

THE CONTRIBUTION OF MORAL KNOWING, MORAL FEELING AND MORAL ACTION TO SOCIAL COMPETENCE OF EDUCATORS IN FAKFAK DISTRICT

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ABSTRACT

Field facts show that in Fakfak Regency there are still many problems of pros and cons between fellow educators. Based on field facts, it can be concluded that the level of social competence of educators is still very low. Social competence itself can be influenced by three factors, namely moral feeling, moral action, and moral knowing. The aim of this research is to find out whether there is a contribution between moral knowing and the social competence of educators, to find out whether there is a contribution between moral feeling and the social competence of educators, to find out whether there is a contribution between moral action and the social competence of educators, to find out whether there is a contribution between moral knowing, moral feeling and moral action on the social competence of educators. This research uses a quantitative approach with multiple linear regression analysis techniques. The population used in this research were educators at Fakfak Regency Elementary Schools. The data collection techniques used were observation, interviews and questionnaires using Google Form. The results of this research are that there is a partial contribution, namely between moral knowing towards the social competence of educators, moral feeling towards the social competence of educators, and moral action towards the social competence of educators. Next, namely the simultaneous contribution of moral knowing, moral feeling and moral action to the social competence of educators

Keywords: moral knowing, moral feeling, moral action, social competence.

INTRODUCTION

Education is a process of personal formation. The word process refers to education, namely a systemic and systematic activity that is directed at the formation of students' personalities. (Indraprasta & Jakarta, 2018) The term education originally comes from the Greek, namely "paedagogie", which means guidance given to children. This term was then translated into English with "education" meaning guidance or development. This means that education is a continuous process because it is carried out in all situations, both in the school, home and community environments.

In this case, educators have a vision that is understood as a mental description of the desired organizational conditions in the future. An educational institution that does not have a vision is like a crowd of people who have no goals working independently. (Pelaku et al., 2018) Vision is based on trust, interest and belief. There are real conditions that will be

realized through this vision. Based on the new paradigm curriculum, the curriculum currently used focuses on the Pancasila profile for long-term outcomes. There are 6 competencies to support the realization of the Pancasila student profile, including devotion to God Almighty, Responsibility, mutual cooperation, diversity, creativity, and critical reasoning (Apriantika et al., 2022).

As time goes by, several paradigms that support character education with classical characteristics slowly disappear. It is necessary to instill character from an early age because there are many cases of a person's lack of character. In essence, character education is defined as an effort to instill good habits so that an individual can act and behave based on the values that have become personality.

Character education itself has goals and functions that are in line with the function of national education. According to (Sari, 2017) the function and objectives of character education. In accordance with the function of National Education contained in the Republic of Indonesia Law Number 20 of 2003 regarding the National Education System, it is stated that national education has the function of increasing potential or forming a dignified national character and civilization in an effort to educate the life of the nation, having The aim is to develop students' abilities to become human beings who are devout and believe in God Almighty, healthy, have noble morals, capable, knowledgeable, independent, creative, and become responsible and democratic citizens.

However, the reality is that until now educators have not been able to carry out their roles and duties properly in line with what is desired, this happens because there are a number of factors that hinder the success of educators' duties. For example, the inadequate potential of an educator. An educator must have the 4 competencies listed in Law Number 14 of 2005 regarding Educators and Lecturers, namely a set of skills, knowledge, behavior that must be internalized, owned or controlled by lecturers/educators in order to carry out their professional duties. The four competencies in question are personality, pedagogical, professional and social competencies.

Social competence is one of the four types of competence that an educator must have. According to (Rahmadi Islam, 2018) teacher social competence is the teacher's social ability which concerns the potential to adapt to work demands and the surrounding environment when carrying out duties as a teacher and social communication skills both with students, principals, fellow teachers, administrative employees and members. public. According to Lickona in (Ratmelia, 2013) social competence is influenced by 3 moral factors, namely moral knowledge or concepts (moral knowing), moral behavior (moral action) and moral attitude (moral feeling). So, the results of the formation of educators' character attitudes can also be reviewed based on 3 aspects, namely moral attitudes, moral behavior and moral concepts.

Based on previous research written (Education et al., 2020) entitled "The Influence of Moral Education and Teacher Social Competence on the Character Formation of Students at Manba'ul Ulum Middle School, West Jakarta" it is revealed that there is a positive and significant influence of Moral Education and Teacher Social Competence simultaneously (together) on the Character Formation of students at Manba 'ul Ulum Middle School, West Jakarta. In other previous research written by (Nawir, 2020) also discussed "The Relationship Between Moral Knowing, Moral Feeling, and Moral Behavior in the Four Basic Teacher Competencies" The results of the research prove the level of components of teacher

character formation in certain non-formal education institutions, in terms of competence pedagogical, social, personality and professional skills are usually present at a fairly adequate level. This states that most teachers have sufficient knowledge, sufficient desire to carry out and demonstrate sufficient personality, pedagogical, professional and social competency behavior.

