

# Profile of Teachers' Social Competence at Khadijah Foundation and Its Effect on Students' Social Sensitivity at Khadijah Primary School

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## Abstract:-

**The aims of this study:**

- (1) To describe profile of teachers' social competence at Khadijah Foundation,
- (2) To describe students' social sensitivity at Khadijah Foundation,
- (3) To describe the effect of teachers' social competence to students' social sensitivity at Khadijah Foundation.

It is non experimental research which uses descriptive quantitative method. The population is all teachers and students at grade 3, 4 and 5 at three different schools under Khadijah Foundation. There are totally 69 teachers and 692 students. Data collection method is questionnaires. Since it is three different school, inferential analysis is applied in this study which include normality test, homogeneity test and *variance* test.

**The result of the research describes that;**

- (1) There is differences of level of social competence of the teachers at Khadijah foundation. The average shows that SD Khadijah settles the top place with the average of 89, 35. The second place is SD Khadijah 3 with the average of 85, 95 and the third place is SD Khadijah Pandegiling with the average of 81, 75.
- (2) There are two levels of social sensitivity of the students at Khadijah foundation. The top place is fulfilled by the students of SD Khadijah with the average of 82, 46, the second is SD Khadijah 3 with the average of 81,72, and the third is SD Khadijah Pandegiling with the average 81.52.
- (3) There is difference of social sensitivity of the students in grade III, IV dan V at the three schools. The average of social sensitivity of grade III is 79, 18, grade IV is 82, 19 and grade V 84,33.

**Keywords:-** Social Competence of Teachers, Social Sensitivity Of Students, Teacher Khadijah Foundation.

## I. INTRODUCTION

Aristoteles stated that education is a process for an individual to reach maturity which educates teenagers. Children need figure and teachers are the ones to fulfill that position at school. Therefore, It is needed to realize that, to support character development and manner, and parents act as teachers at home through an effort of building maturity as the world goes. (Suyatno, 2009, p. 34). Recently, students encounter moral degradation. Impoliteness, indiscipline, intolerance are becoming trending topic of students' life. Moreover, some students experience violence at school. If the school conducts supporting environment where all teachers and staffs lead to maintain cleanliness, to be discipline and be polite towards others, than the students will easily imitate what other people do. (Samani M. , 2007, p. 9).

In case of primary school teachers, the students will choose to stay at home rather than coming to school because of something bad happened in the past during the school. This will create negative relationship between teachers and students. In addition, at the age of 6 to 13 years old, students are still in the stage of social development to adapt with the environment. The teachers take role to develop the students' social intelligent. The teachers are the role model so the students will easily imitate the teachers in their daily life. In matter of fact, teachers' social competence profile are essential to be developed to affect students' social sensitivity positively which include style of teaching and teaching strategy.

### A. Meaning of Teachers' Social Competence

The term of Social Competence is derived from two words, Social and Competence. The word competence is from English Vocabulary *competency* which means ability. Competence is the application of knowledge and attitude in the work field, in accordance with the standard needed by society or work field. (Muspiroh, p. 5). Meanwhile the word social is from the word *Socio* which mean to make friend. Literally the word social mean something related to friends or society. (Damsar, 2011, p. 96). According to Buchari Alma (2008:142), social competence is teachers' ability to communicate and interact effectively inside or outside the school. (Wibowo, 2012, p. 124). Meanwhile Suharsimi stated that teachers must deliver social competence; teachers must be able to communicate well to students, other teachers, principal and the society. (Muhli, 2012). In the other hand, Dede Rosyada stated that social

competence is ability to manage relationship to the society which need skill to solve problem which occur personally to others. (Rosyada, 2016). Education Psychist Gadner (1983) defined social competence as one of nine intellectuals (logic, language, music, body, money, individual and nature) which identified by Gadner (Ashsiddiqi, 2012, p. 62).

According to Government Regulations number 74, 2008 teachers' social competence include; a) communicate verbally with or without gesture politely; (b) to use the technology of communication and information functionality; (c) to socialize with society, other teacher, principal and students' parents; (d) to socialize politely with the society by regarding the rules; (e) to apply life time brotherhood and spirit of togetherness (Suharsaputra, 2013, p. 67). Meanwhile according to National Education Standard, chapter 23 verses 3 point d, it is stated that social competence is teachers' ability as member of the society to communicate and socialize effectively to students, teachers, staffs, parents and surround environment (Mulyasa E. , 2007, p. 173). Based on the definition above, social competence is teachers' ability as member of the society to communicate and socialize effectively to students, teachers, staffs, parents and surround environment.

