

CHAPTER IV

REPORT OF RESEARCH

A. Research Location Background

1. MTsN Mulawarman Banjarmasin Profile

Madrasah Tsanawiyah Negeri Mulawarman is located at Jl. Batu Benawa Raya RT. 76 RW. 26 No. 36 Telp. 0511-4365073 Teluk Dalam village, Banjarmasin Tengah Sub district, Banjarmasin, postcode 70117. This particular school was formerly derived from *Lembaga Pendidikan Guru Agama Negeri PGAN 6 tahun* (Six years-State Religion Teaching Institution). In 1979, based on decree letter of three ministers, they are Minister of Education and Culture (num.6, 1975), minister of Domestic Affairs (num.57/U/1975), Minister of Religion (num.36, 24 of March, 1975), six years-PGAN was divided into two: three years-Madrasah Tsanawiyah Negeri and three years-PGAN. Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin was officially launched in 16 of March, 1976 with Madrasah statistical number 2116637103012 and curriculum being developed based on Decree of Religion Minister.

Based on Decree of Religion Minister, number 471, 2003 about the changes of Religion Minister Decree number 16, 1978 about organization and work structures, the position, duty and function of Madrasah Tsanawiah Negeri (MTsN) Mulawarman are:

- a. *Position*, MTsN is a technical implementer unit in education and religion department fields, that is under and held responsible on the chief of

district/sub-district religion department office Cq. The staff chief and Islam Teaching chief in general school or Islam Teaching Staff.

- b. *Duty*, MTsN should implement Islam religion education and teaching at least in 30% as basic subject other than general education and teaching in three years for *madrasah ibtidaiyah* graduates or those from the equal level with it.
- c. *Role*, MTsN has two roles: 1) implementing education in the level of Tsanawiyah/junior high school based on the accepted curriculum. 2) implementing guidance and counseling for students. 3) building work relationship of students' parents and society. 4) implement administration and school household including library and laboratory.

In realizing the goals, there should be vision and mission so that the program has been decided can be run well. Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin decides some following visions and missions:

- a. *Visions*: realizing religious, having knowledge, good, high skilled and competent generations.
- b. *MTsN Mulawarman missions* are :
 - 1) Creating conducive and religious school atmosphere so can produce smart and highly committed to Islam graduates.
 - 2) Optimizing academical activities by developing professionalism of teaching workers so can create qualified learning and teaching system.
 - 3) Activating and developing of students' interests and skills in the field of country defense, knowledge and technology, sport, art to prevent the

influence of foreign culture and society problems that harm youth life construction.

- 4) Exploring, supporting and sharpening students' skills through productive skill activities that can be their later provision to be successful in the society.
- 5) Optimizing the technology based-education tools and infrastructure as important component in realizing a great school. Goals, targets, policies and programs of Madrasah Tsanawiyah Mulawarman are:

a. Goals

- 1) The enhancement of education implementation
- 2) The enhancement of guiding and counseling implementation
- 3) The enhancement of cooperative relationship between students' parents and society.
- 4) The enhancement of administration, school household, library and laboratory.

b. Targets

- 1) Reaching education enhancement
- 2) Reaching guiding and counseling enhancement
- 3) Reaching cooperative relationship between students' parents and society
- 4) Reaching administration, school house hold, library and laboratory enhancement

c. Policies

- 1) Increasing learning quality
- 2) Developing fun learning atmosphere
- 3) Optimizing the roles of Madrasah Committee as well as Stakeholders
- 4) Utilizing fund, tools, and infrastructure maximally.

d. Program

- 1) Escalating teachers competences, learning and teaching process, learning evaluation, supervising and guiding, education officers coordination
- 2) Developing positive learning atmosphere
- 3) Increasing partnership with Madrasah Committee and stakeholders
- 4) Administration, maintenance, and utilizing tools and infrastructures services.

2. MTsN Mulawarman Leadership

Since this school was firstly launched up to now, it has undergone some madrasah headmaster changes, like stated as follows:

- | | |
|---------------------------------|-------------|
| 1. Saifuddin Dahlan | 1979 – 1980 |
| 2. Drs. M. Ra'i Syukur | 1980 – 1985 |
| 3. Saifuddin Dahlan | 1985 – 1993 |
| 4. Drs. H. Muhammad Arifin | 1993 – 1997 |
| 5. Dra. Hj. Faridah, BA | 2004 – 2006 |
| 6. Dra. Halimatussa'diyah, M.Pd | 2006 – 2011 |

7. Drs. H. Muhammad Adnan, MA 2011 – recent

3. Tools and Infrastructures Conditions

MTsN Mulawarman Banjarmasin building is a two floors-permanent building. This building does support learning process at MTsN Mulawarman Banjarmasin. The tools and infrastructures provided in MTsN Mulawarman are as follows:

Tabel I Tools and Infrastructures of MTsN Mulawarman Banjarmasin

No	Name Room	Amount	Condition		
			Good	Slightly damaged	Extremely damaged
1	Classrooms	18	√		
2	Headmaster room	1	√		
3	Teacher rooms	1	√		
4	Administration room	1	√		
5	Library	1	√		
6	Skill room	1	√		
7	School cooperation room	1	√		
8	Musholla	1	√		
9	Science Laboratory	1	√		
10	Language Laboratory	1	√		
11	Computer Laboratory	1	√		
12	UKS (School Health Unit) room	1	√		
13	BK (guiding and counseling) room	1	√		
14	OSIS (Student Association) room	1	√		
15	School Cooperation room	1	√		
16	Cafeteria	1	√		
17	Pantry	2	√		
18	Teacher Toilet	2	√		
19	Student Toilet	4	√		
20	Teacher shift room	1	√		
21	Security guard room	1	√		

4. Conditions of teacher, officers, administration staff, guiding and counseling staff, and students

a. Teacher

MTsN Mulawarman Banjarmasin teachers are 51 people, consists of teachers of such following subjects:

- 1) Seven civil servants English teachers
- 2) Indonesian
- 3) Arabic
- 4) Mathematics
- 5) Natural science
- 6) Social science
- 7) Qur'an Hadist
- 8) Fiqih
- 9) SKI (Culture History of Islam)
- 10) Aqidah Akhlaq
- 11) Local content

b. Administration staffs

There are 11 people as administration staff, 4 male civil servants, and 7 female civil servants.

c. Guiding and Counseling Condition

There are three Guiding and counseling teachers in MTsN Mulawarman Banjarmasin; they are Mrs. Halimah Adam, BA, Mrs, Raisyah, S.Pd, and Mr. Rusmawardi, S.Pd. and those are certified teachers.

d. Students Condition

Students in MTsN Mulawarman in 2012-2013 school year are 786 people.

First grade has 307 students, consists of 119 males and 188 females.

Second grade has 245 students consists of 92 males and 153 females.

Third grade has 234 students, consists of 94 males and 140 females.

B. Data Presentation

1. English Teacher Respondent Identities

In this part, the writer provides respondent identity data of seven English teachers in MTsN Mulawarman Banjarmasin related to each teacher by using their initial such as follows:

a. IR

IR was born in Banjarmasin at December 31, 1977 (\pm 35 years old), he is male and married. He has two kids. IR is a civil servant with official main number 197712312005011014. He lives in Jl. HKSN, Surya Gemilang Regency Blok K No. 69, Kuin Utara, Banjarmasin Utara subdistrict, Banjarmasin city, Kalimantan Selatan.