One of the problems in education is the lack of moral education. This research focuses more on the development of educators' social competence, which will later influence the learning process and the moral development of students. (Dalam & Prestasi, 2018) Social competence is social intelligence or social intelligence, which has sub-competencies, including: an educator must be able to interact effectively with students, be able to interact effectively with educators and other educational staff, and finally namely being able to communicate effectively with guardians or parents of students and the surrounding community.

In line with this statement, there are facts that reveal that there is still a low understanding of the nature of being an educator. According to research from (Puluhulawa, 2013), educators in Besulutu District, Konawe Regency (Southeast Sulawesi), still lack social competence and demonstrate a number of behaviors including: a) lack of familiarity with students, parents, fellow educators, educational staff, and educational unit leaders. , b) there is no consistency between actions and words, c) discrimination is still applied in carrying out tasks, and so on. According to the presentation (Wardani et al., 2018) there is a social gap between educators and their students where educators still have insufficient social skills, this is reflected in the behavior of educators who do not want to interact with the surrounding environment, especially with their students.

Another phenomenon related to the low social competence of educators is found in Fakfak Regency, according to researchers' observations and interviews with several school principals, it was found that many educators were still not compatible with their profession. Where in reality in the field educators still lack social competence, this is reflected in the lack of harmonious relationships between fellow educators, students, parents and guardians and the surrounding community. Another problem is illustrated by the fact that there are some educators who still don't care about environmental activities such as mutual cooperation cleaning held by RT/RW and other activities.

By looking at the problems that exist in the field, social competence has an important role for an educator to make learning effective. This can provide opportunities for students to carry out positive activities that can improve performance. Supported by good communication, educators will find it easier to express some information in a lesson taught to students. Therefore, social competence is very crucial for educators. So, educators must improve this with effective communication, discussions and direct visits to the community, training related to social competence, increasing knowledge related to human relations, mastering social psychology and being able to adapt in the workplace. Based on a number of descriptions of these problems, the author was encouraged to adopt the research title "The Contribution of Moral Knowing, Moral Feeling and Moral Action to the Social Competence of Educators in Fakfak Regency".

METHOD

In this research, based on the problem and research objectives, this research uses quantitative studies, and uses multiple linear regression analysis methods because it has more than one independent variable, and has one dependent variable. The variable that has an influence is called the experimental variable (independent variable) and the variable that is influenced is also called the dependent variable. This research includes 3 independent variables, namely moral knowing, moral feeling, moral action, while the dependent variable is the social competence of educators (Sugiyono, 2018).

Population is a group of individuals, institutions and so on who have similar characteristics (Adnyana, 2021). The population that will be used in the research is 114 elementary schools in Fakfak Regency. Of the 114 elementary schools, there are 78 public elementary schools and 36 private or foundation elementary schools. The population selected in this research is educators from several public and private elementary schools in Fakfak Regency, namely 8 elementary schools. The reason for choosing this elementary school is because it is the best public and private elementary school in Fakfak district. Another reason is related to the location of the elementary school which is located in the middle of the city compared to other elementary schools. This is related to internet network access, considering that researchers' data collection techniques use Google forms. From 8 elementary schools, a total of 191 educators were obtained. Furthermore, after calculating using the Slovin formula, the sample size was 129 educators. The sample calculation formula is:

$$n = \frac{N}{1 + Ne^2}$$

Information:

n = Number of Samples

N = Number of Population

e = Percentage of allowance for inaccuracy due to sampling error is estimated (the study used an estimated error level of five percent).

From the sample results, the distribution of the sample size for each school used proportional random sampling techniques. The following is the distribution of samples for each school.

Table 1. Elementary School Population in Fakfak Regency

No	Educator	Population	Calculation	Amount
1.	Fakfak State Elementary School	48	$\frac{48}{187} \times 129$	32
2.	SD Inpres 1 Wagom	33	$\frac{33}{187} \times 129$	22
3.	SD Inpres 2 Wago	16	$\frac{16}{187} \times 129$	14
4.	MIN Elementary School, Fakfak	18	$\frac{18}{187} \times 129$	12
5.	Yapis Merapi Elementary School, Fakfak	20	$\frac{20}{187} \times 129$	14
6.	YPPK Pihar Elementary School	14	$\frac{14}{187} \times 129$	9
7.	YPK Elementary School, Fakfak	15	$\frac{15}{187} \times 129$	10

