# THE EFFECTS OF PERSONALITY AND SOCIAL COMPETENCE OF TEACHER PERFORMANCE AND ACHIEVEMENT ISLAMIC RELIGIOUS EDUCATION: A STUDY OF CLASS XI SMA KORPRI KARAWANG

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**Abstract---**Efforts to improve the quality of student achievement is highly dependent on the competence of teachers who formed professionalism. Among the components of the competence it is personal competence and social competence. In this study focused on a secondary school teacher, both of these competencies is an exogenous latent variables which proved a positive effect on endogenous latent variable teacher performance. From the data processing is also obtained, that a number of indicators ranked at the top in contributing to the exogenous variables studied. The order of ranking indicators in personal competence, leadership, work ethic, self development and achievement orientation; rank order indicators in social competence is komunikastif, objective, non-discriminatory, and authority. The results of these studies should receive attention, consideration and further elaboration by the parties with respect to the process of establishing and improving the competence of teachers, both in the administration PLPG, PPG In the office, PPG Prajabatan, education and teacher training in LPTK.

**Keywords---**learning outcomes, personal competence, social competence, performance of teachers, academic achievement.

## I. PRELIMINARY

Performance-related teaching teachers affect student learning outcomes predicted. If the performance was low tendency will lead to the quality of student learning outcomes are low anyway, nor vice versa. It can be said that the performance of the teacher can be an important factor in supporting the success or lack of success penyelenggaaraan national education system.

Performance merupakanal teachers themselves are certainly not stand alone, but is influenced by various factors, both internal and eksternal.Internal are factors that originate and are from within the teacher, while the external factor and are derived from outside guru.Terutama internal factors, one of which is the competency of teachers in performing their duties and functions of teaching. If competence is low is expected to affect the performance of the teacher's low, and vice versa if

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it's high competence will affect the performance of teachers is also high. Furthermore, high or low competency of teachers expected to affect learning outcomes to be achieved by their students / students.

Recognizing the importance of competence, the government issued Law No. 14/2005 which mandates that teachers must be competent and professional characterized by the ownership certificate and a certification test educator. In the regulation, it is emphasized that teachers' professional competence must meet four components, namely pedagogical competence, professional competence, social competence and personal competence. Pensertifikasian has been implemented since 2007, using a portfolio assessment, training delivery PLPG for nine days, and a test of competence (UKG), and signifies that the teachers who pass the certification test has been declared competent. Until the year 2014 about 60 percent of the total number of teachers in primary and secondary education has obtained the certificate of educator / teacher, and are entitled to certain benefits. However, there are indications that tend to show that pensertifikasian teachers have not been able to bring increase significantly the quality of education, especially in primary and secondary education.

There has not been a comprehensive study to assess the impact of teacher certification to improve the quality of educational outcomes. However a number of observations made by several parties tend to show, pensertifikasian teacher has been unable to bring meaningful change to the quality of national education. Author's own observations in a number of impressive school, that teacher pensertifikasian not been able to improve the performance of teachers, which in turn is expected to be an entry point to improve education. Symptoms that appear, pensertifikasian as recognition of the competence of teachers not improve performance (job performance) teachers themselves, there is a tendency even teachers wrestle with the old work patterns that tend to be passive, unidirectional, monotonous, less creative, and the like.

Then, why pensertifikasian teacher in recognition of competent teachers have not been able to improve the performance of teachers? Whether there is a relationship between the influence of the competency of teachers with learning performance run? This question still requires an answer that accurately and precisely through a deep and careful study. Keep in mind how much influence between the competence of teachers on teacher performance, as well as the contribution of indicators or aspects contained in each component of competence. From the results of the study could conclude to be the kind of thinking, reflection and alternatives associated with the competency and professionalism of teachers.

This paper aims to examine the influence of teacher competence, particularly social competence and personal competence, the performance of teachers. More specifically, this paper aims: (1) discuss the influence of social competence and personal competence on teacher performance; (2) discusses the contribution of the indicators contained in the respective competence; (3) analyzing the research findings and put forward suggestions regarding personal competence and social competence of teachers. Based on the description it will be described in the research literature review.

### Teacher competence

UU no. 14/2015 concerning Lecturers and Teachers argued, teachers are professional educators. For that a teacher is required to have a certain competency standard, that is pedagogical, personality, social, and professional, that can be said to be a professional. Pedagogical competence related to the ability of teachers to manage learning with a focus on learners, ranging from mastering the characteristics, principles of learning, to the development of the assessment, the use of the assessment results, and take action to improve the quality of learning reflective.