IR graduated from SDN Teluk Dalam in 1989. He then continued to SMP PGRI 1 Banjarmasin Jl. Batu Benawa Banjarmasin and graduated in 1992, then he continued his study to MAN 3 Jl. Batu Benawa Mulawarman Banjarmasin and graduated in 1996, he continued afterward to State Islamic Institution Antasari in Jl. A. Yani KM. 4,5 Banjarmasin at Tarbiyah faculty, English Tadris Department and graduated in 2003.

IR was decided as CPNS (candidate of civil servant) at April 1, 2005; then he was decided as PNS (civil servant) on October 1, 2006. It means that this particular teacher has been a teacher in Madrasah Tsanawiah Swasta Al-Huda around seven years, he then was transferred to MTsN Mulawarman at 2012.

IR was certified as December 23, 2010 with teacher registration number 021838462007 in LPTK University of Lambung Mangkurat Banjarmasin as English teacher.

IR joined many such training and seminar activities as: training of teacher creativity in teaching, active, innovative creative effective and enjoyable training, Classroom Action Research, Banjarmasin English teacher conference, technical guidance for UAN teachers, IMTAQ integrated-education seminar. IR has once become a class advisor for IX class in MTs Al Huda since 2005-2009. April 1, 2009, He has got III/B promotion as teacher.

b. MA

MA was born in March 1, 1971 (\pm 41 years old) in Amuntai Hulu Sungai Utara (HSU), it is around 180 km from Banjarmasin city. His mother is Ainun Djariyah.

MA lives in Jl. Pangeran No. 3 RT 12 RW 05 Pangeran, Banjaramsin Utara sub-district, Banjarmasin city, South Kalimantan. MA studied in SDN Negeri Beringin Barabai Hulu Sungai Tengah (HST) and graduated in 1984, he continued then to SMPN 4 Amuntai Hulu Sungai Utara (HSU) and graduated in 1987, afterward he continued to

SMAN 1 Amuntai and graduated in 1990, he then continued his study to University of Lambung Mangkurat, Teaching and Education Faculty, English Department and graduated in 1996. MA continued again his study to State University of Malang, Teaching and Education Faculty, English Department. He graduated in 2004.

MA was decided as CPNS (candidate of civil servant) by religion ministry since March 1, 1998 and as PNS (civil servant) since July 1, 1998. It means that this peculiar teacher has been teaching for \pm 14 years. He has not got teacher certification up to now.

MA joined such training and seminar as: Main Teacher Training I, main teacher training II, technique of making lesson material, technique of making blue print and syllabus, motivation technique, team teaching mechanism, and media training. MA has been teaching English since 1998 in 24 hours per week.

c. MN

MN was born in Kandangan Hulu Sungai Selatan (HSS) August 16, 1967. MN a female, moslem and 45 years old. She has got married. She is a civil servant as English teacher in MTsN Mulawarman Banjarmasin. She becomes a class advisor since 2000 up to now. So, she has been taught there for 17 years.

MN lives in Jl. Ahmad Yani Komp. Beringin IV No. 58 Rw. 27 Karang Mekar Village, Banjarmasin Timur Sub-district, Banjarmasin city. She has two children. MN studied in Diploma Faculty of Teaching and Education, English Department and graduated in 1990. She then

continued to undergraduate program in University of Lambung Mangkurat, Faculty of Teaching and Education, English Department and graduated in 2000.

She was decided as candidate of civil servant (CPNS) in 1995 and as civil servant in 2003 and now she is in IV/A grade. She passed certification test at December 30, 2008 with teacher registration number 170809000037 in LPTK of University of Lambung Mangkurat Banjarmasin as English teacher. MN has experienced many kinds of activities to enhance her potential in teaching such as seminar of curriculum and syllabus developing, competence based-integration of subject teacher, MGMP, KTSP socialization, PAIKEM (*Pembelajaran Aktif, Inovatif, Kreatif, Efektif dan Menyenangkan*), Smart Teaching, Long Distance Training, TOT.

d. NM

She was born in Banjarmasin at January 31, 1966. She is now 46 years old. She is moslem and she was married but then divorced. NM lives in Jl. Bandaneira RT. 20 RW. 05 No. 20 Pasar Lama Village, Banjarmasin Tengah sub-district, Banjarmasin city.

Her education histories are elementary school in 1979, junior high school in 1982, senior high school in 1985. She graduated from Unlam, teaching and education faculty, English Department and in 1990. She then continued to undergraduate program in University of Lambung Mangkurat, teaching and education faculty, English Department and

graduated in 2000. She subsequently continued to graduate program in State University of Malang and graduated in 2012.

She was decided as civil servant in March 18, 1997. She has been experiencing as a teacher for 15 years. She once experienced teaching in SMP Johansyah as English teacher in 1993 up to 1995, she then taught in SMPN 10 Banjarmasin in 1994 up to 1995. She has been teaching in MTsN Mulawarman since 1996 up to now. She became a chief of English laboratory in 2000 up to 2007 and she became a class advisor in 1997 up to 2012. She has joined some DJJ (*Diklat Jarak Jauh*) trainings.

e. PR

PR is a 42 years old male teacher. He was born in Sleman and on March 16, 1970. He is a moslem and he is married. He has three children. He lives in Jl. Trans Kalimantan Komplek Kebun Jeruk 3 RT. II RW. 05 Berangas Timur village, Alalak sub-district, Barito region, Kuala Kalimantan Selatan (South Kalimantan).

PR graduated from SDN 1 Sleman in 1983, from SMP Muhammadiyah in 1986, he then continued to SMEAN IV Sleman and graduated in 1989. He subsequently continued his study to undergraduate program in Islamic University of Kalimantan, Teaching and Education, English Department and graduated in 1994.

PR was decided as CPNS (candidate of civil servant) by Ministry of Religion started from April 23, 1997. He then was decided as civil servant started from April 22 April, 1998. He has been teaching for 15 years old. He taught firstly in MtsN kelayan for two years since 1997 up

to 1999; he then was transferred to MTsN Mulawarman since 1999 up to now.

PR has passed teaching certification qualification at September 18, 2009 with teacher registration number 0915601570045 in LPTK of University of Lambung Mangkurat Banjarmasin as English teacher. He has joined some trainings such as follows:

- a. Training held by Religion Department
- b. Master Teacher held by Religion Department

He then joined some seminars in 2009 for regional and international area. He became a curriculum vice of madrasah in 2000 up to 2006 and class advisor of IX C in MTsN Mulawarman in 2007 – 2012.

f. RH

RH is a 51 year old teacher. He was born in Malang, East java on July 15, 1961. RH is a moslem. He has got married and has two children. He lives in Kayutangi Regency Blok II Jl. Mahoni 6 No. 13 RT. 34 RW 02, Sungai Miai village, Banjarmasin Utara sub-district, Banjarmasin city.

RH was decided as CPNS by Ministry of Religion started on September 3, 1986. He then was decided as PNS (civil servant) on August 1, 1987.