8.	Yapis Elementary School, Fakfak	23	$\frac{23}{187} \times 129$	16
Total Sample				129

In this study, the measurement scale used is a Likert scale, with four alternative answers, namely never, rarely, often and always. According to the presentation (Sugiyono, 2018), the Likert scale is used to measure attitudes, opinions and perceptions of groups and individuals regarding social phenomena. Alternative answer choices are found in the research instrument. The research instrument uses a Google form, and before being distributed to obtain research results, validity and reliability tests have been carried out. The validity test of the instrument was carried out by researchers at SD IT with a total of 20 educators as respondents. From the results of the validity and reliability tests using SPSS 26.0 with an initial number of 41 questions, there was 1 question that was invalid. These results are considered invalid when the Rcount value < Rtable, namely 0.497. Meanwhile, for reliability testing, the results showed that the four variables were declared reliable with the calculation results of the Cronbach's alpha value >0.7.

In the data collection process, the techniques used were interviews, observation and distributing questionnaires using Google Form with questions that had previously been tested for validity and reliability. Meanwhile, the analysis techniques used in this research are descriptive analysis techniques and multiple linear regression analysis techniques. For the classical assumption test used in general, the normality test, heteroscedasticity test and multicollinearity test are used. Meanwhile, for hypothesis testing, this research uses the simultaneous test (F) and partial test (t).

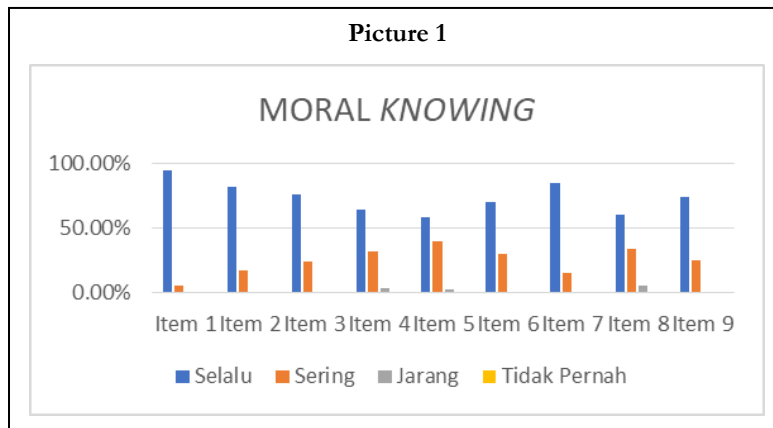
The normality test is used to see whether the distribution of residual values is normal or not. A good regression model has residual values that are normally distributed. If there is a spread around the line and follows the diagnostic line, it means that the regression model is normal or suitable for use to predict the independent variable and vice versa (Mardiatmoko, 2020). For the multicollinearity test, the aim is to find out whether the regression model has a correlation between the independent variables. Meanwhile, the heteroscedasticity test is a situation with unequal variances through residuals between observations in the regression model (Haryono et al., 2023). From the test results using SPSS 28.0 after all the research data was collected, for the normality test the result was that the Exact Sig value was 0.132 > 0.05, it could be said that the research data was in accordance with a normal distribution. For the multicollinearity test, all independent variables have a tolerance value exceeding 0.1, while the VIF value is less than 10. Then it can be said that the research is multicollinearity free, which means there is no relationship between the independent variables. Meanwhile, in the heteroscedasticity test, the results obtained at the image points are random above or below or around zero and do not produce a certain number. Then it can be said to be free from heteroscedasticity.