Personal competence related to the values    and behavior patterns of teachers, both for themselves, learners and the community. Within the competence of the personality of a teacher is required to have the awareness, understanding, and

behavior supports the values        and religious norms, legal, social, honest, noble, dignified, have a high work ethic, pride in the profession, up to uphold the code of ethics of the teaching profession.

Social competence and skills related to the ability of the teacher's behavior in relation to their social environment, such as being inclusive, objective, non-discriminatory, empathetic, adaptable, and so on.

Professional competence related to knowledge and ability in carrying out his profession as a teacher in a professional manner, starting from the mastery of materials, structures, concepts, and scientific mindset; standard mastery competence and basic competences of teaching subjects; through the utilization of information and communication technologies for development (Saudi, 2018).

To find a teacher that has met adequate competence or otherwise, carried out by way of competency testing and certification educator who passed / managed within the competency test. But whatever way executed, basically pensertifikasian teacher is a form of efforts to improve the ability, skills, and giving recognition to teachers in implementing the learning task. Within the competence of the teachers are required to not view the task / job in terms of teaching, in the sense that emphasize the importance of self-origin duties / work alone, but also involves the approach and analysis of the learners.

**Teacher performance**

Performance (job performance) is a general term that is used in part or all of the actions or activities of the organization in a period by pointing to a number of standards, such as the costs of past or projected on the basis of efficiency. Often associated with behavioral performance in doing the work and results of the work. Robbins (2008) one of them argued that the success in doing a job is determined by the performance. Further Robbins (2008) suggests, that the performance is a function of the interaction between the ability, motivation, and opportunity. According Mangkunagara (2002), the performance is the number or amount of work produced by employees and quality, namely the quality of the work achieved by an in carrying out their duties in accordance with the time to complete the task and responsibility given to him. Mathis and Jackson (2006) said that the performance is essentially an activity performed or not performed by an individual staff / employees.

Performance becomes important to consider to improve the performance and to ensure the achievement of organizational goals (Budiawan, 2018). On that basis an organization so require assessment and performance management called performance management. Management of performance management is about creating relationships and ensure effective communication that focuses on what is required by the organization, managers and workers to achieve success. Performance management concerns about how performance is managed to obtain success.

From the description the following framework of analysis in this study. Analysis of the professional competence and pedagogical competence has been done by certain parties in the ministry of education and culture. On the basis of the discussion here will only limit the scope of attention to personal competence and social competence. Posts want to know how big the personality competence and social competence as latent exogenous variables affect the performance of the teacher as endogenous latent variables, as well as the magnitude of the contribution made by each of the indicators of the variables studied.

For the purposes of measurement of competency component that becomes the focus of attention translated into a number of indicators. Measurement of personal competence of teachers is done through indicators: (a) leadership, namely the person's ability to influence the behavior of another person or group of people in order to achieve a common goal (Thoha, 2008); (B) The work ethic, the soul and spirit that characterizes the work and beliefs a person or group, and seeks

