

must be possessed by a teacher, including academic qualifications, competencies, certificates of educators who are physically and mentally healthy, and have the ability to realize national education goals (Lafendry, 2020). In accordance with Law No. 14 of 2005 concerning teachers and lecturers in article 10, it is stated that "Teachers must have 4 competencies, namely: pedagogical, personality, social and professional competencies obtained through professional education". Previously, competence was the basic ability, expertise and skills of teachers in carrying out the teaching and learning process (Janawi 2019; Nurwahidah & Muhtar, 2022). Social competence is one of the competencies that a teacher must have in addition to other competencies. Social competence is a form of interaction and communication between a teacher and the surrounding environment as a requirement in supporting the fulfillment of educational obligations because the position of the teacher is a role model, a good personality when interacting with others (Gule, 2021). Often teachers become examples or role models for students and their environment because according to students and the community teachers are role models and examples that are emulated in everyday life. Therefore, it can be emphasized that the social competence of teachers is the ability of a teacher with the aim of understanding himself as part of society and developing his mission as a member of society or citizen (Rukhayati, 2020; Palunga & Marzuki, 2019).

Based on the results of observations on April 4, 2021 at SMA Pembangunan, Barito Utara, in this school the PAI Teacher has good social competence in shaping student character, such as having an open attitude towards others, being fair, and also never being discriminatory against students, as well as being able to adjust to the school environment such as arriving on time and wearing neat clothes, and in terms of communication he uses polite and good language towards others. But on the other hand, there are students who are still not good at the character of discipline, responsibility and social care. Such as there are still students who come to school and enter class late, are not responsible for doing assignments, and there are those who do not appreciate and are not

attentive to their friends. After obtaining these problems, the researcher argues that the character of students is not in accordance with the social competence possessed by PAI Teachers at school. This research is very important, in order to shape the character of students through the social competence possessed by PAI Teachers. This study aims to describe the social competence of PAI Teachers in shaping student character at Jangkang Baru Development High School, North Barito Regency.

Materials and Methods

This research uses a qualitative approach that produces descriptive data, which aims to understand the phenomenon in depth and provides a rich picture of the research subject. The descriptive method was chosen because it allows researchers to describe the condition of the research object as it is, without adding or changing the original state of the object. In this research, the descriptive method relies on narrative understanding that does not rely on numbers or statistics, but rather on words and descriptions that arise from interactions with research subjects (Tamaulina et al., 2023). Data collection is carried out using observation and interview techniques, which allow researchers to collect information directly from the field, so that the data obtained is more authentic and reflects the real conditions of the research object. Through observation, researchers can directly observe relevant situations and behaviors, while interviews allow researchers to dig deeper information related to the views, experiences, and understanding of research subjects on the topics studied.

Results and Discussion

Result

This research was conducted at SMA Pembangunan Jangkang Baru, West Lahei District, North Barito Regency, precisely on Jl. Pembangunan Desa Jangkang Baru. Based on observations and interviews conducted with the

principal, Islamic Religious Education (PAI) teacher, and grade XI students, data were obtained regarding the teacher's social competence in shaping student character as follows:

1. PAI teachers at SMA Pembangunan Jangkang Baru show an inclusive, objective, and non-discriminatory attitude towards students.

The Islamic Religious Education (PAI) teacher at SMA Pembangunan Jangkang Baru shows an inclusive attitude, acts objectively, and does not discriminate, which makes him a role model for students at the school. The inclusive attitude can be seen from his openness in accepting and respecting all students without differentiating students' backgrounds, whether in terms of religion, ethnicity, or social status. As for the results of observations made by researchers, PAI teachers always show objectivity, treat all students fairly, do not provide special treatment or discrimination, so that students feel valued and accepted. Similarly, the interview results from the principal stated that "PAI teachers at SMA Pembangunan Jangkang Baru when acting are always fair and do not discriminate against the social status of each student".

This not only sets a positive example, but also creates a safe and comfortable learning environment where students can interact without fear or intimidation. Based on observations and interviews with the principal, PAI Teacher, and grade XI students, this exemplary attitude has influenced students to appreciate differences, build a tolerant attitude, and behave better. The success of PAI Teachers in implementing such inclusive and objective attitudes creates a positive impact on students' character development, both academically and socially.