In "multicultural education" there are several important steps to be implemented by the teachers in fostering students' social awareness. First, in multicultural education a teacher should have sufficient insight into the various kinds of social phenomena that exist in the environment of his students. Second, teachers should have sensitivity to the existence of discrimination and social, economic and political injustice. Third, a teacher should be able to directly apply social, political and economic caring and anti-discrimination attitudes in class, school, and outside school. The scope of social competence refers to Permendiknas RI number 16, 2007 concerning Standards Academic Qualifications and teacher competencies include: (1) Being inclusive, not discriminatory, (2) Communicating effectively, empathically, politely with school citizens, (3) Adapting to the place assignments in all regions that have socio-cultural diversity, (5) Communicate with their own professional community and other professions verbally and in writing or other forms (Arifin, 2011, p. 159).

The teacher has a very big role, especially for primary students. Teachers as examples and role models (Java: *digugu lan ditiru*). Teachers are required to be able to be caregivers (mentors), role models (examples) and mentors (advisors) (Azizy, 2003, p. 162). To be a caregiver, the teacher must treat his students with respect and affection. The teacher with his gestures as a model, is always noticed by students. Suggestions will occur if a child receives or is interested in the views or attitudes of others who are authoritative or authorized or majority. With suggestions, children will easily socialize themselves. A child can also socialize himself through identification, which is trying to identify himself with his teacher, both consciously and unconsciously. Sympathy is the last factor that makes

children hold social processes. Sympathy will occur if someone feels attracted to someone else.

The four factors underlie the socialization of children and involve the children's feeling in holding social processes. To facilitate the occurrence of socialization in education, the teacher needs to create a situation, so that the factors underlying the socialization arise in children. (Peaget, 2010, p. 129). The theory of reasoned action says that attitudes influence behavior through a careful and reasoned decision-making process and the impact is limited to three things. First, behavior is not only determined by general attitude, but by a specific attitude towards something. Second, behaviour is influenced by subjective norms, namely our beliefs about what other people want us to do. Third, attitudes toward a behaviour along subjective norms forms an intense or intention to behave in a certain way (Azwar, 2013, p. 11). Thus, interaction and communication play an important role in the smooth learning. Therefore, teachers are required to have social competence.

Social skills include the ability of teachers to communicate, cooperate, associate sympathetically, and have a pleasant spirit. Teachers socialize with the community through their abilities, through sports, religious and youth activities. The flexibility of socializing must be possessed, because otherwise the association will become stiff and the consequences will be less acceptable to the community. According to Musaheri, the characteristics of teachers who have social competence are communicating politely and interacting effectively and skilled in collaborating in groups (Musaheri, 2009, p. 203). This can be described as follows;

- (a) Communicate politely,
- (b) Associate effectively,
- (c) Have teamwork skills in Groups.

Communication, association and interaction with students will be built openly, so that teachers are more aware of various things about students and also students will be more understand about what the teacher expects from them to think about. Teachers who have social competencies which include several attitudes, among others; attention, caring and sincerity are useful in growing aspects of students' social sensitivity. They are:

- a) Attention (concern) leads to understanding
- b) Caring brings love.
- c) Sincerity (Kindness) leads to sacrifice

#### B. Meaning of Social Sensitivity

According to National Indonesian Dictionary sensitivity comes from sensitive which means 1. Easy to feel; easily aroused; 2. Easy to move (about balance sheets or mechanical equipment); 3. Not negligent; 4. Easy to accept or continue influence (Ministry of Education and Culture, 2012, p. 1037). Literally, the term (sensitivity) comes from the word sensitive (sensitive) which means easy to feel or easily aroused or a condition of someone who is easy to react to a situation. If it is associated with social conditions (community), the term becomes social

sensitivity, namely the condition of someone who is easily reacted to social or community problems (Sapriya, 2014, p. 177).

People who have social sensitivity are usually characterized by the ability to notice social realities around them and that ability is based on broad social insights and has an understanding of the norms and social institutions that exist in society so that by itself will be able to classify social realities around and able to classify social realities between those which include social problems and which are not social problems. By being able to identify, it will be easier to prioritize in solving the problem. In the context of education at schools, each teacher should encourage his students through developing learning strategies, so that they have social sensitivity, especially in the era of globalization and social change which is so fast moving.