to implement both (Sinamo, 2012); (C) The development of self-sustained, the views, attitudes, and behavior of teachers to develop the abilities and skills continuously working (Court, 2012); (D) achievement orientation, the views, attitudes, and behavior that focuses on achievement or better results over time (Luthans, 1995); (E) Honesty, an attitude which always seeks to adjust or match the information with the phenomenon or reality (http://aceh.tribunnews.com/2014); (F) the noble morals / manners, ie, attitudes and behavior which refers to moral values, both in interacting with God, with fellow humans and with nature / environment (Haryanto, 2012); (G) Tolerance, the attitudes and behavior that refers to the value of mutual respect and respect to what is done by others (Perez, 2003); (H) The confidence, the belief in the ability in ourselves to accomplish a task or work well, worth, courage to take risks, and improve performance through in-depth consideration own choice and decision-making (Galo, 2012); and (i) Temperance, namely the ability to drive behavior and suppress or inhibit the emotional impulse toward positive consequences (Satmoko, 1986). Measurement of social competence of teachers is done through indicators: (a) objectivity, that assessment was based on honesty, not influenced by the opinion and personal consideration or group in taking the decision or action (Popper, 1972); (B) Non-discriminatory, ie the views, attitudes, and behavior of mutual respect among individuals, groups, classes regardless of majority-minority differences, race, ethnicity, religion, class, and gender (Law No. 12/2006); (C) Communicative, namely the ability to convey a message through the use of language that is easily understood, so it can be received well by others (KBBI, 2014); (D) Emphatic, the attitudes and behavior contribute appreciate and understand perceived by others (KBBI, 2014); (E) Courtesy, namely a friendly attitude or behavior, respect, and respect for others KBBI, 2014); (F) Tauladan, namely attitude and exemplary behavior or imitated by others (KBBI, 2014); (G) Authority, the attitudes and behaviors that reflect the nature and appeal to be able to master, influence, and respected by others (KBBI, 2014); (H) Adaptive, the attitudes and behaviors that demonstrate the ability to adjust to the conditions and circumstances surrounding environment (Dahl, 2003); and (i) cooperation, the attitudes and behaviors that reflect the ability and willingness to carry out a joint task or achieve a common goal (http: // temukanpengertian. blogspot.com/2013/09/ understanding-work-sama.html.) namely a friendly attitude or behavior, respect, and respect for others KBBI, 2014); (F) Tauladan, namely attitude and exemplary behavior or imitated by others (KBBI, 2014); (G) Authority, the attitudes and behaviors that reflect the nature and appeal to be able to master, influence, and respected by others (KBBI, 2014); (H) Adaptive, the attitudes and behaviors that demonstrate the ability to adjust to the conditions and circumstances surrounding environment (Dahl, 2003); and (i) cooperation, the attitudes and behaviors that reflect the ability and willingness to carry out a joint task or achieve a common goal (http: // temukanpengertian. blogspot.com/2013/09/ understanding-work-sama.html.) namely a friendly attitude or behavior, respect, and respect for others KBBI, 2014); (F) Tauladan, namely attitude and exemplary behavior or imitated by others (KBBI, 2014); (G) Authority, the attitudes and behaviors that reflect the nature and appeal to be able to master, influence, and respected by others (KBBI, 2014); (H) Adaptive, the attitudes and behaviors that demonstrate the ability to adjust to the conditions and circumstances surrounding environment (Dahl, 2003); and (i) cooperation, the attitudes and behaviors that reflect the ability and willingness to carry out a joint task or achieve a common goal (http: // temukanpengertian. blogspot.com/2013/09/ understanding-work-sama.html.) namely attitude and exemplary behavior or imitated by others (KBBI, 2014); (G) Authority, the attitudes and behaviors that reflect the nature and appeal to be able to master, influence, and respected by others (KBBI, 2014); (H) Adaptive, the attitudes and behaviors that demonstrate the ability to adjust to the conditions and circumstances surrounding environment (Dahl, 2003); and (i) cooperation, the attitudes and behaviors that reflect the ability and willingness to carry out a joint task or achieve a common goal (http: // temukanpengertian. blogspot.com/2013/09/ understanding-work-sama.html.) namely attitude and exemplary behavior or imitated by others (KBBI, 2014); (G) Authority, the attitudes and behaviors that reflect the nature and appeal to be able to

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To make the measurement of teacher performance, the indicators used are: (a) the effectiveness of the work, the level of achievement of the organization in the short term and long term (Robbins, 2008); (B) the working efficiency, the measures of success are assessed in terms of the amount of resources / costs and time spent to achieve the results of the activities undertaken (Hasibuan, 1986); (C) the labor authority, the authority received for the task / job or function (Luthans, 1995); (D) the responsibilities of work, the awareness, attitudes, and behavior to meet obligations tasks / work (KBBI, 2014); and (e) creativity of work, namely the ability of teachers to abandon the idea / ideas, and things that are rated well-established, routine, worn-out and switch to generate or raise the idea / ideas and new and exciting action, whether it's solving a problem, a method or a tool, an object or a new artistic form, and others (Sutrisno, 2010). Based on the indicators used in this study, proposed theoretical model as illustrated in chart 1 below.
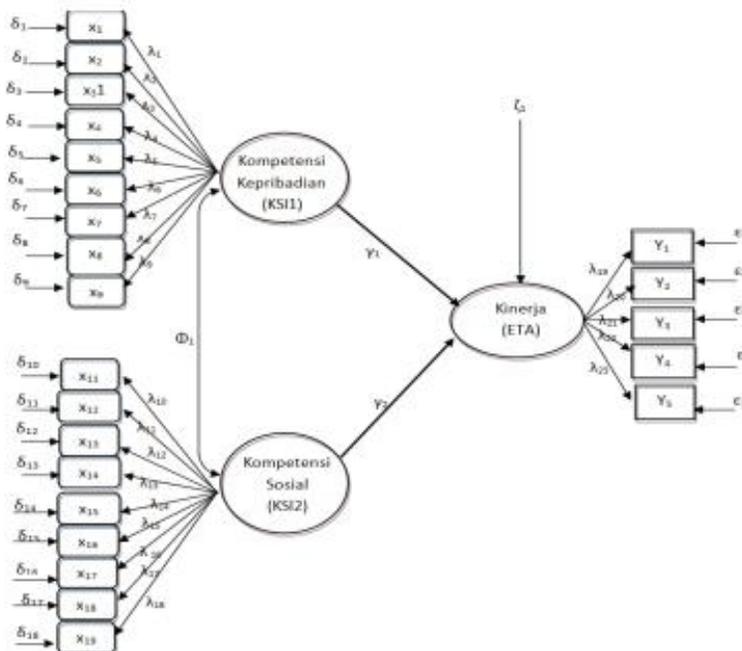