RH graduated from elementary school in 1971, from Junior High School in 1977 and from Senior High School in 1980. He then continued to diploma level in IAIN Malang, Faculty of Tarbiyah, English

Department and graduated in 1985. Afterward, he continued to undergraduate program in di STIKIP PGRI, Teaching and Education Faculty, English department and graduated in 2005. He also continued to graduate-English Language Teaching program in State University of Malang and graduated in 2011.

He has experienced in teaching since 1986 till 1987 and he was transferred to MTsN Mulawarman Banjarmasin since 1987 up to now.

g. SZ

SZ was born in Hulu Sungai Tengah on April 15, 1959. She is a 53 years old teacher. She is moslem. SZ has four children. SZ lives in Jl. Keramat Gang. Serumpun RT. 06 Sungai Bilu Village, Banjar Timur Sub district, Banjarmasin city.

She graduated from elementary school in 1972, junior high school in 1975, senior high school in 1979. She then continued to undergraduate program in Islamic University of Kalimantan, Teaching and Education Faculty, English Department and graduated in 1989.

SZ was decided as CPNS (candidate of civil servant) by Culture and Education Minister on May 23, 1991. She then was decided as PNS (civil servant) started from February 1, 1993.

2. Social and Personality Competences (Soft Skills) of English Teachers in MTsN Mulawarman.

a. IR

1) Personality Competence

As common, there are three kinds of teacher in a school; they are class advisor, counseling teacher and subject teacher. IR is a subject teacher. Based on the result of the interview, we can see that he can act properly. For example, he usually does main activities: teaching and learning planning (make syllabus, lesson plan, material and exercise sheet), teaching for 24 hours/week (12 hours for English course and 12 hours for Communication and Information Technology), assessing the result of teaching and learning process, guiding and training the students. IR has once become a class advisor of class IX from 2005 up to 2012 when he was teaching in MTs Al-Huda.

According to the result of social and personality peer assessment research, IR can act properly as the social norm, he gets score. For example, IR always performs well (88,1) in dressing up since dress characterizes one's identity especially for a teacher who has to be a good model for students.

From the interview, it is found that IR is proud of being a teacher since it is his own idea since he was child. In his opinion, teaching is responsibility; teaching is a call from the heart.

During the interview, he said that he always tried as consistent as possible in behaving based on the existing norms. According to him, a teacher

should balance the utterance and behavior. In other words, when we say or suggest something good to the student, we should implement our words have been stated. For example, when teacher suggests the students to greet each other everytime they meet, the teacher also applies the suggestion. In addition, IR is a discipline and obedient person (87,8) his get score, according to peer assessment. He obeys the school rules. When he cannot attend the school he always asks for his headmaster permission so that the headmaster can soon look for the change in the class.

One point included in teacher personality competence is being mature. The indicator shows that IR has been mature already in his independent behavior, for example, when he calls people to do the right things or not to do the wrong ones in educating process, when he appreciates or punishes students. IR also can understand others so that the different opinion or view between him and the others will not be problematic for him.

IR realizes that he is a hard-worker (86,2) his get score, according to peer assessment. He always tries to understand and believe that work is a process to increase one's dignity. IR has a good job responsibility of working (86) according to peer assessment.

Other point of personality competence is wise. IR is a wise person. IR believes that everything he does should be beneficial and give positive impact for other people such as for students, school and society. For example, IR once joined training of creativity in teaching, PAIKEM training, action

research training, and many other educational seminars. Those activities give good impact to IR in developing his way in teaching.

Sub-indicator of wise personality is IR is open-minded person. His maturity can be seen from the way he understands which thing is right or wrong, cause and effect relation, and others' opinions. IR states that he would not justify other's opinion is wrong as long as the opinion relies on strong and clear including the different point of view in comprehending religion thought. Other point is having an authoritative bearing. According to the result of social and personality peer assessment research, he was considered by his colleagues have politeness good behavior (87).

The indicator is that he can give positive impact to the students. According to his students, IR is a tower of strength in front of his students. When IR gives homework to his students, no one can deny it, or when IR enters to the class to teach, the students will be quiet, they are ready to pay attention to his next lesson will be delivered in the class. The students recognize that it will be lost out if they do not attend IR class or IR cannot attend to the class. Students cannot come and go out classroom as they want without asking for his permission. They really respect IR as a teacher.

Last point included in personality competence is performing good morals and becoming a good model. One indicator of performing good moral is behaving properly like what religion taught. IR is a patient person. Being patient, according to him, means keep us from what we dislike sincerely

without being angry, just continue worshiping Allah SWT and obey Him. In IR's opinion, all kindness need patience since there is no limitation of patience. Being patient is always taught maximally by his parents.

Beside patience, IR performs good morals as well (87) according to peer assessment. He always tries to do what Allah ask and not to do what Allah forbid (*tawakkal*) as well as to build his confidence. According to him, *tawakkal* is not only having good morals, but also believing in it that it is the obligation in religion and *aqidah* Islam. In other words, *tawakkal*, according to him, is acting, wishing with calm heart, peace soul and strong belief that what Allah wants must happen and vice versa. Allah will not ignore His creatures. Confidence, according to IR, does not cut along the relationship between us and Allah since Allah will always intervene in our effort. If he looks for help, he will ask for no one except Allah. He got this concept from religion based-school like Madrasah Aliyah and Islamic College. IR always behaves well in order the students imitate it. For example, he always makes a habit like saying greeting whenever and wherever he meets his students, peers as well as colleagues.

2) Social Competence

Social competence includes ability in effectively communicating and interacting with students, other teachers, student parents and society. It is often found that one of causes of failure in work and carrier is inability of

people to communicate well. According to his peers, IR has good and effective communication skill with his students.

Based on peers assessment result, IR communicates well and effectively with students and he gets score 84,1 (good) according to the result of social and personality peer assessment research. According to IR, whenever we live or work, especially as a teacher, we must be skillful in communication. IR gives an illustration: sometimes, as a teacher, we said “I’m not patient facing my noisy students.” This particular utterance is better than “My students are absolutely noisy.”

IR build communication not only one direction but also multi directions, especially in English teaching and learning process in the classroom. He communicates orally and with gestures such as showing our thumb to appreciate good students, or shaking head to show disagreement to bad attitudes or opinions. Therefore, according to his students, IR can communicate well.

IR always effectively communicates and well interacts with other teachers as well, he gets score (84,7) according to the result of social and personality peer assessment research. IR is open-minded, sociable and humorous person. According to IR, he tends to maintain good relationship with other teachers or officers. For example, he always fulfils others’ invitations such as wedding party held by one member of MTsN Mulawarman family; visits his colleagues who get accident (sick, die, etc).

These are done to show the sense good of empathy and sympathy, hr gets score (85,4) according to the result of social and personality peer assessment research.

IR communicates well and effectively with students' parents that he knows. He attended some moments like giving final report of study at the end of semester to students' parents when he became class advisor. According to him, this is the right time to communicate well and maintain good relationship with students' parents and ask for their help to be cooperative in guiding and educating students. In addition, he always attends as well to farewell party of third graders students who will graduate from school since he will meet students' parents, some public figures and school committees.

There is a mosque around his house, namely *Masjid Jam'i* Teluk Dalam Sutoyo S Street Banjarmasin in this mosque, people usually pray together, and hold religious activities such as break fasting together, religion course, reading Qur'an together, and great days celebration. IR always actively involves in such activities.