Sensitivity theoretically, social sensitivity and social awareness will occur if there is an individual experience in the past. Individual learning experiences are essentially the result of interactions between individuals and their environment. Darley and Latene (Sarwono, 2009) stated several factors which influence social sensitivity; (a) bystander, (b) attribution, (c) model, (d) character and mood. Scope of Competency Achievement Assessment Attitudes in the 2013 Curriculum divide attitudinal competencies into two; the spiritual attitude associated with the formation of faithful and pious students and social attitudes associated with the formation of noble, independent, democratic and responsible students. Spiritual attitude plays role as an embodiment of the strengthening of vertical interaction with God Almighty, while social attitudes as the realization of the existence of consciousness in an effort to realize harmony of life (Madematics, 2014).

Being social and help are commonly taught and are encouraged by all religions. Even so, the development of socially sensitive attitudes cannot just grow for everyone because it requires a process of training and educating to do all of that. Students' closest environment has a big influence on determining the level of social sensitivity. We cannot live alone in this world, therefore having a spirit of social sensitivity is very important for everyone, as well as for a child who will live independently without their parents anymore. With a high social life, they will be easier to socialize and will be more appreciated.

Teacher is the person who is responsible to grow the young generation, especially students and professional students. The curriculum can be made as great as possible, but if the teacher does not implement it in the classroom, quality improvement does not occur (Suyatno, 2009, p. 138). The teacher as a mentor or advisor is closely related to the teacher as a guide. Teachers must be able to give advice when students need. Advice can be given generally in front of students.

Here are some research related to teachers' profile and students' sensitivity; (1) Munaiyah (2010), "*Pengaruh Model Pembelajaran Kooperatif Tipe Student Team*

*Achievement Division (STAD) Untuk Meningkatkan Kepekaan Sosial dan Hasil Belajar Siswa di Kelas IV SD Negeri Percobaan Surabaya*", (2) Muspiroh (2015), "*Peran Kompetensi Sosial Guru Dalam Menciptakan Efektifitas Pembelajaran*".

The theory that supports the implementation of this learning is the social learning theory, Albert Bandura. Bandura in (Sapriya, 2012, p. 178) stated in social learning theory "Social Learning Theories" that someone controls the environment using the experience of his actions in the past, a person's behavior is not determined solely by the environment or individual autonomy. Bandura also explains the influence of reinforcement from outside a student's self or environment and cognitive activity in students (ability) to learn by means of "modelling" or imitating other people's behaviour. This theory emphasizes personal choice, creativity and self-actualization of each individual who learns, is a process where students develop a unique personal ability to react to the surrounding environment.

**II. RESEARCH METHODOLOGY**

This study uses a quantitative approach. In analyzing relationships between variables, it is done through statistical analysis. For that, measurements were taken of the research variables in order to obtain objective empirical data. Relation between variables in this study is in the form of a relationship between teachers' social competence and students' social sensitivity. In order for the variables of teacher social competence and social sensitivity of students to be analyzed through statistics, scoring of variable indicators is conducted through instruments designed by researchers. This research is a non-experimental research (*operation research*) with the type of survey research to obtain factual information from the respondents by using questionnaires for completing the data. The design of this study has two variables; the independent variable and dependent variable. The research model can be seen in the picture below.



Fig 1:- Research Model

Information :  
 —————> : Influence between variables  
 X : teachers' social competence  
 Y : students' social sensitivity

**A. Population and Sampling**

➤ *Population*

According to Suharsimi, Population is the whole subject of research. If someone wants to examine all the elements in the research area, the research is population research (Arikunto, 2006, p. 130). In this study, the population is some teachers and students in primary

schools under Khadijah Foundation who are considered to have the ability to read and write. To give an overview of

the overall population, here is a table:

No	Location	Population	
		Teacher	Student
1	SD Khadijah	33	311
2	SD Khadijah 3	26	217
3	SD Khadijah Pandegiling	20	164
Total		79	692

Table 1:- Research Population Siatuation  
Source : Interview 2016

➤ *Sampling*

Samples are part of a population that will be examined in depth (Kasiram, 2010, p. 258). The sampling technique in this study used the Area Probability Random Sampling technique. Named this technique because the sampling was randomly assigned to each school as a

sample whose subjects were taken as needed. The sample in this study was part of students of class III, IV and V of 3 schools under the auspices of YTPS-NU Khadijah Surabaya who were considered to have the ability to read and write. Overview of the total number of samples is shown in the following table:

No	Location	Population	
		Teacher	Student
1	SD Khadijah	20	120
2	SD Khadijah 3	20	120
3	SD Khadijah Pandegiling	20	120
Total		60	360

Table 2:- Research Population Siatuation

*B. Research Variables and Operational Definition*

➤ *Research Variable*

Variables in this research include:

- 1) Independent Variable which is teachers' social competence
- 2) Dependent Variable which is students' social sensitivity