Gambar 1. Kerangka model analisis

## II. RESEARCH METHODS

The data in this article was obtained from the results of the competency of teachers conducted by Puslitjak, Research - Kemdikbud in 2013 ago. Research conducted on as many as 1762 high school teachers in 40 districts / town is located in 22 provinces in Indonesia.

Studies using the technique SEM (Structural Equation Modeling) to analyze the latent variables, indicator variables, and measurement error directly. According Kusnendi (2008), the latent variable is an abstract concept that concerns that can only be observed indirectly through its effect on the observed variables (indicators). Indicator variables are variables that can be observed or measured empirically. In analyzing the relationship between the variables used assistance programs latent Linear Structural Relationship (LISREL) version 8.7.

Accordingly, the application of theoretical models described above is included into the category of Correlated-Multivariate models are characterized as having two (2) exogenous variables Competence Personality (KSI1) and Social Competence (KSI2), as well as an endogenous variable Performance (ETA). Equation existing structures, as follows: KJA = $\gamma 1Kpri + \gamma 2Ksos + \zeta 1$ For the purposes of operationalization of research variables and measurement, described in Tables 1 and 2 below.

Tabel 1. Operasionalisasi Variabel Penelitian

| Konsep Teoretik | Definisi Operasional | Skala Pengukuran | Konsep Teoritis | Definisi Operasional | Skala Pengukuran |
|---|---|---|---|---|---|
| Kompetensi Kepribadian (KSI1) | Indikator: X1 = Kepemimpinan X2 = Etos kerja X3 = Pengembangan diri berkelanjutan X4 = Kejujuran X5 = Berakhlak mulia/budi pekerti X6 = Orientasi Prestasi X7 = Toleransi X8 = Kepercayaan diri X9 = Pengendalian diri | Skala Likert: 1 = Sangat Tidak Setuju (STS) 2 = Tidak Setuju (TS) 3 = Setuju (S) 4 = Sangat Setuju (SS) | Kompetensi Sosial (KSI2) | X12 = Komunikatif X13 = Empatik IX14 = Santun X15 = Tauladan X16 = Wibawa X17 = Adaptif X18 = Kerja sama | 3 = Setuju (S) 4 = Sangat Setuju (SS) |
| Kompetensi Sosial (KSI2) | Indikator: X10 = Objektif X11= Non-diskriminatif | Skala Likert: 1 = Sangat Tidak Setuju (STS) 2 = Tidak Setuju (TS) | Kinerja (ETA) | Indikator: Y1 = Efektivitas kerja Y2 = Efisiensi Kerja Y3 = Otoritas Kerja Y4= Tanggung jawab Kerja Y5 = Kreativitas Kerja | Skala Likert: 1 = Sangat Tidak Setuju (STS) 2 = Tidak Setuju (TS) 3 = Setuju (S) 4 = Sangat Setuju (SS) |