Based on the result of peer assessment of ten aspects of personality and social competences, IR gets average score 86,15. It means that his soft-skills is categorized good.

b. MA**1) Personality Competence**

MA is an English teacher and curriculum-vice of headmaster in MTsN Mulawarman. He fulfills 24 hours of teaching, 12 hours for teaching English and 12 hours for being curriculum vice-headmaster. He was pointed as the chief of Language Laboratory in MTsN Mulawarman in 2005-2007. In addition, he became a class advisor in 2008-2011. Based on the result of interview, he can act properly and obey the rule. He said that he regularly does such activities as planning teaching and learning (makes syllabus, lesson plan, material, etc), fulfilling 12 hours of teaching every week, assessing the result of learning process. In term of responsibility, according to his peers assessment, MA is categorized as good enough (78,7) since sometimes he misses student guiding and training session.

According to peers reflection, MA is a relatively discipline enough teacher (87,7) since it is found from the attendance list of the semester that he has missed class three times. He is a neat person in dressing up for physical performance and thus he gets score (89) according to the result of social and personality peer assessment research.

MA states that he is proud of being a teacher for it is his own idea since he was child. However, recently he gets problem with his household so that it influences his perception of being a teacher.

He said that he always tries hard to be consistent in behaving properly and obeying the norms to create good and positive condition in learning process for students' success.

Another personality competence is being mature. Indicator of maturity has been shown by MA as a teacher. He indeed realizes that teachers face any challenges today like the improper utterances coming out from students, so that teacher should implement *amar makruf nahyi munkar* (ask to do the right thing and avoid the wrong thing). When MA gives punishment or reward to the students, he does them sincerely without any force from the others. MA can also understand others well so that he does not problematize any different view or opinion with other people. He said as well that he is a hard and good worker and he gets score (84,7) according to the result of social and personality peer assessment research.

Another point of personality competence is wise. MA's wise characteristic can be seen through the way he performs teaching which is emphasized on how to make it beneficial for students, school and society. For example, MA made journal of Using Visual Instruction Media for teaching speaking, joined training of creativity in teaching, PAIKEM training, action research training and many education seminars.

Those activities give positive impacts both directly and indirectly to MA, the students as well as other elements. They could see the good impact since his learning and teaching quality increases. Other indicator of being

wise person is MA is an open minded person. He is mature enough in thinking since he can differentiate whether something is right or wrong, understand the cause-effect relation and understand other people. Therefore, MA will not easily justify other has been wrong as long as he/she has strong foundation and argument including in worshipping application.

In term of having an authoritative bearing, students said that MA is authoritative enough in front of them. When MA gives the chance to students to read in the classroom, there are some students who are reluctant to read. Students realize that there is no something special when MA is teaching. In the process of his teaching, there are some students who dare go out of or enter to class without asking for his permission. It means that MA is a little bit not respected by his students.

The last point is having good morals and being a good model. Based on peers assessment result, MA gets score 83,3 (good). MA is patient enough. He has got big problems with his household that made him divorced. Actually he knows that divorce is an activity Allah hates.

In terms of *tawakkal* and confidence, MA believes that *tawakkal* is not only about good morals, but also this means as obligation in religion and Islam *aqidah*, since Allah who commands to do it. *Tawakkal is*, according to him, behaving and wishing with quiet heart, peace soul and strong belief that what Allah wants must happen and vice versa. Confidence means, according to him, is not cut along the relationship with Allah since Allah always

intervenes into our effort. If he wants to fulfill his need, he asks for no one's help, except for Allah helps.

Another indicator in having good morals is one should be a good model in front of others. According to MA, one behavior that is always imitated by his students is uttering greeting to everyone he meets in every moment, for example when he meets students and colleagues. According to the result of social and personality peer assessment research and he gets score 84,2 (good) for his politeness.

2) Social Competence

Social competence includes ability in effectively communicating and interacting with students, other teachers, student parents and society. MA always effectively communicates and well interacts with other teachers as well (82,6) based on result of social and personality peer assessment research.. According to MA, he tends to maintain good relationship with other teachers or officers and he gets score (83,9) according to the result of social and personality peer assessment research.. For example, he always fulfills others' invitations such as wedding party held by one member of MTsN Mulawarman family; visits his colleagues who get accident (sick, die, etc). These are done to show the sense of empathy and sympathy. From this aspect, he gets score 83,2 (good) from his peer assessment research.

There is a mosque around his house, in this mosque, people usually pray together, and hold religious activities such as break fasting together,

religion course, reading Qur'an together, and great days celebration. MA rarely involves in such activities for some reasons..

Based on the result of peer assessment of ten aspects of personality and social competences, MA gets average score 84,06. It means that his soft-skills is categorized good.

c. MN

1) Personality Competence

MN is an English teacher and a class advisor of class in 2000- 2012 in MTsN Mulawarman. He has been teaching since 1995. She fulfills 24 hours of teaching English in a week. Based on the result of interview, she can act properly and obey the rule. She said that she does such activities as planning teaching and learning (make syllabus, lesson plan, material, etc), fulfilling 24 hours of teaching every week, assessing the result of learning process.

According to the result of social and personality peer research, MN can act properly conforming to the social norm. For example, MN always performs well in dressing up since dress characterizes one's identity especially for a *muslimah* teacher who has to be a good model for students. She fulfills the criteria of dressing up for *muslimah* (not transparent, covering *aurat*, and loose). She gets score 86,8 (good) for this aspect.

From the interview, it is found that MN is proud of being a teacher since it is the implementation that her love to science. In her opinion, teaching is responsibility; teaching is a call from the heart.

During the interview, she said that she always tried as consistent as possible in behaving based on the existing norms. According to her, a teacher should not miss attending the class since it will decrease the teacher's image and harm the students need. Based on the result of peer assessment aspects of personality and social competences she gets score 83,2 (good) for this aspect.

From interview, it can be seen that MN is consistent in behaving based on the norm. What she says is what she does. For example, she asks the students to be discipline, so she firstly the one who should show the discipline.

MN has shown her maturity. When she finds a student's smoking (breaking the rule) she will punish the student without any force in decision making. She does not mind with others' different view or opinion.

Based on the result of peer assessment of personality and social competences, MN is good in fulfilling her responsibility (83,5). She does all her jobs well such as being a class advisor or involving in many committees. Her good responsibility is motivated by good enthusiasm and good commitment (86).

MN realizes that she is a good and hard-worker and according on the result of peer assessment of personality and social competences she gets (83,4). She is discipline in conducting her work. She always tries to understand and believe that work is responsibility that should be fulfilled.

She joins In House Training (IHT), an internal training within a group of teachers (MGMP), continues her study since she previously graduated

from diploma III of English Department in Unlam Banjarmasin in 1990. She then continued her study to graduate program in the same university and graduated in 2000. She also joins many educational seminars. Those activities give good impacts to MN in developing her way in teaching.

Other indicator of being wise person is MN is an open minded person. She is mature enough in thinking since she can differentiate whether something is right or wrong, understand the cause-effect relation and understand other people. Therefore, MN will not easily justify other has been wrong as long as he/she has strong foundation and argument including in worshipping or even implementing teaching material.

