

ANALYSIS OF SOCIAL COMPETENCE OF AN EDUCATOR IN IMPROVING EXCELLENCE AVIATION VOCATIONAL CADETS

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Abstract

It is important that educators who are responsible for education at these institutions are required to carry out education correctly and accurately in accordance with the vision and mission of the institution. The purpose of this research, of course, is to build the excellence of aviation cadets at the Aviation Polytechnic. This research approach is qualitative. This type of research is a case study, which is research conducted on a subject that has its own characteristics. The method used in this research to collect data there are three techniques, namely participant observation, in-depth interviews, and study of documents. So that the results of social competence show that caregivers and teaching staff at the Surabaya Polytechnic have good social competence as seen from good cooperation in fostering cadets, educators also participate in fostering cadets, and there is a sensitivity of educators to the individual development of cadets.

Keywords: *Social Competence, Educators, Cadets.*

A. INTRODUCTION

Aviation Polytechnic (Politeknik Penerbangan) as a professional education organization in the field of aviation under the Transportation Human Resources Education Agency (BPSDMP) of the Ministry of Transportation is required to create competent and highly competitive Human Resources (HR) with the aim of realizing the best service in the field of air transportation and also participate in creating the Road Map to Zero Accident agenda in the world of National transportation. The Surabaya Aviation Polytechnic which has become a PTN-BH has become an institution that has the title of Public Service Agency (BLU) within the Ministry of Transportation, through the Decree of the Minister of Finance of the Republic of Indonesia Number 101/KMK.05/2011 dated March 23, 2011, which has been independent in managing resources owned in carrying out institutional activities based on the main task load and their function in providing information on work programs, relations with stakeholders and the public who use air transportation services as a means of disseminating information. Therefore, the Surabaya Aviation Polytechnic can make its own determination and determination in managing its resources according to the needs and needs of the institution in accordance with the polytechnic's vision and mission as a provider of national aviation education.

It is important that educators who are responsible for education at these institutions are required to carry out education correctly and accurately in accordance with the vision and mission of the institution (Huda, 2017; Cahyani & Andriani, 2014). The purpose of this research, of course, is to build the excellence of Cadets at the Surabaya Aviation Polytechnic. However, the current findings in the field show that the academic value of cadets has not been maximized, both for Aviation Communications cadets and Air Traffic cadets (Wadu et al., 2019; Hartanto et al., 2019). Inter-human relations skills are also clearly a must-have because

an educator must be able to work well independently with fellow educators as well as institutions, be able to communicate and build relationships with various people and institutions for the benefit of implementing learning and developing learning. And conceptual skills which mean the ability to think and understand something that is abstract and complex, in this social competence educators are able to solve all problems and conditions that exist in the learning process, planning and the output of the learning process itself. A teacher is required to have adequate social skills, especially in relation to education, which is not limited to learning at school but also to education that occurs and takes place in society. So as to be able to communicate and interact effectively with students, fellow educators, educational staff, parents and guardians of students and the surrounding community (Carolus Borromeus Mulyatno, 2022; Sartono & Fadhliah, 2022; Muspiroh, 2016).

In the national education standards, the elucidation of Article 28 paragraph (3) states that what is meant by social competence is the ability of teachers as part of the community to communicate and interact effectively with students, fellow educators, educational staff, parents/guardians of students, and local communities. This is described further in the RPP on teachers, that social competence is the ability of teachers as part of society (Amini et al., 2021; Nuraeni et al., 2020; Nur & Fatolah, 2022). Social competence in it is the skill of working with others based on mutually beneficial principles and providing benefits to schools, such as being able to work with superiors, work with teachers, staff/employees, school committees, and parents of students, with the city/city education board. districts and other school stakeholders for the development and progress of schools.

Quoted from (Maryam & Masnun, 2020) Individuals who have social competence can take advantage of the environment and personal self as a source to achieve optimal results in interpersonal relationships. Gullota (1990) concluded that social competence is the ability, skills or skills of individuals in interacting effectively with the environment and influencing others to achieve goals in a certain social context that is adapted to the culture, environment, situation faced and values held by individuals. Quoted from (Bahrawi et al., 2020) from stating that social competence is the ability to relate to other people and social situations. To be categorized as a person who has social competence, individuals must know the patterns of behavior that are acceptable in various social situations and be able to apply them according to social demands faced. In this case social competence is not only the ability to relate to other people but also the ability to adjust behavior according to social demands.

