carried out by the madrasah principal in an effort to improve the social competence of teachers. Activities that are usually carried out to improve the personality and social competence of teachers at MTsN 6 Tanah Datar include:

1. Giving an example by the madrasah principal to the entire teacher assembly. In this case the examples and examples given include self-discipline in carrying out tasks, time discipline, and learning administration discipline.
2. Hold a briefing every Monday. This activity aims to review the socialization and interaction of teachers, both about the events and obstacles faced last week or the readiness of the teacher's personality in the current week.
3. Conducting a program to guide religious activities. This activity aims to improve the social competence of teachers in terms of religious activities with students, such as dhuha and zuhur prayers in congregation, muhadharah activities on Fridays, and others.
4. Development of social skills of teachers before the meeting. This is done before starting the meeting with the teacher councils, both formal and informal meetings. This activity aims to review the development of teachers' social competence and motivate teachers to follow meeting activities carefully.
5. Gotong royong or community service in the madrasah environment at least once in two months, in order to realize the social spirit of teachers in getting along and creating unity and unity among school members.
6. Halal bi halal between assemblies of teachers and the madrasah principals as well as between assemblies of teachers, madrasah principals, committees, students, guardians of students and the community around madrasahs at least once in two months.
7. Visiting each other's homes outside of madrasah hours. This activity aims to strengthen the ties of friendship and the nature of the relationship between teachers, the madrasah principal and also with the teacher's family.
8. To visit if there is a teacher or teacher's nuclear family who is sick. This activity can be followed by students, parents, madrasah committees and the community in the madrasah environment.
9. Get used to the teacher interacting with the madrasah environment, especially students with 3S (smiles, greetings, greetings).

In addition, there are interesting activities carried out by the pri of MTsN 6 Tanah Datar in an effort to increase the social competence of teachers at MTsN 6 Tanah Datar. This activity is a new thing that has been done by madrasah principals in an effort to increase teacher social competence and is different from previous studies that discuss strategies for increasing teacher social competence. These activities are:

1. Teacher mental development program through madrasah recitation events that invite local community leaders, such as niniak mamak, traditional stakeholders, and religious scholars.
2. Inviting psychologists to be able to provide direction to teachers at MTsN 6 Tanah Datar which aims to improve the social competence of teachers, especially in the field of being trustworthy in carrying out noble tasks, respecting others, leadership traits and the nature of expectations that can be relied on, expected and have comprehensive understanding of students.
3. Involving teachers in turn in traditional events in the region, traditional village meetings and other regional deliberation activities. This is so that the teacher can retell what important information he has obtained and share it with the madrasah.
4. Invite sociologists to be able to provide direction for improving the social competence of teachers at MTsN 6 Tanah Datar. Through the activities implemented by the madrasah principal, the social competence of teachers which includes an attitude of active participation with the environment, communicating effectively, participation in solving problems in the community will increase.

According to Rofa'ah (2016), teacher social competence is the ability of teachers to establish interpersonal relationships in social life, both with students, fellow teachers, administrative staff, principals, parents of students and the general public. There are several signs or developmental aspects that indicate an increase in teacher social competence. Teacher behavior must be in accordance with the rules that indicate an increase in social competence. Aspects of teacher social competence according to the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 can be seen from table 1.

Table 1. Aspects of Improving Teacher Social Competence

Aspects of Social Competence	Upgrading Description
1. Reflecting objective and non-discriminatory actions	a. Act objectively with anyone b. Not subjective to anyone c. Not discriminatory to any party
2. Interact with courtesy and courtesy and empathy	a. Communicate with anyone in a polite and courteous manner b. Interact with others effectively c. Empathize with the surrounding environment

	d. Involve parents in student learning activities
3. Adapting to the workplace and adjusting to students	a. Adapt to the work environment b. Trying to understand the local language where it is placed c. Carry out various programs and work activities
4. Active in community activities and fellow teaching professions, both verbally and in writing	a. Interact with fellow teaching professions through various means of communication b. Socialize with colleagues in the same community c. Discuss teaching innovations in the professional community orally and in writing.