In determining the measurement scale on the items in the statement of each independent variable the researcher used the Likert scale method with four alternative answers as follows:

- 4 = Always
- 3 = Often
- 2 = Sometimes
- 1 = Never

➤ *Operational Definition*

The operational definition of this study is:

- 1) Teacher's social competence is the ability of the teacher to communicate and interact effectively with students, fellow educators, staffs, parents / guardians of students and the surrounding community.
- 2) Social sensitivity, literally, the term (sensitivity) comes from the word sensitive which means easy to feel or easily aroused or a condition of someone who is easy to react to a situation. If it is associated with social conditions (social), the term becomes social sensitivity; the condition of someone who is easy to react to social or community problems.

*C. Time and Place of Research*

This research was conducted at three Khadijah Primary Schools in classes III, IV and V, which included SD Khadijah located on Jl. A. Yani 2-4 Surabaya District Wonokromo, SD Khadijah 3 which is located on Jl. Raya Lontar Candi Lempung 2-4 Manukan Kulon, District Tandes and SD Khadijah Pandegiling located on Jl. Pandegiling 217 District Tegalsari. The condition of students in this school is on average from the upper middle class who are economically capable and all students are Muslim. The time of study is the odd semester of the 2017/2018 school year between July and December 2018.

*D. Data Collection Technique and Research Instrument*

➤ *Data Collection Technique*

The data collection technique used in this study was a questionnaire. Questionnaire is a list of questions or statements about a particular topic given to the subject, either individually or in groups, to obtain certain information, such as preferences, beliefs, interests and behaviors. The questionnaire used in this study was a closed questionnaire, which was provided with an answer so that respondents only had to vote (Tukiran, 2011, p. 44).

➤ *Research Instrument*

Good instruments must fulfill two conditions; valid and reliable which will be explained as follow:

• *Validity Test*

Singarimbun (1995: 88) explains that validity or validity is the accuracy of a measuring instrument or test to measure what is measured. The validity of the item was

tested using the Internal Validity approach by calculating the scores of each item statement with a total score (the whole statement). The calculation that the researcher did in this research in finding the validity of the statement items was by using the SPSS 20.00 program for Windows statistical calculation program where the results (Corrected Item-Total Correlation) were compared with the critical numbers in the Pearson Moment critical table (critical number table  $r$  value is  $N-2$ ) according to the degree of freedom and level of significance. A data can be said to be valid if the value of the correlation coefficient item is greater than the critical number value that is in the Pearson Moment critical figures table.

- *Reliability Test*

Reliability testing to find out the profanity or reliability of research data collection instruments (instruments). Reliability testing can be done externally. In this study to determine the reliability of each variable under study, measured by the Cronbach Alpha method with the formula: alpha coefficient is the provision if the alpha correlation coefficient is greater than 0.60 can be stated that the research instrument used is reliable (Saifudin, 1999: 79). Calculation of reliability is done by using the SPSS 20.00 for windows program statistics program in the Reliability Cronbach results section.

#### *E. Data Analysis Technique and Hypothesis Test*

Data analysis in this study is using inferential analysis which is preceded by normality test, homogeneity test and variance analysis with the calculation of SPSS 20.00 for windows. The stages of data analysis are as follows:

- *Inferential Analysis*

In inferential analysis to be carried out are normality test, homogeneity test and variance analysis of SPSS 20.00 for windows

- *Normality Test*

The normality test is used to test data whether it has a normal distribution or not. The data tested for normality were taken from different values of pretest and posttest in the experimental and control classes using the computer assistance program SPSS 20.00 for windows at the normal level of significance.

- *Homogeneity Test*

Homogeneity test is used to test the similarity of variance between two homogeneous groups or not done by homogeneity test with SPSS 20.00 for windows. The test criteria were used at a significance level of 5%.

- *Variance Analysis*

Data analysis was carried out with quantitative descriptive techniques. Descriptive technique is intended to describe sample data that has been collected as is, without analyzing and making conclusions that apply to the public (Sugiyono, 2012b: 29). To test the research hypothesis, variance analysis was used in three homogeneous groups.

- *Hypothesis Test*

The hypothesis proposed in this study is as follows:

1. There are significant differences in teacher social competencies at SD Khadijah, SD Khadijah 3 and SD Khadijah Pandegiling Khadijah Foundation
2. There are significant differences in social sensitivity of students at SD Khadijah, SD Khadijah 3 and SD Khadijah Pandegiling Khadijah Foundation
3. There is an influence of teacher social competence on the social sensitivity of primary students in the Khadijah Foundation.