Social competence is defined by Spence (2003) as the successful management of the social world which requires a sophisticated repertoire of social skills and interpersonal problem-solving capacities. According to Reitz in Gedviliene et. al (2014) which states that social competence is the sum of a person's knowledge and skills that determine the quality of socially competent behavior. According to Mulyasa (2011), social competencies are: 1) getting along and communicating effectively, 2) the relationship between the school and the community, 3) the role of the teacher in society, and 4) the teacher as an agent of social change. Participation and active role in social activities of the surrounding community and internally both in religious, artistic, sports or other community activities, and willing to involve themselves in the implementation of government programs. The most important thing in this social competence is being able to explore problems from the school environment (acting as a problem finder), and being creative in offering solutions (as a problem solver) to be able to bridge problems with religious, community, & government leaders in solving institutional problems, as well as being objective in dealing with internal school conflicts (Julita & Dafit, 2021)(Puluhlawa, 2013)(Gule, 2021).

The purpose of this study is to describe and analyze the Social Competence of Teachers in building the excellence of aviation Cadets at the Surabaya Aviation Polytechnic and Makassar Aviation Polytechnic.

B. METHOD

This research approach is qualitative which in theory will answer the problems that are the focus of research in detail and detail. Qualitative research is research that is intended to understand the phenomenon of what is experienced by research subjects. Qualitative research is a research method based on post-positivism philosophy, the use of this method is to observe natural object situations in which the researcher is the determinant in taking purposive samples (Salsabilah et al., 2021).

This type of research is a case study, which is research conducted on a subject that has its own characteristics (Riyanto, 2007). The case study formulated by Robert K. Yin (2011), is a method that refers to research that has elements of how and why, in the main question of his research examining contemporary (present) problems in real life. Subjects in qualitative research are referred to as informants. Research informants are subjects who understand research object information as actors and other people who understand research objects. This research uses secondary data and primary data. There are three methods used in this study to collect data, namely participant observation, in-depth interviews, and study of documents.

C. RESULTS AND DISCUSSION

Results Social competence is an individual's ability, skill or skill in interacting effectively with the environment and influencing others to achieve goals in a certain social context that is adapted to the culture, environment, situation faced and values held by the individual. Social competence can be seen through the collaboration of caregivers and teaching staff, the participation of teaching staff, and the sensitivity of teaching staff to the individual development of aviation cadets. Good cooperation between caregivers and educators can show social competence that is going well. Based on the results of interviews conducted with caregivers, it shows that there is quite good cooperation between educators and caregivers (Bahrawi & Idyaningsih, 2020; Taruna, 2011).

The results of interviews conducted with Mashurin as one of the caretakers at the Surabaya Aviation Polytechnic show that the collaboration carried out by cadet caregivers and fellow educators in building the excellence of aviation cadets at the Surabaya Aviation Polytechnic is going well by synergizing with each other. This is in line with the opinion expressed by Silvi Debora M as one of the caregivers at the Surabaya Aviation Polytechnic which shows that the collaboration is good enough. The results of interviews conducted with Niswan Z as one of the caretakers at the Surabaya Aviation Polytechnic show that the collaboration between caregivers and lecturers still needs improvement in coordination and communication. However, this is slightly different from the results of interviews conducted with lecturer informants who stated that the collaboration was quite good, as seen from good coordination and communication.

Derived from the results of interviews with Sukahir as the Head of the Academic Administration and Cadence Section of the Surabaya Aviation Polytechnic, it shows the importance of increasing coordination and communication to combine goals and appropriate actions for the future so that there are no misunderstandings in providing education. In addition, with good coordination it is hoped that good cohesiveness and cooperation will be created in establishing rules for cadets where these rules can be fully applied to train cadets of the Surabaya Aviation Polytechnic.

D. CONCLUSION

The Social competence shows that caregivers and teaching staff at Poltekbang Surabaya have good social competence which can be seen from good cooperation in fostering aviation cadets, teaching staff also participate in fostering cadets, and there is a sensitivity of educators to the individual development of cadets. However, coordination and communication between

caregivers and educators need to be improved so that the collaboration can be more effective. In addition, the inadequate number of caregivers for cadets shows a deficiency in building social competence at the Surabaya Polytechnic, so there is a need for additional teaching staff, given that the number of cadets is increasing every year. If coordination and communication are not immediately corrected and improved, it will have an impact on misunderstandings between caregivers and lecturers. Likewise, what happened at the Makassar Polytechnic where the social competence of caregivers, educators and lecturers was sufficient with good cooperation in conveying information that needed to be conveyed by coordination with leaders and fellow caregivers. Collaboration between lecturers and teaching staff in improving the quality of education at the Makassar Aviation Polytechnic by sharing teaching strategies that are appropriate to their respective subjects. In addition, caregivers and lecturers have sensitivity to the development of cadets by always supervising them throughout the day even though it takes quite a long time.

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