RESULTS AND DISCUSSION

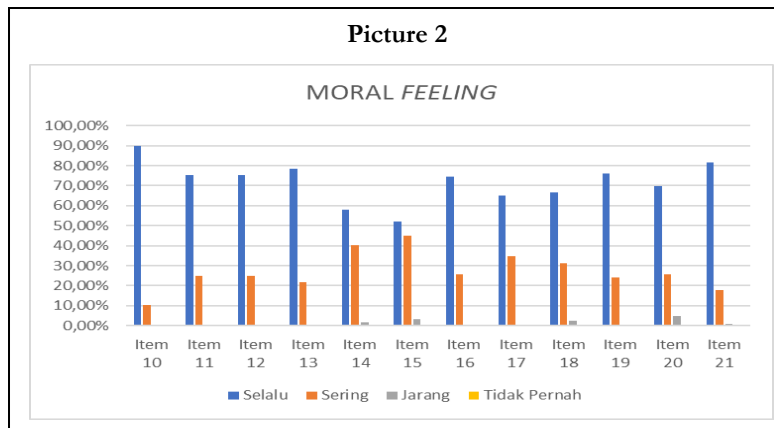
Results

Descriptive Analysis

Contribution of Moral Knowing to Educators' Social Competence

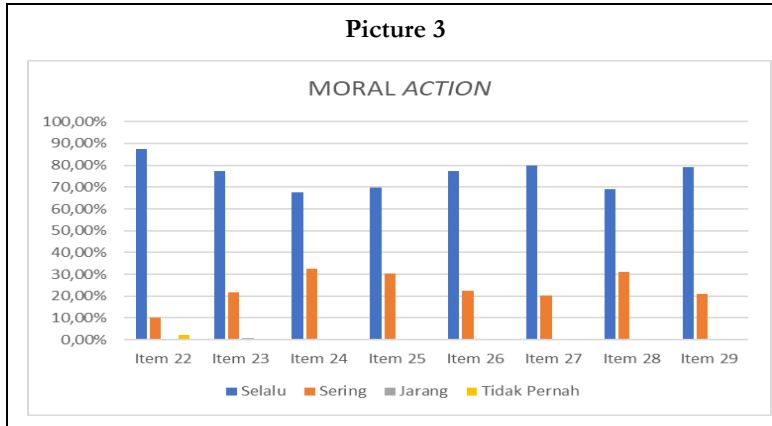


From Picture 1, it can be seen that item 1 is related to educators teaching students to always maintain good manners in their behavior. 94.60% of respondents or 122 educators answered always, 5.40% of respondents or 7 educators answered often to this question. In item 2, namely educators give examples to students of accepting and respecting opinions expressed by other people, 82.10% of respondents or 106 educators answered always, 17.10% of respondents or 22 educators answered often, and 0.80% of respondents or 1 educator answered never. In item 3, educators try to behave fairly and honestly in daily life, 76.00% of respondents or 98 educators answered always, 24.00% of respondents or 31 educators answered often. In item 4, educators give advice to fellow teachers who need it or who make mistakes, 64.30% of respondents or 83 educators answered always, 32% of respondents or 41 educators answered often, and 3.90% of respondents or 5 educators answered rarely. . In item 5, educators are active in religious activities outside school hours, 58.20% of respondents or 75 educators answered always, 39.50% of respondents or 51 educators answered often, 2.30% of respondents or 3 educators answered rarely. In item 6, when discussing, educators accept suggestions and input submitted by other people, 69.80% of respondents or 90 educators answered always, 30.20% of respondents or 39 educators answered often. In item 7, educators respect other people without discriminating against their social background, 84.50% of respondents or 109 educators answered always, 15.50% of respondents or 29 educators answered often. In item 8, when in discussion forums educators are able to provide criticism and suggestions to anticipate several problems that will occur in the future, 60.50% of respondents or 78 educators answered always, 34% of respondents or 44 educators answered often, 5.40% of the respondents or 7 educators answered rarely. In item 9, educators are able to evaluate every behavior that has been carried out, 74.40% of respondents or 96 educators answered always, 25.60% of respondents or 33 educators answered often.

Contribution of Moral Feelings to Educators' Social Competence

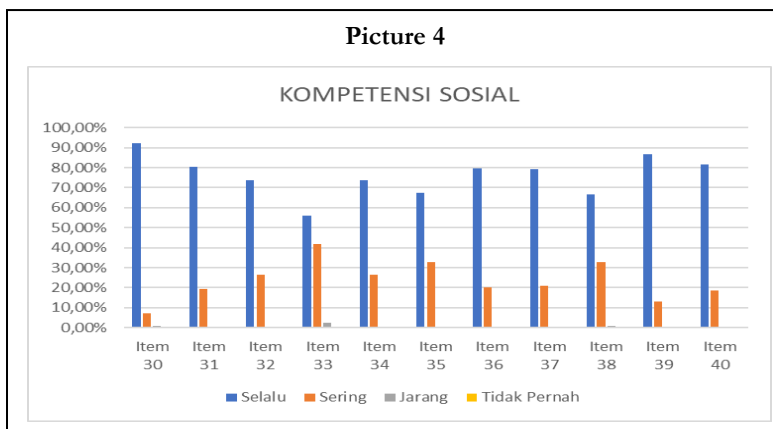
From Picture 2 we can see that item 10, which is related to educators being able to differentiate between right and wrong, was 89.90% of respondents or 116 educators answered always, 10.10% of respondents or 13 educators answered often. In item 11, namely educators are able to control themselves so as not to be influenced by negative things, 75.20% of respondents or 97 educators answered always, 24.80% of respondents or 32 educators answered often. In item 12, when educators make a mistake, they immediately apologize, 75.20% of respondents or 97 educators answered always, 24.80% of respondents or 32 educators answered often. In item 13, educators try to be confident in their abilities, 78.30% of respondents or 101 educators answered always, 21.70% of respondents or 28 educators answered often. In item 14, when educators hear someone else's story of sadness, educators immediately imagine that this sadness also happens to educators, 58.10% of respondents or 75 educators answered always, 40.30% of respondents or 52 educators answered often, 1.60% of the respondents or 2 educators answered rarely. In item 15, when someone else is worried, educators usually try to imagine and position themselves as that person, 51.90% of respondents or 67 educators answered always, 45.00% of respondents or 58 educators answered often, 3.10% of respondents or 4 educators answered rarely. In item 16, educators are willing to provide assistance to other individuals who experience difficulties according to their own abilities, 74.40% of respondents or 96 educators answered always, 25.60% of respondents or 33 educators answered often. In item 17, educators are happy when they see someone else getting a prize even though the educator himself doesn't get it, 65.10% of respondents or 84 educators answered always, 34.90% of respondents or 45 educators answered often. In item 18 educators are able to control emotions when facing a problem, 66.70% of respondents or 86 educators answered always, 31.00% of respondents or 40 educators answered often, 2.30% of respondents or 3 educators answered rarely. In item 19, educators are able to be patient in guiding naughty students, 76.00% of respondents or 98 educators answered always, 24.00% of respondents or 31 educators answered often. In item 20 educators are able to think clearly in critical situations, 69.80% of respondents or 90 educators answered always, 25.60% of respondents or 33 educators answered often, 4.60% of respondents or 6 educators answered rarely. In item 21, educators feel embarrassed if they act negatively which is not in line with existing moral values, 21.40% of respondents or 105 educators answered always, 17.80% of respondents or 23 educators answered often, 0.80% of respondents or 1 educators answered rarely.