Based on the description above, in improving the social competence of teachers, the madrasah principal as the leader of the madrasah institution can apply several strategies. Therefore, the researcher will conduct research on "The Principal's Strategy in Improving Teacher Social Competence". The purpose of this study is to answer the research questions above, which are as follows:

1. To find out how the implementation of teacher social competence at MTsN 6 Tanah Datar
2. To find out how the principal's strategy in improving the social competence of teachers at MTsN 6 Tanah Datar

METHODS

This type of research is qualitative research. This qualitative research method is a case study (case study). The choice of this type of case study research is also because this research was conducted to see the principal of MTsN 6 Tanah Datar developing teacher social competence in a natural setting or what actually happened at MTsN 6 Tanah Datar. The research was conducted at MTsN 6 Tanah Datar, which is located at Jl. Haryono MT, Baringin Village, Lima Kaum District, Tanah Datar Regency, West Sumatra (27291), Indonesia. The time used by researchers to conduct observations, interviews and collect documentation of research data is from June 2021 to June 2022. The research instruments in this study are observation guides and interview guidelines.

Data collection techniques are observation, interviews and documentation. In this study, the researcher made observations at the place and location of the study, namely at MTsN 6 Tanah Datar, to the madrasah principal and the teachers at MTsN 6 Tanah Datar. This observation activity has started at the school from the initial data collection when seeing the problems that occur related to the research title. The focuses of this observation were on the behavior, activities and strategies of the madrasah principal in improving teacher social competence. This aims were to see and understand directly and draw conclusions about the strategy of the madrasah principal in improving the social competence of teachers. Observation techniques were also carried out by researchers on the conditions of the school environment and classes, as well as school managers so that clear and relevant data and information were obtained.

In interview, the data taken related to how is the madrasah principal's strategy in improving the social competence of teachers at MTsN 6 Tanah Datar and how is the implementation of teacher social competence at MTsN 6 Tanah Datar. The interview given is a form of formal interview by providing questions in a structured manner based on planned question items related to research objectives. Besides that, sometimes the researcher conducted a non-formal interview process, if necessary, is to strengthen the answers and information received from the participants and that was not previously stated in the interview guide.

Documentation is included in secondary data in this research. Documentation activities are aimed at viewing data that has already been prepared or copying existing data into supporting data for research. In this study, the researcher collected written data about research location documents such as the MTsN 6 Tanah Datar strategic plan, pictures and photos of interview documentation of researchers with research informants, as well as audio and video recordings related to research interviews with both madrasah principal and the teachers.

To test the validity of the research data, the triangulation test technique was used to check repeatedly, match and compare data from various sources, both documentation, observation, and interviews. This research uses data source triangulation and technique triangulation. The data analysis used in this study is based on the theory of Miles et al., (2014), namely: Data Condensation, Data Display, Conclusion Drawing and Verification.

The process of this case study research can be seen in the picture below:

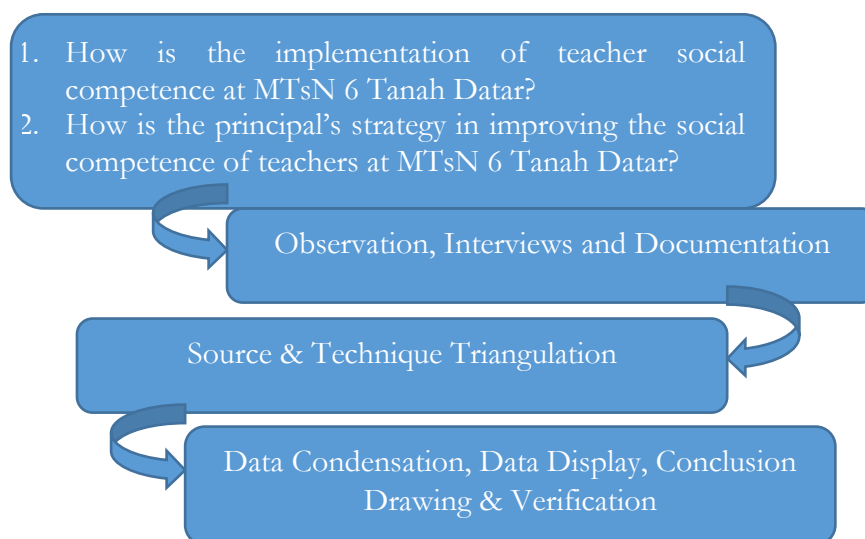


Figure 1. The Process of Case Study Research

FINDINGS

In this section, the researcher describes the research results obtained from interviews of researchers in the field with the madrasah principal and also several teachers at MTsN 6 Tanah Datar. The results of this interview were analyzed through several stages, namely data condensation, displaying data and drawing conclusions and verification. The results of this study describe the research objectives, namely to find out how the implementation of teacher social competence and the strategy of madrasah principal in improving the social competence of teachers at MTsN 6 Tanah Datar.

Table 2. Matrix of Research Results

No.	Strategy	Principal Treatment	Coding
1	Recitation program	The madrasah principal plans the recitation program in MTsN 6 Tanah Datar twice a year. This means that every semester, presenters and resource persons from niniak mamak, alim ulama, ustad and religious leaders are invited to give recitations, religious lectures, spiritual materials and the practice of morality in daily life. It aims to improve the social competence of teachers, students, and all school members which are increasingly eroded with the times.	Well done
2	Invite Psychologist	The principal invites psychologists on a scheduled basis, namely twice a year or once a semester to provide enlightenment, socialization and reminders of the importance of maintaining positive self-quality, self-esteem, personality and psychology for teachers. This is done so that the social competence of teachers is getting	Well done

		better so that students can imitate the good attitudes and actions of teachers on a daily basis.	
3	Inviting Sociologists	The principal of the madrasah also invites sociologists on a programmatic basis, twice a year with different people. This is intended so that teachers can develop their social competence, how to overcome the decline in social skills in the midst of rampant deviant behavior at this time, the number of inappropriate spectacles that are increasingly influencing everyone and making teachers' social behavior increase every year. This is done by inviting sociologists to provide socialization materials regarding social attitudes that must be met by professional educators such as a teacher.	Well done
4	Attend Regional Meetings	The madrasah principal in improving the social competence of teachers also involves teachers in events, deliberations and meetings organized by the regions, either the village, sub-district, district or province. This activity is held in order to see the social skills of teachers with the surrounding community, train teachers' social competence in relation to the outside community and make teachers understand how to communicate and interact with local residents. As one of the indicators of teacher social competence is to establish good communication and relations with the community outside the school environment.	Well done

DISCUSSION

1. Implementation of Teacher Social Competence at MTsN 6 Tanah Datar

a. Act objectively and non-discriminatory

Teachers must act objectively, inclusively and not subjectively or discriminatively to students so that students are comfortable and happy to learn and interact with teachers. Rahmawati & Nartani (2018) explain that social competence is a skill that must be possessed by a teacher so that the teaching and learning process runs well. Social competence is related to the competence of teachers in communicating with students. One indicator of social competence is being inclusive and objective with students without discriminating against social status, family background and economic ability of students.

b. Interact with courtesy, courtesy and empathy

The teacher's social competence is then related to the way the teacher interacts politely, politely and empathetically with anyone, especially students.

