The Influence of Teachers' Social Competence on Elementary School Students' Speaking Etiquette

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Abstract

Teacher competency standards are a measure used to assess and ensure quality and professionalism among educators who possess the ability to fulfill their professional teaching duties effectively. When a teacher's social competence is well-implemented, it can positively influence students' speaking etiquette. This study aims to determine the relationship between the social competence of Islamic Education teachers and students' speaking etiquette at both the Integrated Islamic Elementary School and the Integrated Islamic Junior High School. This research employed a quantitative approach using survey methods. The sample consisted of two Islamic Education teachers from the Integrated Islamic Elementary School, two Islamic Education teachers from the Integrated Islamic Junior High School, and 42 students who continued their education from the elementary to the junior high school level. The sampling technique used was purposive sampling, and data were collected using a questionnaire. The results indicate a significant relationship between the social competence of Islamic Education teachers and students' speaking etiquette at both school levels. Hypothesis testing was conducted using SPSS 29.0, revealing a significant value of 0.257 (<0.05) with a t-count value of 0.308 and a t-table value of 2.016. This finding indicates that the t-count is greater than the t-table, leading to the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (Ho). The correlation between the social competence of Islamic Education teachers and students' speaking etiquette, analyzed using Pearson's Product Moment correlation, is 0.925, which falls under the category of a very strong relationship.

INTRODUCTION

In Indonesia, the social competence of teachers has not yet been fully or consistently implemented, as evidenced by various issues arising in society. These issues highlight conflicts between teachers and students, often involving parents as well. According to Rohmah & Marimin, (2015); Siswati, (2019), such issues stem from insufficient implementation of teachers' social competence. For instance, on October 7, 2023, a teacher at a high school in South Sulawesi allegedly bullied a

student because of his background as a farmer's child. This incident incited anger among other students, who nearly resorted to violence against the teacher (May & Tenzek, 2018). Events like this underscore the critical role of social competence in fostering positive interactions between teachers and students.

When effectively applied, teacher social competence not only mitigates negative impacts but also promotes positive outcomes, influencing students' speaking ethics, character development, motivation, and overall learning achievements (Pradana et al., 2021; Rochmawati, 2018). Research by Jumala & Abubakar, (2019); Nasril et al., (2023); Ogan-Bekiroğlu & Arslan, (2014) consistently supports this, showing that well-implemented teacher social competence can enhance students' academic outcomes, motivation, values in character education, and social communication skills.

Speaking etiquette is a fundamental aspect of teachers' social competence. Teachers who exhibit proper speaking ethics serve as role models for their students, setting a positive example in communication both within the school and in the broader community (Engkizar et al., 2022; Rishan et al., 2018). This is exemplified in several educational institutions, such as Islamic Elementary School and Islamic Junior High School, where curriculum includes instruction on speaking etiquette and its application.

From an Islamic perspective, teachers' social competence is inspired by the exemplary behavior of the Prophet Muhammad, as described in Surah Al-Ahzab, verse 21. The Prophet demonstrated kindness, approachability, and a heart-centered communication style that respected others' feelings. Islamic Education teachers are encouraged to emulate these qualities to serve as moral role models for their students (Burhanuddin et al., 2022; Muis et al., 2019; Rukmara et al., 2022). Social competence, guided by the Prophet's example, enables Islamic Education teachers to cultivate students' noble character.

METHODS

The research employs a quantitative approach, utilizing a survey research method. Survey research involves gathering information from a sample by using questionnaires, allowing for a detailed description of various aspects of the population (Apuke, 2017; Creswell, 2023; Rahman, 2016; Younus & Zaidan, 2022). Data collection in this study is conducted through a questionnaire, which consists of a set of questions and statements to be completed by selected individuals within the research sample. The items in the questionnaire are measured using the Likert scale developed (Gumelar & 'Ary, 1970; Nuryovi et al., 2018; Sarmiah & Rahman, 2023). This study examines the relationship between one independent variable and one dependent variable. The independent variable (X) is the social competence of teachers, while the dependent variable (Y) is students' speaking ethics. Correlational analysis is used to explore the relationship between the social competence of Islamic Education teachers and the speaking ethics of students at Islamic Elementary Schools and Islamic Junior High Schools.