Other point is having an authoritative bearing. The indicator is that she can give positive impact to the students. According to her students, MN is a tower of strength in front of her students. When MN gives homework to her students, no one can deny it, or when MN enters to the class to teach, the students will be quiet, they are ready to pay attention to her next lesson will be delivered in the class. The students recognize that it will be lost out if they do not attend MN class or MN cannot attend to the class. Students cannot come and go out classroom as they want without asking for her permission. They really respect MN as a teacher.

Last point included in personality competences is performing good morals and becoming a good model. One indicator of performing good moral is behaving properly like what religion taught. MN is a patient person. Being patient, according to her, means consistent in worshipping Allah SWT and

accepting whatever she gets from the God both goodness and badness. Being patient has been always taught maximally by her parents and teachers.

In term of politeness, MN is a very polite person. Her students feel that they are being affected by her since she calls them “boy”, “girl” or “children.” She gets score 92,5 (very good). MN is also being a good model (90,2) according on the result of peer assessment of personality and social competences. According to MN, students badly miss a figure that can be imitated. MN always behaves well in order the students imitate it. For example, she always builds a habit like saying greeting whenever and wherever she meets her students, peers as well as colleagues.

2) Social competence

Social competence includes ability in effectively communicating and interacting with students, other teachers, students parents and society. It is often found that one of causes of failure in work and carrier is inability of people to communicate well. According to her peers, MN has good and effective communication skill with her students, colleagues, administration staff and students' parents (87,8). She tries to appreciate other people and giving empathy to them.

MN builds communication not only in one direction but also in multi directions, especially in English teaching and learning process in the classroom. She communicates orally and with gestures such as showing her thumb to appreciate good students, or shaking head to show disagreement to bad attitudes or opinions. Therefore, according to her students, MN can

communicate well. She even is willing to listen to her students consultation and sharing.

MN always effectively communicates and well interacts with other teachers as well. MN is open-minded, sociable and low profile person. She is also open to any criticism. According to MN, she tends to maintain good relationship with other teachers or officers and she gets score (88,4) according to peer assessment of personality and social competences. For example, she always fulfills others' invitations such as wedding party held by one member of MTsN Mulawarman family; visits his colleagues who get accident (sick, die, etc). These are done to show the sense of empathy and sympathy (91,8) very good according to peer assessment.

MN communicates well and effectively with students' parents that she knows. She attended some moments like giving final report of study at the end of semester to students' parents since she is a class advisor. According to her, this is the right time to communicate well and maintain good relationship with students' parents and ask for their help to be cooperative in guiding and educating students. In addition, she always attends as well to farewell party of third graders who will graduate from school since she will meet students' parents, some public figures and school committees there.

There is a mosque around her house, namely Al-Azhar Komplek Beringin Jl. A. Yani Km 3 Banjarmasin, in this mosque, people usually pray together, and hold religious activities such as break fasting together, religion

course, reading Qur'an together, and great days celebration. MN sometimes involves in such activities.

Based on the result of peer assessment of ten aspects of personality and social competences, MN gets average score 87,36. It means that her soft-skills is categorized good.

d. NM

1) Personality Competence

NM is an English teacher and curriculum-vice of headmaster in MTsN Mulawarman. She has experienced as the chief of Language Laboratory in 2005-2007 and class advisor. Based on the result of interview, she can act properly and obey the rule. She said that she does such activities as planning teaching and learning (make syllabus, lesson plan, material, etc), fulfilling 24 hours of teaching every week, assessing the result of learning process.

Based on the result of peer assessment, NM is a good one in dressing up (94,6). She is neat and always uses official uniform of MTsN Mulawarman. NM said that she is proud of being a teacher since she can implement various kinds of roles. She can be an educator, figure, model for her students and society around her. In addition, as a teacher, she can also be a trainer, guide, advisor and many others. Being a teacher, according to his, is a responsibility and call from her heart.

From interview, it can be seen that is NM consistent in behaving based on the norms. What she says is what she does. For example, she suggests the students to greet each other, shaking and smiling whenever they meet to build good relationship among them. In this case, teacher must be the role model first to the students. Based on peers assessment, NM is discipline enough (89,8); it is proven by the attendance list which shows that she is always present in the class (100%).

One point included in teacher personality competence is being mature. The indicator shows that NM has been mature already in her independent behavior as an educator. NM can make decision independently especially in learning and teaching process and building up the students competence. She acts based on students condition, she is able to act, makes decision quickly, on time, on the target in the learning and teaching process in the classroom without waiting for headmaster command. For example, when there is a student is accidentally sick, NM will soon deliver him/her to UKS (school health unit) room. Another example is she frequently changes her students' seat to get rid of feeling bored among students.

NM is a very good hard-worker (92,9). She works sincerely and does not consider it as a burden. She realizes that her job is her responsibility and fulfilling it means that she can build her dignity up.

Other point of personality competence is wise. NM is a wise person. NM believes that everything she does should be beneficial and give positive impact for other people such as for students, school and society. For example, NM once joined training of creativity in teaching, PAIKEM training, action

research training, and many other educational seminars. Those activities give good impact to NM in developing her way in teaching. She also joined continue learning program from Diploma III level to graduate level in English Department of UNLAM and graduated in 2000.

NM is open-minded in thinking and behaving wisely. She shows her wise by giving more difficult questions to her smart students and vice versa. Her open-minded way of thinking is implemented in the learning and teaching process like accepting her students' good and proper opinions.

Other point is having an authoritative bearing. The indicator is that she can give positive impact to the students. According to her students, NM is a tower of strength in front of her students. When NM asks the students to put the rubbish into the dustbin, the students will obey her command. When NM enters to the class to teach, the students will be quiet, they are ready to pay attention to her next lesson will be delivered in the class. Students cannot come and go out classroom as they want without asking for her permission.

Last point included in personality competence is performing good morals and becoming a good model. One indicator of performing good moral is behaving properly like what religion taught. She can control well her tension when she is angry so that her students respectively honor her and other people can easily become close to her.

NM said that she always mentions "*isti'adzah*" to keep away from being angry. She is a patient one as well. Being patient, according to her,

means keep ourselves from what we dislike sincerely without being angry, like when she has to face her naughty students.

She is also able to be a very good model for her students (95). For example, when she meets her students or colleagues, she will greet and smile at them. In term of politeness, she gets high score (92,4) from her colleagues. She has good motivation (92,9) and commitment (92,7).

2) Social Competence

According to her peers, NM has very good and effective communication and interaction skill with students, other teachers, students' parents and many other elements of society around her (91,8). Furthermore, she is able to build cooperative characteristics with anyone (94,5)

NM always effectively communicates and well interacts with other teachers and officers in MTsN Mulawarman as well. NM is open-minded, sociable and humorous person. According to NM, she tends to maintain good relationship with other teachers or officers. For example, she always fulfills others' invitations such as wedding party held by one member of MTsN Mulawarman family; visits her colleagues who get accident (sick, die, etc). These are done to show the sense of empathy and sympathy and she gets score (94,7) based on peers assessment.

There is a mosque around her house, namely *Mesjid Musyarafah* Perintis Kemerdekaan street Pasar Lama Banjarmasin and *Mushalla Nurul Ibadah* Jl. Ternate Pasar Lama Banjarmasin, in this mosque, people usually

pray together, and hold religious activities such as break fasting together, religion course, reading Qur'an together, and great days celebration. NM always actively involved in such activities.