The social ability of a good teacher will make the character of students good as well. Munawaroh (2013) revealed that the social competence of teachers is reflected by providing good examples and giving examples to their students, both in morals, attitudes, actions and appearance. If the teacher is able to apply these social behaviors, then the teacher has directly instilled in students and the environment around the character and character of educators who have social skills.

c. Adapt to the work environment and students

To create a school that is comfortable for students, the social competence of teachers must be maximized. Teachers must always try to adjust to the madrasah environment and also with students because teachers are actors in education in schools. Ernadiati et al., (2021) describe that the best school is a school that can make everyone in the environment comfortable and at home there. To make this comfortable, it is the teacher who has to act more because the teacher is the main actor in the education process in schools that relates to all parties, with the madrasah principal, fellow teachers, students, parents and the surrounding environment.

d. Active in community activities and fellow teacher professions

Being active in teacher working groups and in teacher community activities is another indicator of teacher social competence. This is because teachers who have high social skills are able to develop networks and are active in social groups, especially the teaching profession community. Novauli (2015) argues that the social competence of teachers is essentially the ability of teachers to place themselves as members of society and social beings. This is reflected in the teacher's ability to interact and communicate with colleagues, leaders, parents, students, the community and other communities in the community.

2. Principal's Strategy in Improving Teacher Social Competence at MTsN 6 Tanah Datar

The strategy for improving the social competence of teachers at MTsN 6 Tanah Datar carried out by madrasah principals is generally the same as other madrasah. First, by providing examples, examples and role models to all educators and education staff. Second, by holding a morning meeting every Monday to check

the mental and social readiness of teachers to carry out educational activities. Third, by giving responsibility to each teacher in turn to guide religious activities in schools. Fourth, by developing the social skills of teachers in every school meeting activity. Fifth, by asking for teacher participation in community service activities and mutual cooperation in the school environment and outside the school environment. Sixth, by organizing halal bi halal activities with all school parties as well as with parents and the community around the school environment. Seventh, by visiting each other with fellow educators and education staff at the teacher's house. Eighth, by increasing social awareness through activities to visit the teacher's house if a relative or teacher's family experiences a disaster. Finally, by getting used to a friendly attitude in interacting with the madrasah environment, which is known as the 3S Movement (smiles, greetings, greetings).

In addition, several interesting strategies carried out by madrasah principals in improving teacher competence are through several programs such as the description of the following points.

- a. Hold a recitation program for the development of mental and social attitudes of teachers

The recitation program by inviting scholars, religious leaders, community leaders such as Datuk, Ninik Mamak and so on is a very good thing to implement in madrasahs. This is because madrasahs are schools that have Islamic culture requirements so that spiritual guidance and refreshment for teachers and students is a good thing. Thus, the character, personality, social attitudes and ways of association of all elements in the madrasah are not eroded by globalization and foreign cultures that are not in accordance with the philosophy of Islam. Zuhendri et al., (2019) stated that the obligation to have an Islamic culture is not only intended for students, but also for teachers. teachers are expected to demonstrate Islamic behavior and attitudes in the school environment. Thus, through programmatic recitation and spiritual showers on teachers, it will awaken teachers to again improve their social competence towards the surrounding environment.

According to Astuty et al., (2021) the strategy in improving the quality of education in schools does not only come from the madrasah principal, but also comes from the contribution of the competencies of teachers and other school

parties. Improving the quality of madrasah graduates can be done by increasing the competence and work ethic of teachers. There are four teacher competencies that must be improved, namely social competence, personality competence, professional competence and pedagogical competence. So, by giving religious lectures and spiritual refreshments to teachers, the teacher's social competence will be formed and improved in daily interactions.



Figure 2. Documentation of Religious Study Activities with the Speaker of the Head of the Ministry of Religion of Tanah Datar Regency

b. Inviting psychologists for teacher mental attitude development

Bringing experts in a field who are resource persons or presenters to madrasahs is a way to foster and train the abilities and attitudes of teachers. A psychologist is an expert in providing training on the personality, character, and attitudes of teachers. Therefore, the strategy of the madrasah principal in improving the social competence of teachers by inviting psychologists to provide training and coaching to teachers is a step that should be imitated and maintained in every school. Fadriati (2020) argues that training and coaching for teachers is very important to re-instill motivation in every teacher towards changing behavior in teaching, social attitudes and personality to become a professional person. In this case, planned and gradual and continuous coaching and training is needed. This is because training is not only useful for adding knowledge and insight and developing professional abilities, but also developing abilities in skills,

attitudes, moral and mental values of teachers in daily interactions, especially with students.