RESULT AND DISCUSSION

Based on the data analysis results, the following research findings were identified. First, the social competence of Islamic Education teachers at Islamic Elementary Schools and Islamic Junior High Schools. Second, the speaking ethics of students who transitioned from Islamic Elementary Schools to Islamic Junior High Schools. Third, a significant relationship exists between the social competence of Islamic Education teachers and the speaking ethics of students in these schools.
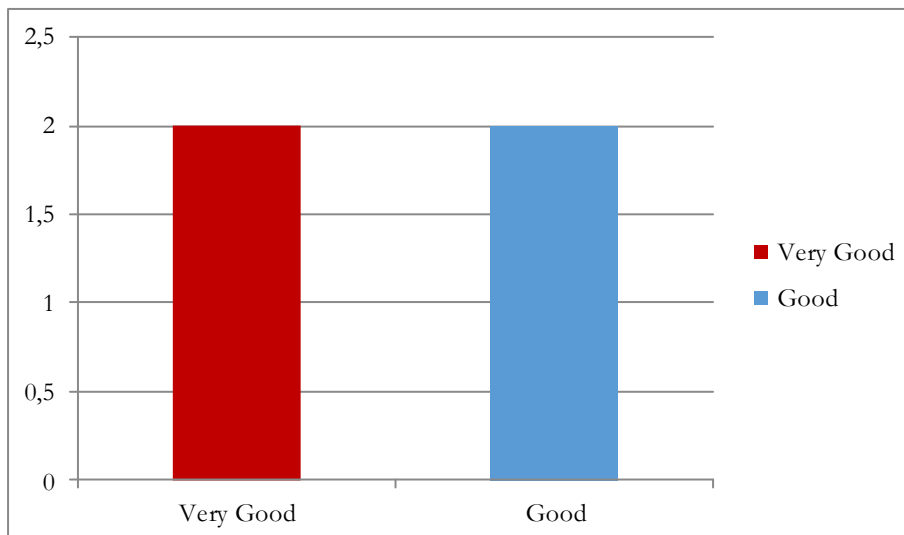
Social Competence of Islamic Education Teachers

According to the 2008 Government Regulation, Article 3, paragraph 6, teacher social competence includes the ability to establish positive interactions with students, colleagues, and the wider community. This competence was assessed through a questionnaire directed at Islamic Education teachers in Islamic Elementary School and Junior High Schools. Teachers with high social competence foster a supportive classroom environment by effectively engaging with students from diverse social and cultural backgrounds (Alam, 2018; Mazrur et al., 2022; Yaumas et al., 2023). This competency enables teachers to interact not only with students but also with fellow teachers, educational staff, and the surrounding community, contributing to an effective and efficient learning atmosphere.

Table 1. Frequency Distribution of Teachers' Social Competence

Score Interval	Frequency	Percentage	Category
120-140	2	50%	Very good
97-119	2	50%	Good
74-96	0	0	Good enough
51-73	0	0	Not Good
28-50	0	0	Not Good
Total	2	100%	