Based on the result of peer assessment of ten aspects of personality and social competences, NM gets average score 93,22. It means that her soft-skills is categorized very good.

e. PR

1) Personality Competence

PR is an English teacher. He has been a class advisor since 2007 up to now. He said that he does such activities as planning teaching and learning (make syllabus, lesson plan, material, etc), fulfilling 24 hours of teaching every week, assessing the result of learning process. In term of responsibility, according to his peers, PR is categorized as very good (98,6).

Based on peer assessment, PR is a very discipline teacher (96,8) since he always obeys the school rules. When he cannot attend the class he will let his headmaster knows. It is found from the attendance list of the semester that he has missed class three times. He is a neat person in dressing up and thus he gets score (97,2) based on peers assessment.

He said that always tries hard to be consistent in behaving properly and obey the norms to create good and positive condition in learning process for students' success.

Students feel comfort studying in PR class since PR always has various ways in teaching activities to avoid monotonous condition. He has great commitment (98,8). He sometimes ignores other things that can obstruct his profession as a teacher. He always prioritizes the sake of teaching instead of sake of himself or even of his family.

PR will feel guilty when he cannot attend the class without any right reason. According to headmaster, PR is a very dedicative teacher; he always wishes the best for his students. He will maximize his effort in order his students reach the best achievement.

PR is kindly willing to give extra course for his students, for example when they will face final national examination, any kinds of English competitions and thus students of MTsN Mulawarman often win some competitions. His peers realize that he has great motivation. Therefore, he gets score (96,8) for this aspect.

There is one of his statements that impressed the writer. He said, “when we do extra job, do not say ‘that’s not my job’ or ‘I have done my job’ or even ‘i can’t do this’” He believes that human is the best creature Allah creates (*ahsanu takwiim*). So, there is no reason to say inability in doing something.

According to his students, PR is a beloved teacher since he indeed loves his students; he does not differentiate one to another. He treats his students fairly. His students will be lost when he cannot attend to the class to teach. According his peers, PR is a very good model (98,3).

Based on the result of interview, PR is consistent in behaving based on the norms. According to PR, what he says is what he should do. For example, he suggests his students if they want to be appreciated by other people they just have to show sincere and good smile so that people will give good impression.

One point included in teacher personality competence is being mature. The indicator shows that PR has been mature already in his independent behavior. PR always thinks and acts based on his decision. He does not depend too much on other people.

According to headmaster, PR has good stability in behavior. He always acts based on good planning. In term of religion thought, he believes in “purity and modernism” thought and he realizes them in his daily life. PR holds tightly the justice values. Students’ achievement are not determined by the close relationship between students’ parents and PR but purely based on the real condition of students and PR always maintains the honesty values.

PR can understand well other people so that different view and opinion are not problematic for him. He holds tightly the principle of tolerance, for example, the diversities in deciding *Idul fitri* day, the number of rakaat in praying *tarawih*, and many others. Due to his tolerance, people like to interact with him.

PR also tries to keep other people’s feeling, not to make them humiliating or embarrassing. Based on the result of observation and interview, PR is a good hard-worker. He is sincere, honest, enthusiastic and creative in fulfilling his job. He has sense of belonging as well.

Other point of personality competence is wise. PR is a wise person. PR believes that everything he does should be beneficial and give positive impact for other people such as for students, school and society. For example, teacher should give extra course for students who are going to face national final examination. He has ever composed a journal entitled Using Visual Instruction Media for teaching speaking, joined training of teacher's creativity in teaching, PAIKEM training, Action Research training and many other education seminars.

Sub-indicator of wise personality is PR is an open-minded person. His maturity can be seen from the way he understands which thing is right or wrong, cause and effect relation, and others' opinions. PR states that he would not justify other's opinion is wrong as long as the opinion relies on strong and clear including the different point of view in comprehending religion thought.

Other point is having an authoritative bearing. The indicator is that he can give positive impact to the students. According to his students, PR is a tower of strength in front of his students. When PR enters to the class to teach, the students will be quiet, they are ready to pay attention to his next lesson will be delivered in the class. Students cannot come and go out classroom as they want without asking for permission.

Last point included in personality competence is performing good morals and becoming a good model. One indicator of performing good moral PR is a low profile (*tawadhu'*) person. He always appreciates and respects other people. PR will always do something since according to him, if there is

no action it means that we are not patient facing this life. Being patient is always taught maximally by his parents.

Beside patience, PR performs good morals as well, he gets score (98,7) according to peers assesment. He always tries to do what Allah ask and not to do what Allah forbid (*tawakkal*) as well as to build his confidence. According to him, *tawakkal* is not only having good morals, but also believing in it that it is the obligation in religion and *aqidah* Islam. In other words, *tawakkal*, according to him, is acting, wishing with calm heart, peace soul and strong belief that what Allah wants must happen and vice versa. Allah will not ignore His creatures.

2) Social Competence

Social competence includes ability in effectively communicating and interacting with students other teachers, student parents and society. According to his peers, PR has very good and effective communication skill with her students, colleagues and staffs. Therefore, he gets score (96,9) from his peers. According to PR, he tends to maintain very good relationship with other teachers or officers and he gets score (96,4) according to peers assesment. For example, he always fulfills others' invitations such as wedding party held by one member of MTsN Mulawarman family; visits his colleagues who get accident (sick, die, etc). Students can be easily close to him, since he can show his empathy and sympathy. Not only to his students, he also can show his empathy and sympathy to his colleagues. That is why, he gets score (99,2) for this aspect.

Politeness displayed by the teachers communicate very well PR, politeness and honesty to build this communication is not only felt by his colleagues, but also enjoyed by students, staff and school employee, other stakeholders such as parents and community he is.

The learning process goes smoothly, the class come alive, happy atmosphere, as there is open communication between the PR with learners. Learning activities are conditioned in such a way by him, so as to make the students learn with ease, without any pressure, or not monotonic, which had previously been planned by PR with varying strategies. If you do not like it by homework "teachers should be ready out of the classroom Without any respect and authority". According to the writer's observation PR is one of the teachers who missed attendance by learners in the classroom.

There is a mosque around his house, namely *Mesjid Al-Muhibbin Komplek Perumahan Kebun Jeruk III Handil Bakti*. In this mosque, people usually pray together, and hold religious activities such as break fasting together, religion course, reading Qur'an together, and great day celebration. PR always actively involves in such activities.

Based on peer assessment, from all ten aspects of personality and social competences, PR gets average score 97,77 and thus he is categorized very good

f. RH

1) Personality Competence

RH's mother is an English teacher. She always does: teaching and learning planning (syllabus, lesson plan, material, and exercise sheet), conducting English teaching for 24 hours/week, assessing the result of learning process, guiding and training the students. She becomes the chief of library in MTsN Mulawarman since 2010 up to recent as well.

According to his peers, RH is highly responsible (90,8) in doing his jobs RH . RH is also a highly discipline one with score (90) since she always obeys the rules of school. If RH cannot attend to school, she always asks for the headmaster's permission and let the shift teacher know orally as well as in written. About her physical performance, she is very neat, simple and harmonious one with the score (97) based on peer assessment. Many students give good impression for his physical performance. In terms of politeness and behavior, RH got score (97) based on peer assessment. Many people who know her give positive impression.

According to RH, when we are teaching in the class, we can build intensive communication with our students. RH often said, "I am worry that your loud voice will annoy other students in other classes." Such statement is better than saying "don't be noisy, please!", according to her.