### III. RESULT AND DISCUSSION

#### A. Result of Validity Test and Reliability Test

- *Validity Test*

The researcher validated the expert team to find out the feasibility of the existing questionnaire. The first expert team was Drs. Nasution, M. Hum., M.Ed., Ph.D. According to him, the variable X questionnaire was good, but there were several items of statements that did not need to be included, namely the statement number 15 and 17. The total number of the first validator was 3.7. On the variable Y questionnaire, he gave input on aspects of courtesy statement number 36 which contained "Students are not dirty, rude and arrogant" in order to be replaced with "Students are not dirty and rude", because they are arrogant not including polite aspects polite. The average number in this aspect is 3.7. The second expert team is Drs. Abdullah Sani, M. Pd, who stated that the variable X questionnaire was good, but there were a number of statement items that had to be corrected, namely in the Y variable questionnaire, in some aspects, my word was replaced with a verb. This is contained in the number; 7, 12, 14, 15, 17 and in number 18. The average number in this aspect is 3. After validation, the expert team of researchers tested the validity and reliability of 44 teachers and 37 respondents as representatives who had characteristics of respondents who same as the respondent of the object to be studied. In this validity test the researcher uses the significance level of the criterion number  $r$  value, namely  $N-2$  (see the table of criticism numbers  $r$  value in the attachment). Because in this study the validity and reliability test of the number of respondents was 44 teachers and 37 students, then the paths seen for teacher social competency in the criterion number table  $r$  value on 42nd row ( $44-2$ ), then for the significance level is 5% with a critical value of 0.304. Whereas for the social sensitivity of students in the criterion number table  $r$  value on the 35th line ( $37-2$ ), then for the significance level is 5% with a critical value of 0.334 (Masri Singarimbun, 2000: 139)

- *Teachers' Social Competence Variable*

After expert validation, the researcher tested the validity of 44 respondents. Based on the results of the validity test on 44 respondents can be seen in table 4.1 below.

Quest Num	Validity Score	Information	Quest Num	Validity Score	Information
1	0,618	Valid	12	0,632	Valid
2	0,461	Valid	13	0,562	Valid
3	0,451	Valid	14	0,679	Valid
4	0,599	Valid	15	0,461	Valid
5	0,246	Invalid	16	0,463	Valid
6	0,201	Invalid	17	0,537	Valid
7	0,598	Valid	18	0,552	Valid
8	0,511	Valid	19	0,555	Valid
9	0,509	Valid	20	0,280	Invalid
10	0,301	Valid	21	0,490	Valid
11	0,433	Valid	22	0,410	Valid
			23	0,599	Valid

Table 3:- Result of Validity Test Teachers’ Social Competence

From the table above, it can be seen the level of validity for the Teacher Social Competency variable (X) which consists of 23 items which turns out that there are 3 statements aborted or discarded because there is a corrected item-total correlation value below the critical value of 0.304, which is item number 5 , 6 and 20 so that there are 20 statements that are declared valid.

• *Students’ Social Sensitivity Variable*

After expert validation, the researcher tested the validity of 37 respondents. Based on the results of the validity test on 37 respondents can be seen in table 4.2 below.

Quest Num	Validity Score	Information	Quest Num	Validity Score	Information
1	0,597	Valid	26	0,602	Valid
2	0,604	Valid	27	0,575	Valid
3	0,451	Valid	28	0,537	Valid
4	0,571	Valid	29	0,635	Valid
5	0,466	Valid	30	0,273	Tidak Valid
6	0,431	Valid	31	0,408	Valid
7	0,285	Tidak Valid	32	0,435	Valid
8	0,539	Valid	33	0,363	Valid
9	0,400	Valid	34	0,397	Valid
10	0,493	Valid	35	0,461	Valid
11	0,683	Valid	36	0,571	Valid
12	0,342	Valid	37	0,660	Valid
13	0,649	Valid	38	0,498	Valid
14	0,387	Valid	39	0,476	Valid
15	0,453	Valid	40	0,639	Valid
16	0,590	Valid	41	0,600	Valid
17	0,694	Valid	42	0,558	Valid
18	0,483	Valid	43	0,431	Valid
19	0,329	Valid	44	0,573	Valid
20	0,532	Valid	45	0,632	Valid
21	0,609	Valid	46	0,626	Valid
22	0,645	Valid	47	0,650	Valid
23	0,411	Valid	48	0,571	Valid
24	0,574	Valid	49	0,604	Valid
25	0,574	Valid			

Table 4:- Result of Validity Test Students’ Social Sensitivity

From the table above, it can be seen the level of validity for the Student Social Sensitivity variable (Y) which consists of 49 items which turns out that 2 statements are aborted or discarded because the value is less than r table, so there are only 47 statements that are declared valid. Statements that are aborted or discarded on the item are 7 and 30 because there is a corrected item

value - the total correlation is below the critical value of 0.334.