Contribution of Moral Action to Educators' Social Competence



From Picture 3 we can see that item 22, which is related to educators, never commits anarchic acts (damage or abuse) as many as 87.60% of respondents or 113 educators answered always, 10.10% of respondents or 13 educators answered often, 2.30% or 3 students answered rarely with this statement. In item 23, namely that educators are willing to help fellow teachers and the surrounding community if there are difficulties, 77.50% of respondents or 100 educators answered always, 22.00% of respondents or 28 educators answered often, 0.80% of respondents or 1 participant students answered rarely. In item 24 the educator gives several unused educator items to someone who needs them more. as many as 67.40% of respondents or 87 educators answered always, 33.00% of respondents or 42 educators answered often. In item 25, educators are able to provide a good example to others, 69.80% of respondents or 90 educators answered always, 30.20% of respondents or 39 educators answered often. In item 26, when educators have a polite attitude towards someone older than the educator, 77.50% of respondents or 100 educators answered always, 22.50% of respondents or 29 educators answered often. In item 27 educators say hello when they meet fellow educators, 79.80% of respondents or 103 educators answered always, 20.20% of respondents or 26 educators answered often. In item 28, educators say hello when they meet people around their home environment, 69.00% of respondents or 89 educators answered always, 31.00% of respondents or 40 educators answered often. In item 29, educators say hello when they meet people around the school environment, 79.10% of respondents or 102 educators answered always, 21% of respondents or 27 educators answered often.

Contribution of Educators' Social Competence in Elementary Schools in Fakfak Regency



From Picture 4 we can see that item 30 is related to establishing good relationships with fellow educators, 92.20% of respondents or 119 educators answered always, 7.0% of respondents or 9 educators answered often, 0.80% or 1 educator answered Rarely with this statement. In item 31, namely that educators are able to collaborate well with other educators during school activities, 80.60% of respondents or 104 educators answered always, 19.40% of respondents or 25 educators answered often. In item 32, educators participate in mutual cooperation activities in the school environment, 73.60% of respondents or 95 educators answered always, 26.40% of respondents or 34 educators answered often. In item 33 educators participate in mutual cooperation activities in the home environment, 55.80% of respondents or 72 educators answered always, 41.90% of respondents or 54 educators answered often, 2.30% of respondents or 3 educators answered rarely. In item 34, educators maintain good relationships with students' parents, 73.60% of respondents or 95 educators answered always, 26.40% of respondents or 34 educators answered often. In item 35, educators tell students' parents about their children's development, 67.40% of respondents or 87 educators answered always, 32.60% of respondents or 42 educators answered often. In item 36, educators are able to create good relationships with fellow teachers in the school, 79.80% of respondents or 103 educators answered always, 20.20% of respondents or 26 educators answered often. In item 37, educators are able to establish good relationships with the surrounding community, 79.10% of respondents or 102 educators answered always, 20.90% of respondents or 27 educators answered often. In item 38 educators provide ta'ziah in the surrounding environment to people who are affected by disaster or are grieving, 66.70% of respondents or 86 educators answered always, 32.60% of respondents or 42 educators answered often, 0.70% of respondents or 1 educator answered rarely. In item 39, educators are able to be friendly towards the community around the school, 86.80% of respondents or 112 educators answered always, 13.20% of respondents or 17 educators answered often. In item 40 educators visit teachers/principals who are sick, 81.40% of respondents or 105 educators answered always, 18.60% of respondents or 24 educators answered often.