Learning and teaching process can be run well. The class atmosphere is cheerful and challenging. RH always opens free communication with her students so that they feel comfort studying in her class. RH has very good commitment and thus she gets score (94,5) based on peer assessment. RH will

ignore other private things that do not contribute to her job as teacher. According to headmaster, RH is a very dedicative teacher.

RH is willing to give extra course to her students who are going to face national final examination or English competitions. Her peers indeed can see her motivation and therefore she gets score (96,6) for this aspect.

Based on the result of interview, RH is a beloved teacher since she loves very much her students as well. Furthermore, she is a mother so that she can express her affection and tenderness to her students. This result conforms the result of peer assessment stating that RH is a very good model of a teacher (92,1) based on peer assessment.

Greeting other people, according to her, can arise peace, comfort and save atmosphere. Politeness determines one's dignity. Politeness comes from good moral one has. It determines one's understanding of religion thought. RH is a polite person since she can easily forgive other people's faults. She replies badness with kindness. She can easily control and manage her emotion for the sake of goodness.

Based on the result of interview, RH can act properly and consistently conforming to the norms. Her maturity can be seen from the way she understands which thing is right or wrong, cause and effect relation, and others' opinions as well as her independent action. She decides what she must do by herself and does not too depend on others like headmaster.

RH can understand well other people so that different view and opinion are not problematic for him. She holds tightly the principle of

tolerance. RH also tries to keep other people's feeling, not to make them humiliating or embarrassing.

Other point of personality competence is wise. RH is a wise person. RH believes that everything she does should be beneficial and gives positive impact for other people such as for students, school and society. For example, teacher should give extra course for students who are going to face national final examination. She has ever composed a journal entitled Using Visual Instruction Media for teaching speaking, joined training of teacher's creativity in teaching, PAIKEM training, Action Research training and many other education seminars.

She was formerly graduated from pre-undergraduate program (similar to diploma III level) in Tarbiyah Faculty of English Department in 1985. She then continued her study to undergraduate program in English Department of STKP PGRI Banjarmasin and graduated in 2005. In 2011 she completed her graduate program in English Department of Islamic University of Malang. Her level of education enhances more her achievement in learning and teaching process and ultimately she can raise her dignity up.

Other point is having an authoritative bearing. The indicator is that she can give positive impact to the students. According to her students, RH is a tower of strength in front of his students. When RH enters to the class to teach, the students will be quiet, they are ready to pay attention to her next lesson will be delivered in the class. RH can easily and effectively build communication up with her students.

2) Social Competence

In daily interaction among teachers, RH always effectively communicates with English teacher very well, other subject teachers, as well as administration staffs in MTsN Mulawarman. RH shows good skill in communication (93,2). Such good traits as politeness, honesty and ability in building good communication up are felt by her students, colleagues, school officers, stake holders, students' parents as well as society around her.

In addition, RH will visit first when there is one of MTsN members is hospitalized to show her empathy and sympathy. RH is able to express her empathy and sympathy well so that her students are easily close to her. She often shares her money to her students who really need it. She shows her empathy and sympathy to her colleagues as well so that she gets score (96,2). According to headmaster, RH is a friendly person. She always kindly expresses her smile, greets other people and behaves politely. She likes to smile at others to respect and appreciate them. RH believes that greeting is similar to praying for other people so that can build up a good relationship among them.

From the aspect of cooperative ability, RH got score (96,3) based on peer assessment. It was shown when she became a class advisor; at that time, she could cooperatively work with other teachers so that the process of fulfilling the report was running well. In addition, when she became a chief of school library, she could cooperatively work with other librarians, students and teachers as well. She also could show of being cooperative when she

became one of committee of new students recruitment, *Ramadhan* course (*Pesantren Ramadhan*) and farewell party of III graders.

There is a mushola *Babussalam* (small place for praying together) around RH's house. In this particular place, she builds his social relationship with her neighbors like when praying together, conducting religion commemoration, breakfasting together, ta'lim, reading Qur'an together and other activities.

Based on the result of peer assessment of ten aspects of personality and social competences, RH gets average score 94,37. It means that her soft-skills is categorized good.

g. SZ

1) Personality Competence

SZ is an English teacher in MTsN Mulawarman. She teaches in 24 hours/week. SZ has ever worked in MTsN Layap Paringin, Hulu Sungai Utara district (past) – Balangan district (now), since 1991 up to 1994 as an English teacher as well.

She then was transferred to MTsN Mulawarman Banjarmasin in 1995 and has been teaching there up to recent. She has become a class advisor in 1995-2011. Based on the result of interview, she can behave properly conforming to the existing rules. She does such activities as teaching and learning planning (make syllabus, lesson plan, material and exercise sheet), teaching for 24 hours/week, assessing the result of teaching and learning

process, guiding and training the students. She has passed certification test in 2008. From the aspect of responsibility, SZ only gets score (76) (moderate) since sometimes she missed the class.

Based on the result of peer assessment, in term of discipline, she is categorized moderate person (88,5) since it is recorded in attendance list that she missed class for two times. In addition, her commitment is categorized good (84,6) and her motivation is categorized good (89,2) as well based on peer assessment. SZ dresses up properly and neatly and thus she gets score (87,9) based on peer assessment. From the interview, it is found that SZ is proud of being a teacher since it is his own idea since she was child. In her opinion, teaching is worship and thus she does it sincerely.

During the interview, she said that she always tried as consistent as possible in behaving based on the existing norms to create positive atmosphere (act fairly and objectively) in learning and teaching process for students so that they can achieve the best.

One point included in teacher personality competence in being mature. The indicator shows that SZ has been mature already in his independent behavior. SZ realizes indeed that there many challenges teacher face, for example, the bad words coming out of students, so that a teacher should do *amar makruf nahyi munkar* (ask to do the right things and not to do the wrong ones). When she should punish or give the students reward, he does them sincerely without any force from anyone. SZ also can understand

others so that the different opinion or view between her and the others will not be problematic for her. She always tries to maintain tolerance attitude.

During the interview, SZ realizes that she is a good hard-worker. She proves it by working sincerely. Other point of personality competence is wise. SZ is a wise person. SZ believes that everything she does should be beneficial and give positive impact for other people such as for students, school and society. She has ever made journal of Using Visual Instruction Media for teaching speaking, joined training of teacher's creativity in teaching, PAIKEM training, action research training, and many other educational seminars.

Sub-indicator of wise personality SZ is an open-minded person. Her maturity can be seen from the way she understands which thing is right or wrong, cause and effect relation, and others' opinions. SZ states that she would not justify other's opinion were wrong as long as the opinion relies on strong and clear argument.

According to her students, SZ is less authoritative in front of her students. It is proven when she asked students to read a passage, there were some who deny reading it. The students said that there is no special thing so that they do not feel anything when SZ cannot come to the class to teach. When SZ is teaching in the classroom, there are some students who are chatting each other.

Last point included in personality competence is performing good morals and becoming a good model. Based on the result of peer assessment, SZ is categorized good person in this aspect (84,9). One indicator of performing good moral is behaving properly like what religion taught. SZ is a patient person. For example, one day, her son got married without asking for his permission firstly. However, she can manage herself, she does not get angry and faced everything in patient. She believes that Allah will always give the best to her.