Inviting psychologists is a new strategy for madrasah principals to improve the social competence of their teachers. Because only by increasing the competence of teachers first, the ability of students will also increase. Pasrizal et al., (2020) describe that madrasahs are now expected to be able to compete with other schools, especially public schools. In this case, madrasahs must always apply the latest methods both for students and for teachers for the advancement of education in the madrasah. The progress of a school is marked by the number of enthusiasts or students attending the madrasah. To promote madrasahs to parents and students, the social competence of the teachers plays a very important role because only through communication and socialization will many interested people join and attend madrasahs. This previous research shows that the promotion of a madrasah to attract students who want to study there is more influential by using the word-of-mouth method than other methods.



Figure 3. Documentation of Teacher's Social and Mental Attitude Development Activities with Psychologists

c. Inviting sociologists to foster teachers' social attitudes

The provision of knowledge material by sociologists will broaden the horizons of teachers to develop social skills in socializing. With guidance from sociologists, teachers will be able to communicate, interact well, effectively, politely and politely with anyone. Because the teacher's social competence is

identical to the way a teacher communicates in a social environment. Yudha et al., (2019) stated that by communicating, teachers will be able to relate to other people in everyday life, whether in the family, school or community environment. For a teacher, communication is not just two-way communication, such as teacher and student or student and teacher. However, it is more about communication patterns to different people, such as between teachers and madrasah principals, teachers and peers, teachers and parents of students, teachers and school supervisors, and teachers with the wider community. Therefore, direction and advice from a sociologist is needed so that the social competence of teachers develops to be able to communicate effectively with all lines of society.

Inviting sociologists to provide material to teachers in schools on how to socialize and interact with anyone and improve social competence including the latest tricks carried out by madrasah principals. A madrasah principal must always innovate in a positive direction so that the quality of teachers and education also increases. Yana & Asmendri (2021) explained that the world of education always requires new breakthroughs to realize the vision and goals of education. This can be done by increasing the function and role of the madrasah principal as the highest leader in the madrasah. This breakthrough is a strategy to create schools as educational institutions that are able to produce the best graduates and are able to socialize with the outside world effectively. In realizing it all, it cannot be separated from increasing teacher competence first.



Figure 4. Documentation of Teacher's Social and Mental Attitude Development Activities with Sociologists

d. Involving teachers in regional meeting events

By involving teachers in turn against invitations from outside the school, the madrasah principal has shown good social competence towards teachers. With good leadership social competence, subordinates will imitate the same thing. Asmendri & Sari (2018) suggest that teachers' perceptions will be influenced by the environmental situation and the conditions in which they teach. The teacher through his five senses will see, feel and assess the main managerial competencies. In other words, the social competence of teachers will also be influenced by the social competence of other colleagues, especially the madrasah principal. If the principal has good competence, then the principal will form the soul, performance and character of a good teacher. By involving teachers in every event and meeting opportunity outside the school in turns, it will foster the development of social attitudes of teachers, both towards themselves and fellow co-workers and students. This is because patiently waiting for their turn to be included shows a high social attitude, after that by attending outside meetings and training, the teacher will also develop social attitudes with the surrounding community.



Figure 5. Documentation of Nagari Traditional Meetings and Deliberations

CONCLUSION

Based on the results and discussion of the research above, the conclusions that can be drawn from this research are:

1. The implementation of teacher social competence at MTsN 6 Tanah Datar is good by being able to reflect objective and non-discriminatory actions, interacting with courtesy, courtesy and empathy, adapting to the workplace environment and students, and being active in community activities and fellow teachers, both through oral and written.
2. The madrasah principal's strategy in improving the social competence of teachers at MTsN 6 Tanah Datar which is interesting and has never been done before by madrasahs or other schools, namely: holding a recitation program by inviting ulama or religious leaders, conducting teacher social attitude development by inviting sociologists, developing attitudes mental and personality of teachers by inviting psychologists, and involving teachers in regional meetings, traditional events or other meetings invited by outsiders

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