Fig 1. Social Competence of Islamic Education Teachers

Based on the bar diagram above, 50% of respondents (2 individuals) demonstrate very good social competence as Islamic Education teachers, while the remaining 50% (2 individuals) exhibit good social competence. These results indicate that the social competence of Islamic Education teachers at Islamic Elementary Schools and Islamic Junior High Schools is generally classified under "good" criteria.
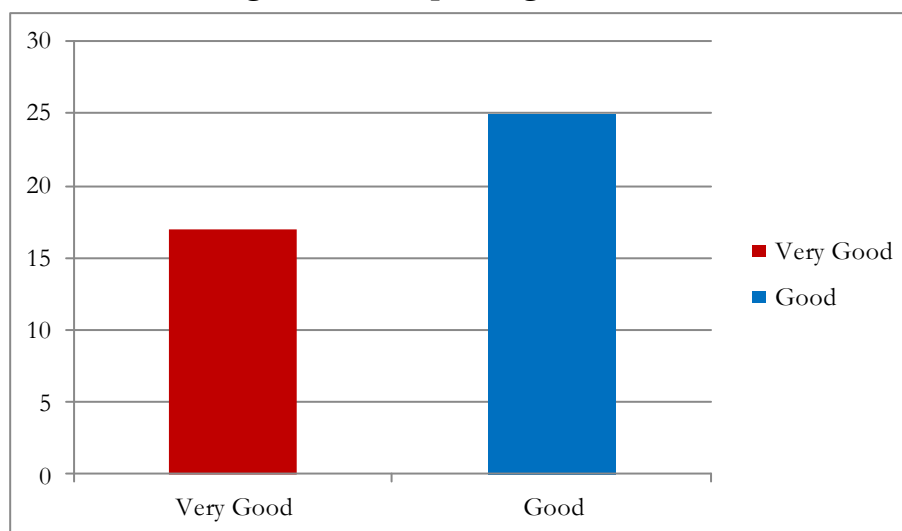
Student Speaking Ethics

In this research, student speaking ethics at Islamic Elementary Schools and Islamic Junior High Schools were assessed based on the speaking ethics framework (Ahmad, 2019; Yanti et al., 2018). This framework includes several principles: maintaining honesty, speaking kindly, avoiding boastful language, using clear and understandable language, speaking gently, often smiling, displaying a respectful demeanor towards listeners, avoiding dominance in conversation, refraining from interrupting, and including greetings and expressions of gratitude.

Tabel 2. Frequency Distribution of Students' Speaking Ethics

Score Interval	Frequency	Percentage	Category
127-150	17	40,4%	Very good
103-126	25	50,6%	Good
78-102	0	0	Fairly Good
54-77	0	0	Not Good
30-53	0	0	Not Good
Total	42	100%	

Fig 2. Student Speaking Ethics Data

Based on the bar chart above, it is shown that 17 respondents, or 40.4%, exhibit very good speaking etiquette, while 25 respondents, or 50.6%, and demonstrate good speaking etiquette. These findings indicate that the speaking ethics of students at Integrated Islamic Primary School who continue their education at the same level generally meet "good" criteria.

The Relationship between Islamic Education Teachers' Social Competence and Students' Speaking Ethics

When teachers effectively implement social competence, it can positively influence students' speaking ethics, as students often view their teachers as role models in both speech and behaviour (Engkizar et al., 2018; Jaafar et al., 2024; Navarro et al., 2016). By consistently demonstrating strong social competence, teachers set an example that can positively impact both themselves and others. As this social competence continues to be reinforced, students are likely to emulate their teachers' respectful speech patterns, initially through imitation, which may gradually become an ingrained habit. This influence on students' speaking ethics is significant, as it encourages them to apply respectful communication practices in both school and community settings (D'Amico et al., 2021; Deus et al., 2022; Koch, 2017).

After calculating the percentage for each questionnaire response, the correlation between the social competence of Islamic Education teachers and students' speaking ethics was analyzed using the Pearson Product-Moment Correlation formula, as shown below.

Table 3. Calculation of Research Results

No	X	Y	XY	X²	Y²
1	18	172	3096	324	29584
2	16	180	2880	256	32400
3	18	184	3312	324	33856
4	16	161	2576	256	25921
5	17	156	2652	289	24336
6	18	164	2952	324	26896
7	16	157	2512	256	24649
8	16	187	2992	256	34969
9	18	178	3204	324	31684
10	18	168	3024	324	28224
11	16	172	2752	256	29584
12	17	158	2686	289	24964
13	18	169	3042	324	28561
14	17	162	2754	289	26244
15	17	179	3043	289	32041
16	17	175	2975	289	30625
17	16	176	2816	256	30976
18	18	161	2898	324	25921
19	17	176	2992	289	30976
20	17	165	2805	289	27225
21	16	175	2800	256	30625
22	16	194	3104	256	37636
23	14	182	2548	196	33124
24	17	172	2924	289	29584
25	18	182	3276	324	33124
26	14	179	2506	196	32041
27	14	172	2408	196	29584
28	13	183	2379	169	33489
29		152	152		23104
30		163	163		26569
	$\sum X$= 463	$\sum Y$= 5154	$\sum XY$= 80223	$\sum X^2$=7709	$\sum Y^2$ =888516