Beside patience, SZ performs good morals as well. She always tries to do what Allah asks and not to do what Allah forbids (*tawakkal*) as well as to build her confidence. Confidence, according to SZ, is we may not cut along the relationship between us and Allah since Allah will always intervene in our effort. If she looks for help, she will ask for no one except Allah. SZ always behave well in order the students imitate her. For example, she always makes a habit like saying greeting whenever and wherever she meets his students, peers as well as colleagues. In term of politeness, she gets score (89,6) from her peers.

2) Social Competence

Social competence includes ability in effectively communicating and interacting with students other teachers, student parents and society.

According to her peers, SZ has good and effective communication skill with her students, colleagues and staffs. Therefore, she gets score (85,5)

from her peers. According to SZ, she tends to maintain good relationship with other teachers or officers and she gets score (85,6) based on peer assessment. For example, she always fulfills others' invitations such as wedding party held by one member of MTsN Mulawarman family; visits her colleagues who get accident (sick, die, etc). These are done to show the sense of empathy and sympathy. From this aspect, SZ gets score (81,6) based on peer assessment.

There is a mosque around his house, namely *Khairullah Sungai Lulut*. In this mosque, people usually pray together, and hold religious activities such as break fasting together, religion course, reading Qur'an together, and great day celebration. SZ always actively involves in such activities.

Based on peer assessment, from all ten aspects of personality and social competences, SZ gets average score 85,79 and thus she is categorized good person.

C. Data Analysis

Personality and social competences are the parts of soft skill while pedagogical and professional competences are included in hard skills. This research focuses on personality and social competences (soft skills).

Soft skill of teacher is teacher's skill in controlling properly her/himself and building a good relationship with others up effectively. Self-controlling skill is called interpersonal skill that reflects good, stable, wise,

mature, authoritative personalities and the ability in being a good model as well as having good morals.

Building a good relationship with others up ability is called interpersonal skill that includes the ability of a teacher in communicating and interacting effectively with the students, other teachers, students' parents and society.

Based on the result of peer assessment towards English teachers in MTsN Mulawarman Banjarmasin supported by seventy teachers, it can be classified into two categories: first is those who have very good personality and social competences ($90 \leq 100$), they are PR, RH and NM which reached 43%. Second, those who have good personality and social competences ($80 \leq 90$); they are IR, MA, SZ and MN which reached 57%..

The three teachers who get the highest scores have been successful in understanding and realizing their best self-potential. Allah SWT has stated in At-Tin: 4 that human is the best creature of all (*ahsanu taqwim*) from the aspects of physical, mental emotional, intellectual and spiritual point of views. However, man may alter into *asfalasafilin* due to her/his inability in maintaining her/his belief and good acts.

PR, RH and NM, according to the writer analysis, have clear and strong ideas (dream, thought, hope, passion and belief). They want their students be great ones someday so that to realize it, they firstly become good models in terms of politeness, disciplines, the way they dressing up,

cooperative characteristic, communication skill, commitment, model, motivation, empathy and responsibility. They are different from IR, MA, SZ and MN who have not maximized yet their personality and social competences.

They have such good competences because they have very good intrinsic and extrinsic motivations so that they are willing to be discipline and obedient in obeying the school rules. The key role of teacher like what has been stated in Teacher and Lecturer Law, number 14, 2005, they are able to educate, teach, guide, lead, train and evaluate students. PR, RH and NM can develop well their interpersonal due to their intrinsic motivations and this gives positive impacts: they work hard and sincerely, focus on their jobs, fulfill their responsibilities as a teacher, become motivated, have strong commitment and high love their jobs, disciplines, dress up well and neatly, become a good model, behave politely, as well as intend to enhance school quality.

Their great ideas to be inspiring teachers come true. They have fulfilled their main duties and other duties based on their strong belief. Their strong belief guides them to realize their ideas although we cannot deny Allah decision. However, they realize as well that Allah will not change people condition unless people themselves who change their conditions.

Those three teachers (PR, RH and NM) have built their belief in Allah, their own selves and other people. They have maximized their efforts in

teaching by planning, implementing and evaluating, while the result is in Allah's decision. Therefore, they always pray for their students in order they can absorb well the lesson they have taught so that they can change their bad attitudes into the good ones. They believe that Allah will not betray His promise.

Like what has been stated in Teacher and Lecturer Law, teacher's role is inheriting Prophet's duty, *amar makruf nahyi munkar*. It is indeed very hard to fulfill yet magnificent to do. Therefore, teacher must trust themselves that actually they have great potential since. How burdened their jobs, they must be able to accomplish. Allah will always show the way. Allah said, "Allah will not burden someone out of her/his capability." To accomplish this great mission, PR, RH and NM are optimist and highly motivated that they can make it.

Communication skill is a must for teacher since this particular skill is relevant to social competences or interpersonal skills. PR, RH and NM have successfully communicated well and effectively with their students, colleagues, students' parents as well as society around them. They can build empathy and sympathy, use easily understandable language, deliver clear messages, be low profile, appreciate, give time to listen to other people sharing, criticism, do not humiliate other people, dare to recognize their faults, sincerely forgive others' faults, act tenderly, control themselves well, and prioritize significant things. Another factor that influences interpersonal relationship is self-concept.

Self-concept is someone's view and feeling about him/herself. PR, RH, and NM may have positive self-concept in some cases: (1) they believe that they can solve any problem, (2) they feel equally with other people, (3) they can accept compliment without being embarrassed, (4) they realize that everyone has relatively different feeling, willingness and attitude that other people may disagree, (5) they can change their bad personalities.

Why self-concept is important in communication among teachers, students, students' parents and society? According to writer's analysis: (1) because everyone will act conforming to his/her self-concept, if someone sees him/herself as the best one, she/he must be able to be mature, wise, authoritative, stable, good, have good morals and become a good model, (2) because if someone is open-minded he/she can enhance his/her communication skill, (3) because there is confidence in self-concept, (4) because there is selectivity point.

Beside, teacher should be able to build a good team work. PR, RH and NM are very good in cooperative activities since they can deliver argument and appreciate others' opinions, see their weaknesses, offer help, actively listen to other people utterances and be honest to themselves to know their needs.

Table 4.1 Result from Peer Assessment Techniques

No	Aspects to be assessed	Teachers by Initials						
		IR	MA	MN	NM	PR	RH	SZ
1	Discipline	87,8	87,7	83,2	89,8	96,8	90	88,5
2	Performance	88,1	89	86,8	94,6	97,2	97	87,9
3	Good manners	87	84,2	92,5	92,4	98,7	97	89,6
4	Responsibility	87,8	78,7	83,5	93,8	98,6	90,8	76
5	Spirit	86,2	84,7	83,4	92,9	96,8	96,6	89,2
6	Commitment	83,9	83,3	86	92,7	98,8	94,5	84,6
7	Exemplarity	88,3	83,1	90,2	95	98,3	92,1	84,9
8	Cooperation	84,7	83,9	88,4	94,5	96,4	96,3	85, 6
9	Communication	84,1	82,6	87,8	91,8	96,9	93,2	85,5
10	Empathy	85,4	83,2	91,8	94,7	99,2	92,6	86,1
	Average	86, 15	84, 06	87,36	93.22	97,77	94,37	85, 79