Tabel 2. Operasionalisasi Variabel Pengukuran

| Model Pengukuran Konstruk | Indikator | Persamaan Pengukuran |
|---|---|---|
| Kompetensi Kepribadian (KSI1) | X1 | $X1 = \lambda1 Kepemimpinan + \delta1$ |
| | X2 | $X2 = \lambda2 Etos\ Kerja + \delta2$ |
| | X3 | $X3 = \lambda3 Pengembangandiri + \delta3$ |
| | X4 | $X4 = \lambda4 Kejujuran + \delta4$ |
| | X5 | $X5 = \lambda5 Akhlakmulia + \delta5$ |
| | X6 | $X6 = \lambda6 Prestasi + \delta6$ |
| | X7 | $X7 = \lambda7 Toleransi + \delta7$ |
| | X8 | $X8 = \lambda8 Percayadiri + \delta8$ |
| | X9 | $X9 = \lambda9 Pengendaliandiri + \delta9$ |
| Kompetensi Sosial (KSI2) | X10 | $X10 = \lambda10 Obyektif + \delta10$ |
| | X11 | $X11 = \lambda11 Nondiskriminatif + \delta11$ |
| | X12 | $X12 = \lambda12 Komunikatif + \delta12$ |
| | X13 | $X13 = \lambda13 Empatik + \delta13$ |
| | X14 | $X14 = \lambda14 Santun + \delta14$ |
| | X15 | $X15 = \lambda15 Tauladan + \delta15$ |
| | X16 | $X16 = \lambda16 Wibawa + \delta16$ |
| | X17 | $X17 = \lambda17 Adaptif + \delta17$ |
| | X18 | $X18 = \lambda18 Kerjasama + \delta18$ |
| Kinerja (ETA) | Y1 | $Y1 = \lambda19 Efektivitas + \varepsilon1$ |
| | Y2 | $Y2 = \lambda20 Efisiensi + \varepsilon2$ |
| | Y3 | $Y3 = \lambda21 Otoritas + \varepsilon3$ |
| | Y4 | $Y4 = \lambda22 Tanggungjawab + \varepsilon4$ |
| | Y5 | $Y5 = \lambda23 Kreativitas + \varepsilon5$ |

## III. RESULTS AND DISCUSSION

The results of this study will be outlined as follows:

A. Distribution Questionnaire

It has been said above, each of the variables that are the focus of attention in the studies here are translated into a number of indicators. To take measurements determine perceptions of each indicator of the variables studied (Competence of Personality, Social Competence, and teacher performance) are translated into a number of items / item question. The questions posed have an alternative answer selected by the respondent teachers in accordance with the conditions and the situation at hand, namely: alternative answers 1 = Disagree (TS), 2 = Less Agree (KS), 3 = Agree (S), 4 = Strongly Agree (SS).

To position the condition of personal competence, social competence, and performance of teachers is done through the following assessment categories:

1 - <2 = Unsatisfactory

2 - <3 = Average / pretty

3-4 = Excellent

From the results of teacher respondents to state personal competence, social competence, and performance, perceived in the category of moderate / sufficient, as shown in chart 1, 2, and 3.

In Figure 2 are shown, of the indicators contained in the personal competence variables lowest average figure stood at 2.40, and the highest average figure recorded sebessar 3.30. Overall condition of this competency scored an average of 2.70, which means perceived by teachers in middle category / enough.
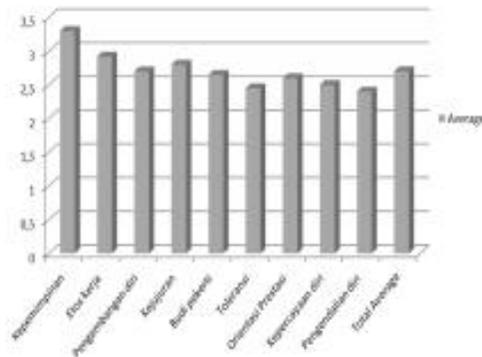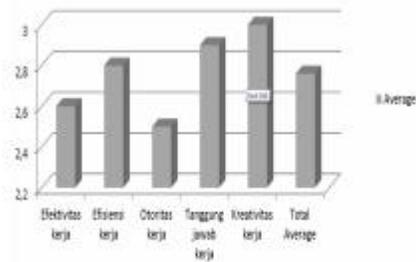


Gambar 2. Rata-rata persepsi guru terhadap kompe-
tensi kepribadian

In the third graph is shown, of the indicators contained in the social competence variable lowest average figure stood at 2.40, and the highest was recorded at 3.20. Overall condition of this competency scored an average of 2.73, which means perceived by teachers in middle category / enough.
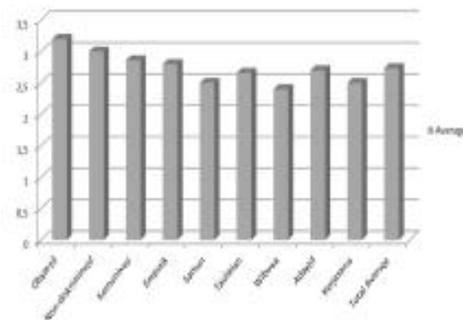


Gambar 3. Rata-rata persepsi guru terhadap kompe-
tensi sosial

In figure 4 is shown, of the indicators contained in the variable performance figures recorded the lowest average of 2.50, and the highest was recorded at 3.0. Overall condition of this competency scored an average of 2.76, which means perceived by teachers in middle category / enough.