Multiple Linear Regression Analysis

**Table 2. Multiple Linear Regression Results
Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	11,511	2,801		4,109	,000
	KNOWING	,281	.101	,240	2,783	,006
	FEELINGS	,234	,100	,220	1,613	,002
	ACTION	,611	.106	,495	5,739	,000

a. Dependent Variable: COMPETENCY

Based on the table above, it can be concluded that: (1) The constant value of 11.511 means that if the value of the moral *feeling*, moral *knowing*, and moral *action variables* is equal to 0 (constant), then the value of the social competence variable is equal to 11.511; (2) The regression coefficient value in the moral *knowing variable* is positive at 0.281. Thus, if moral *knowing* increases by 1 score, it will increase social competence by 0.281 assuming other variables are constant or fixed. This indicates that moral *knowing* has a contribution that is directly proportional to social competence; (3) The regression coefficient value for the moral

feeling variable has a positive value of 0.234. Thus, every increase or increase in moral *feeling* by 1 score will increase social competence by 0.234 assuming other variables are constant or fixed. So it indicates that moral *feelings* have a contribution that is directly proportional to social competence; (4) The regression coefficient value for the moral *action variable* has a positive value of 0.611. Thus, for each increase in moral *action* by 1 score, social competence will increase by 0.611, assuming other variables are constant. So it indicates that moral *action* has a contribution that is directly proportional to social competence.

Hypothesis Testing

Partial Test (t)

Table 3. Partial Test Results (t)

Independent Variable	Q	Sig value.	Information
Moral <i>Knowing</i>	2,783	0.006	There are partial contributions
Moral <i>Feelings</i>	1,613	0.002	There are partial contributions
Moral <i>Action</i>	5,739	0,000	There are partial contributions

Source: SPSS partial test output results, 2023.

Based on table 4.2, showing the partial test results below is an explanation of the test results: (1) The partial test results above prove that the moral *knowing variable* has a significance value of 0.006 and a t value of 2.783. Reject H0 or accept H1 if the significant value is ≤ 0.05 . Then in this variable it can be said that H1 is accepted, which means that moral *knowing* makes a positive and significant contribution to social competence; (2) The partial test results above prove that the moral *feeling variable* has a significance value of 0.002 and a t value of 1.613. Accept H0 or reject H1 if the significance value is ≥ 0.05 . Then in this variable it can be said that h1 is accepted, which means that moral *feeling* makes a positive and significant contribution to student competence; (3) The partial test results above prove that the variable moral *action* has a significance value of 0.000 and a t value of 5.739. Reject H0 or accept H1 if the significant value is ≤ 0.05 . Then in this variable it can be said that H1 is accepted, which means that moral *action* makes a positive and significant contribution to social competence.

Simultaneous Test (f)

This test was carried out to understand the influence of the independent variable on the dependent variable simultaneously using a significance value of 0.05. Below the results of simultaneous testing (F) .

Table 4. F Test Results

Model	F Count	Sig.	A	Information
Regression	40,736	0,000	0.05	There are simultaneous contributions

Source: SPSS output results of conclusion test (F), 2023.

From the results of table 4.3, the simultaneous test is described with a calculated F of 40.736 and a significant value of 0.000. The significant value of 0.000 is below the significance level used, namely 0.05. So it can be concluded that moral action, moral feeling, moral knowing simultaneously make a positive and significant contribution to social competence.

Discussion

The Contribution of Moral Knowing to Educators' Social Competencies

Referring to the hypothesis results, it can be concluded that the moral *knowing variable* has a significant contribution to the social competence of elementary school educators in Fakfak Regency. . The significant value obtained was 0.006 and the t value was 2.783. Of the total number of respondents, 129 received perceptions regarding the moral *knowing indicator* which showed that the average result was 34%. Thus the standard deviation is 1.795. Moral *knowing* contributes to the social competence of elementary school educators. Moral *knowing* contributes to the social competence of elementary school educators because when educators teach students to always maintain good manners in their behavior, educators provide examples for students of accepting and respecting opinions expressed by other people, educators also try to behave honestly and fairly in their daily lives. Apart from relationships with students, relationships with fellow educators are also maintained, such as providing advice to fellow educators who need it or who have made mistakes. Educators are also active in religious activities outside school hours. In social relationships with many people, when discussing, educators accept suggestions and input submitted by other people, educators respect other people without discriminating against their social backgrounds and when in discussion forums educators are able to provide criticism and suggestions to anticipate several problems that will occur in the future. at a later time. Apart from that, educators are also able to evaluate every behavior that has been carried out.

