

# CHAPTER I

## INTRODUCTION

### A. Rationale

The teachers in Indonesia realized that being professional teachers are such an honorable and noble thing to do. Teachers are dedicated and devoted to the intellectual life of the nation and the quality improvement of their students to be faithful, devoted to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become responsible citizens in this democratic system (laws of Republic of Indonesia. 20th in 2003).<sup>1</sup>

Ideally all teachers in Indonesia have always performed professionally with the primary tasks to educate, teach, guide, direct, train, assess, and evaluate students, as it is stated in the principle of our education: “*ing ngarso sung tulodho, ing madya mangun karso, tut wuri handayani*”. In other words, a teacher should become the role model (example) and give the initiative, motivation, and encouragement to their students.

Professional teacher is the determining factor of education quality. To be able to become professional teachers, they should be able to find their identity and actualize their identity according to the ability and rules of professional teachers. Teachers in today's era of information technology are

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<sup>1</sup> Undang-undang Republik Indonesia Nomor 20 Tahun 2003 *Tentang Sistem Pendidikan Nasional*, Departemen Pendidikan Nasional, Jakarta 2003

not supposed to teach (transfer of knowledge) only, but rather, they must also be able to manage the learning process. That is, each teacher is expected to create creative and challenging learning activities for the students, motivate them to use multimedia and to occupy multisource and multi-method to achieve the expected learning goals.

Islam teaches for someone to take responsibility for implementing the obligations perfectly with all ability. As the word of Allah in Surat al-An'am verse 135 as follows :

قُلْ يَنْقُومِ أَعْمَلُوا عَلَىٰ مَكَانَتِكُمْ إِنِّي عَامِلٌ ۗ فَسَوْفَ تَعْلَمُونَ ۗ مَنْ تَكُونُ لَهُ  
عَنْقَبَةُ الدَّارِ ۗ إِنَّهُ لَا يُفْلِحُ الظَّالِمُونَ ﴿١٣٥﴾

Surge of science and technology development, on the one hand, and the progress and the development experienced by the community and the national aspirations of the nation's progress and mankind on the other hand, bring the consequences as well as more severe and complex requirement for implementing the education sector in general and teachers in particular.

Good education, as expected by today's modern society and the challenge of globalization, requires a professional educator. In fact, public needs good leaders, family needs good parents and school needs professional teachers. However, we are still struggling with the indefinite interpretation of what is actually a good teacher, or professional teacher.

In our National Law no. 14/2005 on teachers and lecturers, section 4 Article 10 mentioned the competency that a teacher should have, as it is mentioned also in Article 8, which includes pedagogical competence, personal competence, social competence and professional competence which are acquired through professional education. Those four teacher competences are holistic, which means that they cannot be separated from each other.<sup>2</sup>

Of the four competences above, the personality and social competences (soft skills) determine the success of a professional teacher more than pedagogical competence and professional competence (hard skills). This is in line with findings from Harvard University in the United States which is a great shock to the world of education. The findings show that a person's success is not determined solely by the knowledge and technical skills, but the skills to manage themselves and others (soft skills). Moreover, there are other studies which reveal that a person's success is determined by his or her hard skills for only approximately 20%, and by soft skills for 80%.<sup>3</sup> It has also strengthened the opinion of Neff and Citrin (1999) in his book, which is supported by the interviews with 50 most successful people in America. They agreed that technical skills are not the most critical one needed in this life, but the qualities that are included in the soft skills and skills to communicate and connect with other people (people skills).

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<sup>2</sup> *Ibid*

<sup>3</sup> <http://www.experts123.com/q/are-soft-skills-more-important-than-hard-skills.html>

The situation in Indonesia is not much different from the situation in the American country mentioned above. According to the survey in a daily magazine, it is found that the success a person reaches in his career is because of the characters they have, namely (1) willingness to work hard, (2) high confidence, (3) vision for the future, (4) ability to work hard in the team, ( 5) a mature faith, (6) ability to think analytically, (7) adaptability (8) ability to work under pressure, (9) proficiency in English, and (10) capability of organizing work.