2. PAI teachers show an adaptive attitude towards the social and cultural environment at school, and have good communicative skills.

The principal, PAI teachers, and students showed that PAI teachers at SMA Pembangunan Jangkang Baru in accordance with the results of observations and interviews of researchers always show a positive adaptive attitude through daily habits, such as always coming on time to school, dressing neatly, and carrying out tasks with full responsibility. These

positive habits not only reflect the discipline and professionalism of an educator, but also become a real example that is easily imitated by students. The PAI Teacher's adaptive attitude towards the social environment at school makes students feel more connected to the good values displayed. PAI teachers are also able to adjust to the conditions of the school's socio-cultural environment so that their presence has a significant positive influence on student character building. Through concrete examples of habits shown by teachers, students are expected to internalize the values of discipline, responsibility, and order. The presence of a teacher who adapts well to the school environment is an important factor in encouraging students to change bad habits, such as often coming late or lack of responsibility, into better and disciplined behavior.

3. PAI teachers play an important role in shaping students' religious, honest, tolerant, democratic, and appreciative characters through exemplary and advice.

Islamic Religious Education (PAI) teachers at SMA Pembangunan Jangkang Baru apply effective communication through advice given to students when they make mistakes. Instead of directly giving punishment or sanctions, PAI teachers prefer an understanding and empathetic approach. The teacher first invites students to discuss to understand the background of the problem and provides constructive advice, so that students realize their mistakes and are motivated to improve themselves. This approach not only helps students to learn from mistakes but also teaches important values such as responsibility, introspection, and openness. By giving wise advice and establishing good communication, PAI teachers are able to build a bond of trust and closeness with students, which in turn strengthens positive character values in students and forms a more supportive and respectful learning environment.

Discussion

The social competence of PAI teachers plays a major role in student character building. Therefore,

in this study researchers discussed social competence according to the Minister of Religious Affairs Regulation Number 16 of 2010 which includes:

1. Being inclusive, acting objectively and non-discriminatory.

In accordance with the results of observations and interviews of researchers with principals, PAI teachers and grade XI students on the issue of this attitude that PAI teachers become role models for students, as for the attitudes that can be exemplified from PAI teachers based on social competence through inclusive attitudes, acting objectively and not discriminating are PAI teachers never comparing students, and also being fair to students. Exemplary, personality and authority possessed by the teacher will have a good impact or an unfavorable impact on the formation of the personality and character of students (Arfandi, 2021; Arsini et al., 2023; Hafifah et al., 2023).

Related to the formation of student character that PAI Teachers can be role models for students at Jangkang Baru Development High School. In an inclusive attitude, acting objectively and non-discriminatory PAI teachers are expected to be able to produce student character: 1) Religious, the religious character possessed by PAI Teachers is to be tolerant of adherents of other religions. 2) Honest, the honest character possessed by PAI Teachers is never lying about their mistakes to students, being honest and open. 3) Tolerance, the tolerance character possessed by the teacher is respecting other people's opinions, accepting suggestions from others and respecting non-Muslim students. 4) Democracy, the democratic character possessed by PAI Teachers is treating students compassionately, not showing favoritism to certain students. 5) Appreciating achievement, the character of appreciating achievement owned by PAI Teachers respects the success received by others.

2. Adaptive attitude to the socio-cultural environment and place of duty

PAI teachers who have an adaptive attitude to the socio-cultural environment where they work in shaping the character of students are teachers

in their daily lives showing good habits (Mazrur et al., 2022; Rizqiyah, 2019; Efendi, 2019). Based on the findings of researchers through observations and interviews with principals, PAI Teachers and students that PAI Teachers through their adaptive attitudes always familiarize good habits such as being on time to come to school, neatly dressed. This shows that through the adaptive attitude possessed by PAI Teachers in shaping the character of students he is able to adapt in the social environment so that it is easy for students to model the habits that PAI Teachers have, with this social competence it is expected that good habits shown by teachers can change habits for students (Redha et al., 2019; Mamonto, 2022). So that students who initially have bad habits such as often being late for school, not being responsible for the assignments given, little by little change these habits to be good through social competence in terms of being responsive. As Thaha said that in character building what is needed is example, patience, habituation, and repetition (Sormin & Rahma. R, 2018).