Based on the definition of moral knowing above, it is linked to out-of-school education contributing positively to the social competence of educators, namely educators who have knowledge and understanding of morality will be able to adjust themselves well in the community and school environment. Moral reasoning is also an important educator's potential to assess himself by looking at the surrounding environment. Moral knowing can be seen from a person's awareness of morals, understanding moral values, moral reasoning, perspective taking, decision making, and knowledge about oneself. Based on this description, it can be concluded that educators who have understanding and knowledge about moral knowing will have an impact on their social competence, where educators will be able to have awareness and understanding of what is considered right and wrong, as well as how they should behave in various moral situations.

The Contribution of Moral Feeling to Educators' Social Competence

Referring to the hypothesis results, it can be concluded that the moral *feeling variable* has a significant contribution to the social competence of elementary school educators in Fakfak Regency. The significant value obtained was 0.541 and the t value was 0.613. Of the total number of respondents, 129 received perceptions regarding the moral *feeling indicator* which showed that the average result was 45%. Thus the standard deviation is 2.538. Moral *feelings* do not contribute to the social competence of elementary school educators because when educators are able to differentiate between right and wrong, are able to control themselves so as not to be influenced by negative things and when they make a mistake, educators immediately apologize. Educators also try to be confident in their abilities. When educators hear stories of someone else's sadness, educators immediately imagine if this sadness also happened to them. When someone else is worried, educators usually try to imagine and position themselves as that person. As an educator, we also want to provide assistance to other people who are experiencing difficulties according to their abilities. Educators also feel

happy when they see someone else getting a prize even though the teacher himself didn't get it. Several other things such as educators are able to control emotions when facing a problem, educators are able to be patient in guiding naughty students, educators are also able to think clearly in critical situations, and educators feel embarrassed if they do negative things that are not in line with existing moral values.

Based on the definition of moral feelings associated with out-of-school education, it contributes positively to educators' social competence, namely that strong moral feelings can have a significant influence on teachers' social competence. Teachers with a good moral sense tend to follow high ethical principles in their interactions with students, parents, and colleagues. They will act fairly, honestly, and morally, which is an important foundation for building trust and positive relationships. Good moral feelings are an important component of teachers' social competence, as they form the basis of ethics and values that guide teachers' behavior in their interactions with students and others in the educational environment. The combination of strong moral feelings with good social and communication skills can help teachers build positive relationships, support students' social and emotional development, and create a safe and inclusive learning environment and environment.

Based on the explanation above, it can be concluded that an educator who has knowledge and understanding of moral feelings will have an impact on his social competence. The presence of strong moral feelings with good communication and social competence can help teachers build positive relationships, support social and emotional development. students, and creating a safe and inclusive learning environment with the surrounding environment, both the school environment and the environment where they live.

The Contribution of Moral Action to Educators' Social Competence

Referring to the hypothesis results, it is concluded that the moral *action variable* has a significant contribution to the social competence of elementary school educators in Fakfak Regency. The significant value obtained was 0.000 and the t value was 5.739. Of the total number of respondents, 129 received perceptions regarding moral *action indicators* which showed that the average result was 30%. Thus the standard deviation is 1.707. Moral *action* contributes to the social competence of elementary school educators because educators never commit anarchic acts (damage or abuse), educators are willing to help fellow educators and the surrounding community when there is trouble. Educators are also willing to give some items that are no longer used to someone who needs them more. Apart from that, educators must also set a positive example to others and even to students. Set a positive example, such as having a polite attitude towards someone older, greeting fellow educators, the community around the home and the community around the school when they meet.

Based on the definition above, moral action is linked to out-of-school education contributing positively to educators' social competence, namely that teachers' moral actions have a significant influence on their social competence. How teachers interact with parents, students and colleagues can influence the quality of relationships, learning effectiveness and the learning environment. The moral actions taken by a teacher have a significant influence on his or her social competence. Moral actions reflect the implementation of ethical values and moral principles in daily interactions with students, parents, and fellow teachers. This will create a positive learning environment, support students' social development, and build

strong, trusting relationships within the educational community. Alignment between moral actions and teachers' social competence is key to achieving positive educational outcomes. By applying moral values in daily actions, a teacher will be a positive example for students. Teachers who respect moral principles will be respected by students and colleagues, and will be able to create and maintain good relationships in the educational context and within society.