If this fact is used as the reference to look at education in Indonesia, we will come to the conclusion that the state of our education is still apprehensive. Our education is still relying on hard skills style. Our graduates usually are only good at memorizing the lessons and very poor when they have to work in the field. They are the engine for the mastery of skills, but weak in the lead. They felt it was a success to have the skills, but also make the network an integral part in a self-development. Personal and social competences (soft skills) implies that they must have the communication skills, honesty, integrity, cooperation skills, interpersonal skills, ethics, motivation, initiative, tolerance, sympathy, empathy, and other psychological elements. The capacity to develop personality and social competences (soft skills) is upon the teacher itself; teachers must develop their soft skills seriously because they will be the role model for their students.<sup>4</sup>

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<sup>4</sup> Kunandar, *Guru Profesional*, (Jakarta : PT Raja Grafindo Persada2007) p.75-76

English is an international language which dominates forums in the modern society today; either it is scientific forums or non-scientific ones. That is why educational institutions in Indonesia made English as one of the subjects in primary, secondary and university level curriculum.

In the world of education, fear, anxiety, even the unpleasant deeds are found to come from adults who work as teachers. The results of a survey conducted by Riyanto (2006), a researcher from the University of Atmajaya, prove that 80% of Indonesian teachers do violence to their students at schools. The students, according to the survey, said they had been insulted, kicked out, ridiculed, yelled at, and threatened, even sworn by their teachers. Surprisingly, 55% of them admitted that they had asked their students to clean the toilet as a form of punishment.<sup>5</sup>

A variety of reports in the local mass media (newspapers) in South Kalimantan lately reported cases of violence perpetrated by unscrupulous teachers. This is what encourages the researcher to conduct a research entitled: "Personality and Social Competence (soft skills) of English Teachers in MTsN Mulawarman Banjarmasin."

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<sup>5</sup> <http://angganordana.wordpress.com>

## **B. Problem Formulation**

Based on the research background that has been mentioned above, the issues to be examined can be formulated as below:

1. How is the personal competence of English teachers at MTsN Mulawarman Banjarmasin?
2. How is the social competence of English teachers at MTsN Mulawarman Banjarmasin?

## **C. Operational Definitions**

To avoid confusion over the understanding of the title, the authors provide an operational definition as follows:

1. Personality is a personal competency skill of English teachers at MTsN Mulawarman Banjarmasin that reflects steadiness, stability, maturity, wisdom, dignity, and nobleness.
2. Social competence is the ability of English teachers at MTsN Mulawarman Banjarmasin to communicate and interact effectively with their students, fellow educators, staff, parents/caretakers, students and surrounding communities.

#### **D. Research Objectives**

This study aims to reveal objective data so that it can :

1. To obtain a clear picture of the Personal competences (of English teachers at MTsN Mulawarman Banjarmasin and to identify qualitative data about personality competences of English teachers at MTsN Mulawarman Banjarmasin..
2. To obtain a clear picture of the social competences of English teachers at MTsN Mulawarman Banjarmasin and to identify qualitative data about social competences (soft skills) of English teachers at MTsN Mulawarman Banjarmasin.

#### **E. Significance of Research**

The results of this study are expected to be useful for:

1. Material information and consideration for the Ministry of Religious Affairs of South Kalimantan Province and the Ministry of Religious Affairs in Banjarmasin for the development of professional teachers in the regions.
2. Useful input for school principal and English teacher at MTsN Mulawarman in improving personal and social competences (soft skills).

3. Enriching the study about personal and social competences of English teacher, especially for IAIN Antasari library.

## **F. Organization of Thesis**

This thesis consists of five chapters:

The first chapter consists of introduction, which includes: problem Formulation, Operational Definitions, Research Objectives, Significance of Research, and Organization of Thesis.

Chapter two is a theoretical review, that includes Definition of Soft Skills and Teacher, Role and Responsibility of Teachers and Soft Skills (Personal and Social Competence).

Chapter three describes the research methods including the types and approaches in research, object and subject of research, data and data sources, data collection techniques and final data analysis techniques.

Chapter four gives report of research which contains of the general description of the research location, data presentation and data analysis.

Chapter five is a concluding chapter that contains the findings and conclusions along with the suggestions for the next researchers.