The social competence of PAI Teachers in shaping student character regarding being adaptive to the social environment where they work is to show good habits so that students are also accustomed to doing good things in everyday life (Rusnaini et al., 2021; Fitria. Y, 2020). In the adaptive attitude of PAI Teachers with the socio-cultural environment where they work is able to produce student character: 1) Discipline, the discipline character possessed by PAI Teachers is like getting used to coming on time to school. 2) Responsibility, the character of responsibility possessed by the PAI Teacher is that he is responsible or his duties and obligations at school. 3) Friendly, friendly character possessed by PAI teachers is able to create a happy and comfortable atmosphere during the learning process. 4) Peace-loving attitude, the character of peace-loving attitude possessed by PAI teachers is able to make students feel happy and excited when learning PAI. 5) Tolerance, the character of tolerance possessed by PAI teachers is that teachers are able to adjust themselves in a community

environment that includes the customs, knowledge, beliefs, and morals of the people in that place. 6) Caring for the environment, the character of caring for the environment possessed by PAI teachers is trying to prevent damage to the environment, especially in society. 7) Love for the homeland, the character of love for the homeland possessed by PAI Teachers is caring for language, physical environment, social culture.

3. Communicative attitude with the teacher community, school community and community members

Related to the communicative attitude of teachers with the teacher community, school residents and community members in the formation of student character is that as a teacher, of course, has a demand to be able to create good communication with fellow students, fellow teachers and community members. By always communicating with fellow teacher communities, especially counseling teachers in solving student problems (Wahyudi et al., 2023; Zola & Mudjiran, 2020). This is in line with Musbikin's opinion in Hikmah et al., (2022) Qobilovna. M, (2023) that as a professional, the ability to communicate is very necessary as a person who carries out his profession. Without effective communication, essential elements like management, innovation, mutual understanding, and coordination within the educational environment are likely to weaken. Consequently, a lack of these factors can hinder the creation of a harmonious and supportive educational atmosphere that is essential for fostering positive student character development.

In connection with the formation of student character, PAI teachers give advice to students when they make mistakes. Teachers communicate well with students who have problems, PAI teachers always talk about it well by giving advice first to students, not giving sanctions or punishment directly. As revealed Wisnarni (2018) and Rabi'ah (2023) in his research that because advice is influential in opening students' hearts and being aware of something, being able to encourage them towards noble dignity, adorn with noble

character and equip with Islamic principles. This is also relevant to the opinion in Wati et al., (2022) dan Alkhasanah & Darsinah, (2023) emphasizes that building character in students requires motivation, consistent guidance, thoughtful advice, and the teachers' role as role models. Such actions from teachers not only help students recognize their potential but also encourage them to build strong moral foundations and strive toward personal growth

The social competence of PAI Teachers in shaping student character regarding the teacher's communicative attitude is to give advice to students. In a communicative attitude, PAI teachers are able to produce student character: 1) Social care, the social care character possessed by PAI Teachers is to care about students by reprimanding or giving advice to students who make mistakes. 2) Friendly, friendly character students feel happy when talking with teachers, being honest and open. 3) Curiosity, the character of curiosity possessed by PAI Teachers is an attitude that seeks to witness more deeply and broadly from something that is seen and heard when talking with others

Conclusions

The conclusion of the Social Competence of Islamic Religious Education Teachers in the Formation of student character at Jangkang Baru Development High School is: 1) The inclusive attitude, acting objectively, and not discriminating teachers in the formation of student character at Jangkang Baru Development High School that students emulate the attitude of PAI teachers. So that it can form the character of religious, honest, tolerant, democratic, and appreciative students. 2) The adaptive attitude of PAI teachers in the formation of student character at Jangkang Baru Development High School is that teachers show good habits so that students also model the teacher's attitude. So that it can form student character discipline, responsibility, friendship, peace love, tolerance, environmental care and love for the country. 3) The communicative attitude of PAI teachers in shaping student character at Jangkang Baru Development

High School is that teacher's reprimand and advise students who make mistakes. So that it can form the character of students with social care, friendship and curiosity

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