Based on this description, it can be concluded that educators who have understanding and knowledge about moral action will have an impact on their social competence, where harmony between moral action and teacher social competence is the key to realizing the expected educational results. By implementing moral values in daily actions, teachers will be good role models for students. Educators who understand and apply moral principles will be respected by students and colleagues, and will be able to create and maintain good relationships in the educational context and in the community environment.

Contribution of Moral Knowing, Moral Feeling, and Moral Action to Educators' Social Competence

Referring to the hypothesis results on the competency variable, out of 156 respondents, the perception regarding competency indicators was an average of 41.33, thus the standard deviation was 2.108. The results of this research explain that the respondents' perceptions regarding the social competency variables of elementary school educators in Fakfak Regency have a good assessment. The results of the research prove that the variables moral *feeling*, moral *action*, moral *knowing* have a positive contribution to the social competence of elementary school educators in Fakfak Regency. Proven by the calculated F of 40.736 and a significance value of 0.000. The significant value of 0.000 is below the significance level used of 0.05 so it can be concluded that the variables X1 moral *knowing*, X2 moral *feeling*, X3 moral *action* have a positive contribution to the social competence of elementary school educators in Fakfak Regency. The adjusted R square test proves that the R square (R²) value is 0.494 or 70.3% so that it can be concluded that X1, The remaining 29.7% was influenced by other variables from outside the research.

Based on the explanation of the social competence of elementary school educators in Fakfak Regency, if we look at out-of-school education, it is how an educator is able to position himself, apart from being an educator/teacher, he is also able to be a role model for the surrounding community (at home and school) in his actions and words. . Educators have an obligation to provide good examples according to existing moral values, because educators also have a role in creating a moral future generation. Therefore, educators are required to have good character so that they not only have insight into knowledge but are also virtuous in their words and actions.

From this explanation it can be concluded that these three moral aspects work together to form holistic (comprehensive) social competence of educators. Educators who have moral feelings, strong moral knowledge, and take moral action will be more likely to build positive relationships with students, fellow educators, and the community environment. When the moral knowledge, feelings and actions of educators work in harmony and support each other, the social competence of teachers/educators can increase. However, it should be remembered that the influence of morals, knowledge, feelings and actions on teachers' social competence can vary greatly depending on the conditions and the person. Additionally,

appropriate support, training and development can also help teachers improve their social competence.

CONCLUSION

Moral knowing has a positive value on the social competence of elementary school educators in Fakfak Regency, with a significant value of 0.006 and a t value of 2.783. Of the total number of respondents, 129 received perceptions regarding the moral knowing indicator which showed that the average result was 34% while the standard deviation was 1.795. The significance value proves that the value is less than 0.05, so it can be concluded that the greater the contribution of moral knowing, the greater the social competence of an educator at SD Fakfak Regency. It is important to note that the relationship between moral knowing and educators' social competence is complex, and other factors such as personal experiences, cultural values, and educational context may also play an important role.

Moral feeling has a positive value on the social competence of elementary school educators in Fakfak Regency with a significant value of 0.002 and a t value of 1.613. Of the total number of respondents, 129 received perceptions regarding the moral feeling indicator which showed that the average result was 45% and the standard deviation was 2.538. The significance value proves that the value is less than 0.05. It can be concluded that the greater the contribution of the moral feeling of eating, the greater the social competence of educators at elementary schools in Fakfak Regency. It is important to remember that the influence of moral feelings does not stand alone; it is closely related to other factors, such as moral knowledge, cultural values, and educational context. The combination of rational understanding and emotional response can provide a solid foundation for educators' holistic social competence.

Moral action has a positive value on the social competence of elementary school educators in Fakfak Regency with a significant value of 0.000 and a t value of 5.739. Of the 129 respondents, perceptions regarding moral action indicators showed that the average result was 30%. Thus the standard deviation is 1.707. The significance value proves to be less than 0.05, it can be concluded that the greater the contribution of moral action, the greater the social competence of an educator at SD Fakfak Regency. Value Congruence Between Educators and Work Environment, Organizational Support, Personal Reflection, Ethical Challenges

Moral action, moral knowing, moral feeling have a positive value on the social competence of elementary school educators in Fakfak Regency. The results of the hypothesis on the competency variable are that out of 156 respondents the perception of the average competency indicator is 41.33, thus the standard deviation is 2.108. The results of this research explain that the respondents' perceptions regarding the social competency variables of elementary school educators in Fakfak Regency have a good assessment. Proven by the calculated F of 40.736 and a significance value of 0.000. The significant value of 0.000 is below the significance level used of 0.05. The adjusted R square test proves that the R square (R²) value is 0.494 or 70.3% so that it can be concluded that moral action, moral knowing, moral feeling contribute to the social competence of elementary school educators in Fakfak Regency by 70.3%. The remaining 29.7% was influenced by other variables from outside the research.

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