➤ *Reliability Test Variable X and Y*

According to Nunnally (in Ghazali, 2011: 46) a variable is said to be reliable if it gives a Cronbach Alpha value > 0.60. From the results of the reliability tests of the two variables using SPSS 23 for Windows 2007. The

results of the reliability test of the Teacher's Social Competency (X) have a level of reliability coefficients of 0.732 greater than  $> 0.6$ . Thus this questionnaire is reliable. While the reliability test of the variable social sensitivity of students (Y) produces a level of coefficient of reliability (reliability coefficients) of 0.746 greater than  $> 0.6$ . So that this instrument is reliable. Reliability test results can be seen in table 4.3 below.

## B. Research Result Discussion

### a. Description of Teachers' Social Competence at Khadijah Foundation

Based on the results of the calculation of variance analysis at SD Khadijah table 4.6 it can be seen that the average teacher's social competence is 89.35, from the table obtained a significance value of 0.229 means that this school has a significance value  $> 0.05$ , it can be concluded that the value is normally distributed. At SD Khadijah 3 it can be seen that the average teacher's social competence in this school is 85.95, the significance value in the Shapiro Wilk column is 0.099. This means that this school has a significance of  $> 0.05$ , it can be concluded that the value is normally distributed. Whereas at SD Khadijah Pandegiling, the average teacher's social competence in this school is 81.75 and the significance value in the shapiro wilk column is 0.889. This means that this school has a significance of  $> 0.05$ , so it can be concluded that the value is normally distributed. This means that there is a significant difference between the social competence of teachers at SD Khadijah, SD Khadijah 3 and SD Khadijah Pandegiling. The average social competency score of SD Khadijah teachers is higher than the average score of teacher social competence at SD Khadijah 3 and the average score of teacher social competence at SD Khadijah Pandegiling.

### b. Description of Students' Social Sensitivity Grade III, IV, V at SD Khadijah

Based on the results of the calculation of variance analysis at SD Khadijah table 4.10 it can be seen that the average social sensitivity of class III students is 80.13, from the table obtained a significance value of 0.065 means that social sensitivity of class III students in this school has a significance value  $> 0.05$ , it can be concluded that the value is normally distributed. In class IV it can be seen that the average social sensitivity of students in this school is 82.63, the significance value in the Shapiro Wilk column is 0.078. This means that the social sensitivity of students in class IV has a significance  $> 0.05$ , it can be concluded that the value is normally distributed. Whereas in class V, the average social sensitivity of students in this school was 84.63 and the significance value in the Shapiro Wilk column was 0.199. This means that the social sensitivity of students in class V has a significance of  $> 0.05$ , so it can be concluded that the value is normally distributed.

This means that there is a significant difference between the social sensitivity of students in grades III, IV and V at SD Khadijah and the social sensitivity of class V students occupies the highest average score compared to

the average social sensitivity score of students in grades III and IV. This means that the higher the level of the class, the higher the social sensitivity of students.

### c. Description of Students' Social Sensitivity Grade III, IV, V at SD Khadijah 3

Based on the results of the calculation of variance analysis at SD Khadijah 3 tables 4.14, it can be seen that the social sensitivity average of class III students is 78.00 from the table obtained a significance value of 0.054 meaning the social sensitivity of class III students in this school has a significance value  $> 0.05$ , it can be concluded that the value is normally distributed. In class IV, it can be seen that the average social sensitivity of students in this school is 82.55, the significance value in the Shapiro Wilk column is 0.080. This means that the social sensitivity of students in class IV has a significance  $> 0.05$ , it can be concluded that the value is normally distributed. Whereas in class V, the average social sensitivity of students in this school was 84.62 and the significance value in the shapiro wilk column was 0.100. This means that the social sensitivity of students in class V has a significance of  $> 0.05$ , so it can be concluded that the value is normally distributed. This means that there is a significant difference between the social sensitivity of students in class III, IV and V at SD Khadijah 3 and the social sensitivity of class V students occupying the highest average score compared to the average social sensitivity score of students III and IV. From this data, it can be concluded that the higher the class level, the higher the social sensitivity of students.