Gambar 4. Rata-rata persepsi guru terhadap
kinerja

Structural Testing and Confirmatory Factor struktu testing and confirmatory factor for conformance testing structural equation model by asking whether the model proposed in the path diagram (theoretical model) match or fit with the data. The evaluation of the performance of the model is comprehensive (overall test). Structural relationship tested in this study assumes that the variable Personality Competence (KSI1) and Social Competence (KSI2) has a positive and significant impact on the performance (ETA). More details of the structural relationship indicates that the structural relationship model is built based on the hypothesis that is: there is a positive and significant relationship between exogenous variables Personality Competence (KSI1) and Social Competence (KSI2) with an endogenous variable Performance (ETA).

A model can be said to fit if there is a fit between the theoretical model to the data collected, if the values      obtained from each test calculations fitness model meets the standard value GOF. Based on data processing using LISREL 8.70 program produced output model fit size as shown in Table 3 below.

Tabel 3. Hasil Uji Kecocokan Keseluruhan Model

| Ukuran GOF | Target-Tingkat Kecocokan | Hasil Estimasi | Tingkat Kecocokan |
|---|---|---|---|
| Chi-Square P | Nilai yang kecil p < 0.05 | X2 = 4066.92 (p = 0.00) | Baik (Good Fit) |
| NCP Interval | Nilai yang kecil Interval yg sempit | 3867.45; 3663.46 ; 4078.74 | Baik (Good Fit) |
| RMSEA P (close fit) | RMSEA ≤ 0.08 p < 0.05 | 0.098 p = 0.00 | Baik (Good Fit) |
| ECVI | Nilai yang kecil dan dekat dengan ECVI saturated | M* = 2.38 S* = 0.31 I* = 7.89 | Baik (Good Fit) |
| AIC | Nilai yang kecil dan dekat dengan AIC saturated | M* = 192.45 S* = 552.00 I* = 896.53 | Baik (Good Fit) |
| CAIC | Nilai yang kecil dan dekat dengan CAIC saturated | M* = 509.64 S* = 338.88 I* = 945.32 | Baik (Good Fit) |
| NFI | NFI ≤ 0.90 | 0.66 | Baik (Good Fit) |
| NNFI | NNFI ≤ 0.90 | 0.63 | Baik (Good Fit) |
| PNFI | PNFI ≤ 0.90 | 0.59 | Baik (Good Fit) |
| CFI | CFI ≤ 0.90 | 0.67 | Baik (Good Fit) |
| IFI | IFI ≤ 0.90 | 0.67 | Baik (Good Fit) |
| RFI | RFI ≤ 0.90 | 0.62 | Baik (Good Fit) |
| CN | CN ≤ 200 | 104.53 | Baik (Good Fit) |
| RMR | Standardized RMR ≥ 0.05 | 0.096 | Baik (Good Fit) |
| GFI | GFI ≤ 0.90 | 0.83 | Baik (Good Fit) |
| AGFI | AGFI ≤ 0.90 | 0.80 | |

*M = Model; S = Saturated; I = Independence

From the results of Test Matches can be concluded that the model proposed in this study is good, because it reaches the target / level of suitability for the overall well categorized. C. Test of Effect Between Latent Variable LISREL From the calculation results, shows that there is a significant direct relationship between exogenous latent variables Personality Competence (KSI1) and Social Competence (KSI2) with endogenous variables Performance (ETA). Chart in Figure 5 below shows the results of processing data indicating latent variable exogenous coefficient Personality Competence (KSI1) of the endogenous latent variables Performance (ETA) of 0.23; and the magnitude of the effect of exogenous latent variables Social Competence (KSI2) of the endogenous latent variables Performance (ETA) of 0.72.
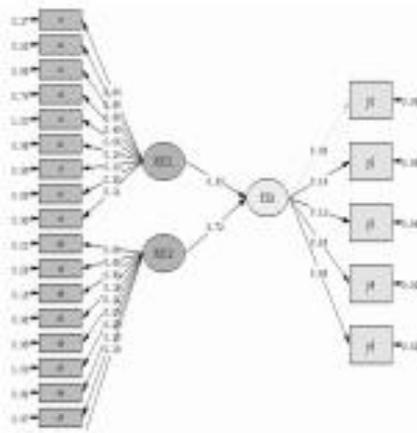


Figure 5. Test between latent variables influence

D. Test Relationship between Latent Variables with indicator To determine the relationship between variables with the indicator, can be done by checking the value of the coefficient in the model. The value of the coefficient is proof that the measured variables or factors represent the underlying constructs. Presented in Table 3 below ratings latent variable exogenous loading values     with the indicator and the contribution made to the endogenous latent variables.