$$r_{xy} = \frac{N \sum XY - (\sum X) \cdot (\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2] \cdot [N \sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{46 (80223) - (463) \cdot (5154)}{\sqrt{(46 (7709) - (463)^2 \cdot (46 (888516) - (5154)^2)}}$$

$$= \frac{3690258 - 2386302}{\sqrt{(354614 - 214369) \cdot (40871736 - 2656716)}}$$

$$= \frac{1303956}{\sqrt{(140245) \cdot (14308020)}}$$

$$= \frac{1303956}{\sqrt{2006628264900}}$$

$$= \frac{1303956}{1416555,06}$$

$$= 0,925$$

Description:

r_{xy} = Product Moment correlation coefficient

N = Number of respondents
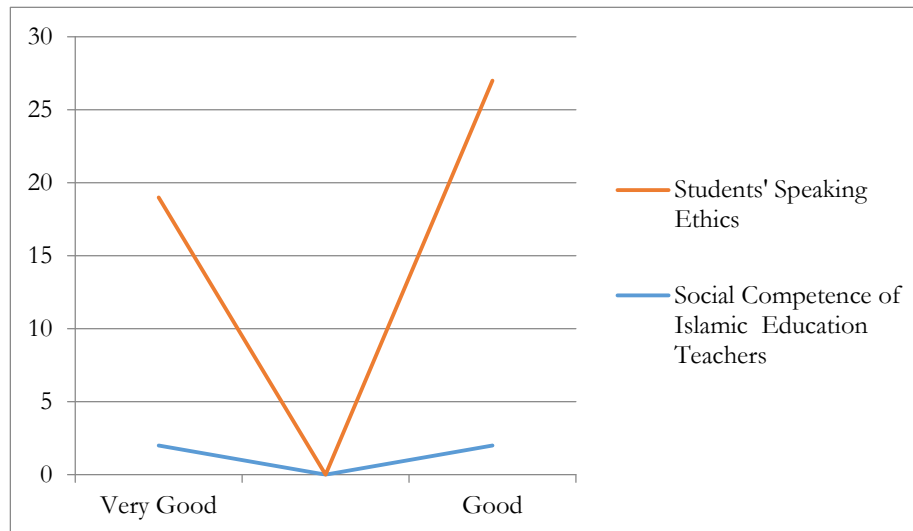
$\sum X$ = Number of item scores

$\sum Y$ = Total number of item scores

$\sum XY$ = The sum of the multiplication of X and Y

$\sum X^2$ = Sum of squared scores of items

$\sum Y^2$ = Sum of squared total scores of items

Fig 3. The Relationship between Social Competence of Islamic Education Teachers on Students' Speaking Ethics

Based on the correlation coefficient, there is a very strong relationship between the social competence of Islamic Education teachers and the speaking ethics of students at Islamic Elementary Schools and Islamic Junior High Schools, with a correlation value of 0.925.

CONCLUSION

This study at Islamic Elementary Schools and Islamic Junior High Schools concludes that the social competence of Islamic Education teachers significantly impacts students' speaking ethics. The social competence of these teachers, based on responses from four educators, achieved an average score of 82.67%, which is categorized as "good." Similarly, the speaking ethics of students, assessed through 42 student responses, achieved an average score of 81.80%, also within the "good" category. Data analysis indicates a significant positive relationship between teacher social competence and student speaking ethics, as demonstrated by hypothesis testing using a t-test in SPSS 29.0. The results showed a significance level of 0.257 (below the threshold of 0.05), with a calculated t-value of 0.308, exceeding the critical t-value of 2.016. This confirms the acceptance of the hypothesis (Ha) and rejection of the null hypothesis (Ho), establishing that teacher social competence is strongly correlated with student speaking ethics. The Pearson Product Moment correlation coefficient of 0.925 further supports this, showing a very strong relationship between the two variables, indicating that the social competence of Islamic Education teachers plays a crucial role in fostering students' speaking ethics.

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