### d. Description of Students' Social Sensitivity Grade III, IV, V at SD Khadijah Pandegiling

Based on the results of the calculation of variance analysis at SD Khadijah Pandegiling table 4.18, it can be seen that the average social sensitivity of class III students is 79.40 from the table obtained a significance value of 0.080 meaning social sensitivity of class III students in this school has a significance value  $> 0.05$ , it can be concluded that the value is normally distributed. In class IV it can be seen that the average social sensitivity of students in this school is 81.40, the significance value in the shapiro wilk column is 0.396. This means that the social sensitivity of students in class IV has a significance  $> 0.05$ , it can be concluded that the value is normally distributed. Whereas in class V, the average social sensitivity of students in this school is 83.75 and the significance value in the shapiro wilk column is 0.121. This means that the social sensitivity of students in class V has a significance of  $> 0.05$ , so it can be concluded that the value is normally distributed. This means that there is a significant difference between the social sensitivity of students in class III, IV and V at SD Khadijah Pandegiling and the social sensitivity of class V students occupying the highest average score compared to the average social sensitivity score of students III and IV. This means that the social sensitivity of students at SD Khadijah Pandegiling the results are the same as the social sensitivity of students in SD Khadijah, and SD Khadijah 3, namely the social sensitivity of class V students occupying the highest average of classes III and IV. Thus, the higher the class level, the higher the social sensitivity of students.

*e. Description of Students' Social Sensitivity Grade III at three Schools*

Based on the results of the calculation of variance analysis in class III SD Khadijah table 4.22 can be seen that the average social sensitivity of students 80.13, from the table obtained a significance value of 0.065 means that this school has a significance value  $> 0.05$ , it can be concluded that the value is distributed normal. In class III of SD Khadijah 3, it can be seen that the average social sensitivity of students in this school is 78.00, the significance value in the Shapiro Wilk column is 0.064. This means that the social sensitivity of class III students in this school has a significance of  $> 0.05$ , it can be concluded that the values are normally distributed. Whereas at SD Khadijah Pandegiling, the social sensitivity average of class III students in this school is 79.40 and the significance value in the shapiro wilk column is 0.070. This means that class III social sensitivity in this school has a significance of  $> 0.05$ , it can be concluded that the value is normally distributed.

This means that there is a significant difference between the social sensitivity of class III students at SD Khadijah, SD Khadijah 3 and SD Khadijah Pandegiling. The average social sensitivity score of class III students at SD Khadijah was higher than the average social sensitivity score of class III students at SD Khadijah 3 and the average social sensitivity score of class III students at SD Khadijah Pandegiling.

*f. Description of Students' Social Sensitivity Grade IV at three Schools*

Based on the results of the calculation of variance analysis in class IV SD Khadijah table 4.26, it can be seen that the students' social sensitivity average of 82.63, from the table obtained a significance value of 0.058 means that this school has a significance value  $> 0.05$ , it can be concluded that the value is distributed normal. In the fourth grade of SD Khadijah 3 it can be seen that the average social sensitivity of students in this school is 82.55, the significance value in the Shapiro Wilk column is 0.108. This means that the social sensitivity of fourth grade students in this school has a significance of  $> 0.05$ , it can be concluded that the value is normally distributed. Whereas at SD Khadijah Pandegiling, the social sensitivity average of grade IV students in this school was 81.40 and the significance value in the shapiro wilk column was 0.396. This means that class IV social sensitivity in this school has a significance  $> 0.05$ , it can be concluded that the value is normally distributed.

This means that there is a significant difference between the social sensitivity of fourth grade students at SD Khadijah, SD Khadijah 3 and SD Khadijah Pandegiling. The average social sensitivity score of grade IV students at SD Khadijah was higher than the average social sensitivity score of grade IV students at SD Khadijah 3 and the average social sensitivity score of grade IV students at SD Khadijah Pandegiling.

*g. Description of Students' Social Sensitivity Grade V at three Schools*

Based on the results of the calculation of variance analysis in class V SD Khadijah table 4.30, it can be seen that the social sensitivity average of students is 84.63, from the table obtained a significance value of 0.199 means that this school has a significance value  $> 0.05$ , it can be concluded that the value is distributed normal. In the fifth grade of SD Khadijah 3 it can be seen that the average social sensitivity of students in this school is 84.62, the significance value in the Shapiro Wilk column is 0.053. This means that the social sensitivity of fifth grade students in this school has a significance of  $> 0.05$ , so it can be concluded that the values are normally distributed. Whereas at SD Khadijah Pandegiling, the social sensitivity average of the fifth grade students in this school was 83.75 and the significance value in the shapiro wilk column was 0.121. This means that the social sensitivity of class V in this school has a significance of  $> 0.05$ , so it can be concluded that the value is normally distributed.