Tabel 3. Hasil Uji Hubungan Antar Variabel Laten
Eksogen dengan Variabel Laten Endogen

| No | Indikator | Nilai Loading | Koefisien Konstruk | Kontri-busi |
|---|---|---|---|---|
| A. | Kompetensi Kepribadian (KSI1) | | | |
| 1. | Kepemimpinan | 0,80 | 0,23 | 0,1840 |
| 2. | Etos Kerja | 0,68 | 0,23 | 0,1564 |
| 3. | Kejujuran | 0,49 | 0,23 | 0,1127 |
| 4. | Pengembangan diri berkelan-jutan | 0,38 | 0,23 | 0,0874 |
| 5. | Kepercayaan diri | 0,33 | 0,23 | 0,0759 |
| 6. | Orientasi Prestasi | 0,14 | 0,23 | 0,0322 |
| 7. | Pengendalian diri | 0,11 | 0,23 | 0,0253 |
| 8. | Toleransi | 0,10 | 0,23 | 0,0230 |
| 9. | Budi Pekerti | 0,05 | 0,23 | 0,0115 |
| B. | Kompetensi Sosial (KSI2) | | | |
| 1. | Komunikatif | 0,90 | 0,72 | 0,6480 |
| 2. | Obyektif | 0,89 | 0,72 | 0,6408 |
| 3. | Non-diskrimi-natif | 0,88 | 0,72 | 0,6336 |
| 4. | Wibawa | 0,28 | 0,72 | 0,2016 |
| 5. | Kerjasama | 0,19 | 0,72 | 0,1368 |
| 6. | Adaptif | 0,18 | 0,72 | 0,1296 |
| 7. | Empatik | 0,15 | 0,72 | 0,1080 |
| 8. | Santun | 0,11 | 0,72 | 0,0792 |
| 9. | Teladan | 0,07 | 0,72 | 0,0504 |

Studies here proves that the variables of Personality and Social Competence Competence relationship positive influence on teacher performance. In the prediction, the teacher's performance can be an element or an important factor in shaping student learning outcomes: good performance will bring a good student learning outcomes, and vice versa. On the basis of the effort to improve the performance of teachers becomes essential, either by direct analysis on the need to improve personal competence and social competence of teachers.

If the record further above results show that there are a number of indicators that have an important role in shaping the personal competence and social competence of teachers. In the personal competence, an indicator of leadership, work ethic, honesty, and self-sustained development (continuing professional development), ranked at the top should be integrated into the self and made reference to the embodiment of attitudes and behavior

The first order is an indicator of leadership. Respondents perceive teacher, that teacher is a person who stands in front of the class to convey the substance / teaching material to their students. In this context, the teachers are required to have the attitude and behavior of leadership that can motivate and mobilize their students to implement instructed things related to learning activities, such as studying the material / subject matter is diligent, industrious; carry out the assignment of teachers, for example, read and summarize the content of books in the school library or other sources; doing homework (PR); and others. Not that alone, a teacher is expected to support the vision, mission, purpose, and achievement of better results over time,

Indicators that ranks second is the work ethic. Respondents perceive that teachers should support a high work ethic which is a reflection of the value orientation and spirit that characterize and confidence in carrying out his / her work. In the work ethic, the teaching profession is not just a life choice spot for a living, but become self-confidence and dedication. Teachers are less supportive of high work ethic, tend only will realize the behavior of passive learning, less dynamic, creative poor, and just simply run a routine task alone. Teachers who have a high work ethic, most do not have a value orientation that reflects: a vocation that must be done correctly; as self-actualization which should be realized through hard work; as a blessing to be realized in genuine / sincere; a trust that must be accounted for; as an art that requires creativity; as a form of worship that should embody devotion; and others.

Another indicator is honesty. Respondents perceive THAT these indicators should be integrated into the personality of the teacher and make the orientation of the implementation of tasks / jobs. Teachers are given the mandate, so we need to meet their obligations seriously and responsibly. For example, a teacher must be honest in assessing the learning outcomes of pupils / students. Assessment is done really reflect the student's abilities and not boarded by other interests, such as providing high value learning outcomes of their students that do not correspond to reality simply because they want to be considered successful or fun parents. Ratings are less than honest with themselves do not depict the actual capabilities, so that it can bring a negative impact on the students themselves. Giving value is not exactly according to ability, will only hurt the students, because it may mislead parents to give extra attention to the child's learning process at home. Attitudes and behaviors based on the values      of honesty this is considered to be part of the teachers themselves and trying to make it happen consistently and consequently.