This means that there is a significant difference between the social sensitivity of fifth grade students at SD Khadijah, SD Khadijah 3 and SD Khadijah Pandegiling. The average social sensitivity score of fifth grade students at SD Khadijah was higher than the average social sensitivity score of fifth grade students at SD Khadijah 3 and the average social sensitivity score of fifth grade students at SD Khadijah Pandegiling.

*C. Hypothesis Test Result*

To answer this hypothesis can be seen from table 4.32 about the students' social sensitivity average and table 4.33 about the teacher's average social competence. In table 4.32, the social sensitivity average of class III, IV and V students in each school has increased. At SD Khadijah the social sensitivity of class III students was 80.13, class IV students' social sensitivity average of 82.63 and class V of students' social sensitivity average of 84.63. Of the three class levels, the students' social sensitivity average in this school is 82.46. At SD Khadijah 3, the social sensitivity average of students in class III is 78.00, class IV the average social sensitivity of students is 82.55 and class V students' social sensitivity average is 84.62. The average social sensitivity of students in this school is 81.72. While in SD Khadijah Pandegiling school, the average social sensitivity of class III students is 79.40, class IV the average social sensitivity of students is 81.40 and class V the average social sensitivity of students is 83.75. Of the three class levels, the students' social sensitivity average in this school is 81.52. This is in line with the results of the average teacher's social competence in table 4.33. The average social competence of teachers at SD Khadijah is 89.35, in SD Khadijah 3 the average social competence of teachers is 85.95 and the average social competence of teachers at SD Khadijah Pandegiling is 81.75.

If the social sensitivity of third, fourth and fifth grade students in the three schools is compared, the highest average is SD Khadijah, 82.46, second place SD Khadijah 3 with an average of 81.72 and third place is SD Khadijah



Pandegiling with an average average 81.52. This is in line with the results of the teacher's social competency average, where the highest average is SD Khadijah, 89, 35, the second is SD Khadijah 3 with an average of 85.95 and the third is SD Khadijah Pandegiling with an average of 81, 75. Thus, thus there is a correlation between teacher social competencies and students' social sensitivity. The social sensitivity of students if observed at each level in the three schools also increased. In table 4.32 it can be seen that the social sensitivity average of class III students in three schools is 79.18, the average social sensitivity of class IV students is 82.19 and the social sensitivity average of class V students is 84.33. Then it can be concluded that the higher the level of the class, the higher the social sensitivity of students.

From descriptive analysis and statistical tests that have been carried out, it can be concluded that the higher the social competence of the teacher, the higher the social sensitivity of students and the higher the level of the class, the higher the level of social sensitivity of students, this is because students are high, experience a longer learning process when compared to students who have just undergone the learning process.

#### IV. CONCLUSION

Based on the discussion of the research results the conclusions can be drawn as follows:

- a. There is a difference in the level of social competency of teachers at Khadijah Foundation Surabaya, based on the highest average sequence is SD Khadijah which is 89.35, second is SD Khadijah 3 with an average of 85.95 and the third is SD Khadijah Pandegiling with an average of average 81.75.
- b. There are differences in the level of social sensitivity of students in YTPS-NU Khadijah schools, the highest average is at SD Khadijah with an average of 82.46, the second is SD Khadijah 3 with an average of 81.72 and the third is SD Khadijah Pandegiling with average of 81.52. Beside that, there are differences in the level of social sensitivity of students in class III, IV, and V in the three Khadijah Foundation schools, the average social sensitivity of class III students is 79.18, the social sensitivity average of grade IV students is 82.19 and average the social sensitivity of grade V students is 84.33.
- c. There is an influence of teacher social competence on students' social sensitivity. Where the form of influence is positive, meaning that the higher the social competence of teachers in a school, the higher the social sensitivity of students, and the higher the level of the class, the higher the level of social sensitivity of students.

#### SUGGESTION

Based on the conclusions as described above, the following are suggested:

- a. Teacher's social competence is no less important than other competencies that must be mastered by a teacher. Therefore, in the selection of prospective teacher admissions, it is necessary to consider this social competence as a requirement to be accepted as a teacher.
- b. We should be able to create a school situation, where all leaders, teachers and administration become role models, behave discipline, be polite, speak politely, maintain cleanliness, dispose of garbage into the trash, and so on.
- c. There needs to be an increase in social competencies such as the ability of teachers to communicate and get along effectively with students, fellow teachers, education staff, parents or guardians of students and surrounding communities in order to increase student's social sensitivity.

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