Another indicator that should be part of the competence of the teacher's personality is self-development ability continuously to support the implementation of the tasks / work. Respondents were teachers perceive, that a teacher should always strive to improve the ability and skills of teaching, do not give up when faced with the problem but trying to fix it, actively seek knowledge and new learning method and try to apply them to achieve better results, active conduct action research to support learning, etc. Explicit, through continuous self-development will bring teachers to be active, anticipatory and responsive, dynamic, creative, initiative, and the like related to the implementation of the learning task in hand.

Overview Another indicator is related to the social competence of teachers. Indicators communicative, objectivity, non-discriminatory, and the authority of the teacher respondents perceived by successive ranks top in playing the role of shaping the social competence of teachers.

The main indicator is communicative. This indicator is perceived by the teacher respondents ranked top, which reflects that a teacher is required to have the ability and skills to communicate well with the surrounding social environment, especially with students. Specialty of the latter, teachers are required to be able to realize a good communicative behavior with their students, either in an atmosphere of learning and others.

In lessons, teachers communicative behavior associated with the delivery of messages materials / learning materials by using a style that is readily accepted, polite, able to excite their students learn, as well as two-way interaction. Without the ability and excellent communication skills possessed by teachers, learning activities will last only a passive, boring, less passionate, less interactive realize two-way, which ultimately lead to the learning outcomes of students who do not / less than satisfactory. The second indicator is the attitude and behavior objectively.

Objective in question is a view which requires that a teacher should be and behave honestly, based on facts, not influenced by the opinion and personal consideration or group in taking a decision or action. Respondents perceive teacher,

that teacher must be objective in its assessment of the ability of their students, run friendships with colleagues based on the attitudes of objective and distanced from attitudes stereotypes, ethnocentrism, or the like or dislike.

In this context, a teacher must minimize the perceived value orientation, attitudes, and behavior of the subjectivity of looking at relationships among colleagues, dealing with parents, surrounding communities, as well as the face of their students. A third indicator is non-discriminatory. This indicator is perceived by respondents teacher, that teacher must hold fast to the values, attitudes, and behavior of the non-discriminatory. He had to stand off from the attitudes and behaviors that provide different treatment in their dealings with other people, either on the basis of race, ethnicity, religion, class, or gender. A teacher should not choose a friend to hang out with teachers from the same ethnic group with him,

The next indicator refers to the respondent's perception of teachers who believe that teachers have the authority themselves, ie, attitudes and behaviors that reflect the appeal to be able to master, influence, and respected by others. The authority is an indicator to the four perceived a significant contribution to the social competence that must be held by teachers. Without authority, a teacher will be a difficult task / job well, less respected and less likely to have the ability to motivate and propel students into learning activities. The possible consequences muncuadalah learning activities between teachers and students are less favorable, less dipanuti, and tends to lead to the achievement of learning outcomes that are unsatisfactory.

What can be drawn from the results of the study is the finding that suggests a link between a positive influence on personal competence and social competence on teacher performance. Of personal competence and social competence itself there are a number of indicators of perceived teacher is important in shaping both these competencies. The indicators mentioned above should noteworthy and articulated in the formation and development of the competency of teachers by the relevant authorities, both in the implementation of Professional Teacher Education Training (PLPG), PPG In Position, and PPG Prajabatan.

## IV.  CONCLUSION

This study resulted in that the latent variable exogenous Competence of Personality and Social Competence significantly affect the performance of endogenous latent variables. Of variable personal competence and social competence itself there are a number of indicators of perceived teacher plays an important role in shaping both the competence. In the personal competence, the top indicator perceived a significant contribution to this competence is leadership, work ethic, self development and achievement orientation. In social competence, the top indicator perceived a significant contribution to this competence is communicative, objective, non-discriminatory, and the authority of the teacher. On that basis should the indicators mentioned above to get attention in the formation and development competence of personality and social competence of the teacher by the relevant authorities, both in the administration Education Professional Training Teachers (PLPG), PPG In Position, PPG Pre-service, as well as education teacher candidates in LPTK. But of course these indicators require further elaboration as a substance / material being taught to teachers in an effort to establish and develop both of these competencies.

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