



**SCHOOL PERSONNEL' PERCEPTION ON STUDENT TEACHERS'
SOCIAL COMPETENCE DURING PRE-SERVICE TEACHING
AT SMPN BATUSANGKAR**

THESIS

*Submitted to English Teaching Department
Faculty of Tarbiyah and Teacher Training
As A Requirement for Completion of Study*

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This approval is granted and used appropriately.

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ABSTRAK

NELI AINUL MARDIAH, 1630104041, judul skripsi "**School Personnel' Perception on Student Teachers' Social Competence during Pre-Service Teaching at SMPN Batusangkar**". Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Batusangkar.

Permasalahan dalam penelitian ini adalah adanya persepsi yang beragam personil sekolah terhadap kompetensi sosial mahasiswa PPL Bahasa Inggris. Penelitian ini bertujuan untuk mengetahui persepsi personil sekolah terhadap kompetensi sosial mahasiswa PPL Bahasa Inggris di SMPN 1, SMPN 3, dan SMPN 4 Batusangkar pada tahun ajaran 2019/2020.

Penelitian ini menggunakan metode *descriptive quantitative*. Populasi dalam penelitian ini adalah personil sekolah yang terdiri dari kepala sekolah, pamong, guru, tata usaha, dan penjaga sekolah yang berjumlah 114 orang. Sampel yang digunakan dalam penelitian ini berjumlah 54 orang yang dipilih dengan menggunakan teknik *Simple Random Sampling*. Dalam pengumpulan data, instrumen yang digunakan yaitu lembaran angket yang berisi tentang persepsi personil sekolah terhadap kompetensi sosial mahasiswa PPL Bahasa Inggris di SMPN 1, SMPN 3, dan SMPN 4 Batusangkar pada tahun ajaran 2019/2020 tersebut. Sebelum disebar, angket tersebut di uji validitasnya kepada tiga orang validator. Setelah divalidasi, angket disebar kepada sampel penelitian. Setelah angket dikumpulkan, angket tersebut kemudian dianalisis dengan analisa deskriptif.

Berdasarkan hasil analisis data, dapat disimpulkan bahwa persepsi personil sekolah terhadap kompetensi sosial mahasiswa PPL Bahasa Inggris pada 3 sekolah tersebut adalah sangat positif (*strongly positive*) dengan persentase 83.3%. Jika dilihat dari masing-masing komponen, persepsi personil sekolah terhadap kompetensi sosial mahasiswa PPL Bahasa Inggris pada komponen kognitif terletak pada kategori sangat positif (*strongly positive*) dengan persentase 74.07%, pada komponen afektif terletak pada kategori sangat positif (*strongly positive*) dengan persentase 76%, dan pada komponen konatif terletak pada kategori sangat positif (*strongly positive*) dengan persentase 59.3%. Artinya persepsi personil sekolah terhadap kompetensi sosial mahasiswa PPL Bahasa Inggris adalah sangat positif (*strongly positive*).

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CHAPTER I INTRODUCTION

A. Background of the Problem

Teachers are an important part on teaching and learning process. Teachers are professional educators in the field who have a major role in educating, teaching, guiding, mentoring, training, assessing, and evaluating students on early childhood education, formal education, basic education and secondary education (Law Nomor 14 Year 2005). Teachers have a big responsibility. It means that, successful or not the teaching and learning process depends on the quality of the teacher. That is why teachers should have competencies in playing their roles in teaching and learning process.

In the process of becoming professional and competence teacher, IAIN Batusangkar especially Tarbiyah and Teacher Training Faculty (FTIK) held pre-service teaching program to students in the school. Pre-service teaching is an academic program that should be taken by student teachers before going to scholar degree. This program held for 3 months. These students should teach at Junior High School and/or Senior High School. The students who follow this program at school are known as student teachers.

The explanation about pre-service teaching is also presented *Pedoman Pelaksanaan dan Penilaian Praktek PPL IAIN Batusangkar 2019 year p.1*. Based on the book explanation, pre-service teaching is defined as a training program to apply various knowledge attitude, and skills in the context of becoming professional teacher. In doing pre-service teaching, the student teachers should follow some competency standard. According to Government Regulation No. 19 year 2005 article 26 paragraph 4 that contain:

“Standar kompetensi lulusan perguruan tinggi yang bertujuan mempersiapkan peserta didik menjadi anggota masyarakat yang berakhlak mulia, memiliki pengetahuan, keterampilan, dan kemandirian, serta sikap untuk menerapkan ilmu, teknologi, dan seni untuk tujuan kemanusiaan.”

The above regulation shows that graduates' competency standards at the level of higher education is aimed to prepare students to become members of a society of good character. It is also to propose students to have knowledge, skills, independence, and attitudes to apply science, technology, and art, which are beneficial to humanity. It means that this program enables student teachers to understand the real world of teaching.

Pre-service teaching is an academic activity that includes teaching exercises and other educational tasks in a guided, directed and integrated manner to meet the requirements in the formation of professional educators. The pre-service teaching activities include: teaching practice, administrative practice, guidance and counseling practice as well as extra-curricular activities that apply in schools.

Pre-service teaching program aims to provide experience to student teachers in the field of learning in schools in order to train and develop teacher or educational competencies. Student teachers are given the opportunity to go directly to the field in the form of teaching practice in schools so that they have experience and views on teacher assignments. In addition, it is also to apply the knowledge that is mastered and obtained in the previous semester so that they can transfer the knowledge to students.

Pre-service teaching will provide real benefits for student teachers because in the process student teachers face various problems faced by a teacher directly (Septianingrum, 2014:1). Student teacher will learn to identify various teacher problems and learn to solve these problems. The problems faced by a teacher are not limited to inside the classroom but also when the teacher has to adjust to the environment outside the school.

Competency standards for pre-service teaching are formulated by referring to the demands of the four basic competencies of teachers. These four competencies are aligned with Law Number 14 concerning Teachers and Lecturers of 2005 which includes pedagogical competence, personality competence, professional competence, and social competence. Student teachers who carry out pre-service teaching in schools are required to master

these four competencies. Because a student teacher at school is considered a teacher who participates in the implementation of learning at school. During the pre-service teaching, student teachers have to implement the teachers' competencies inside and outside classroom. It happens in the teaching and learning process and also in daily interaction of student teachers.

Pedagogic competencies include understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to apply their various potentials. Personality competence is a professional ability that reflects a stable, mature and dignified personality to become a role model for students and has a noble character. Professional competence is the mastery of learning material broadly and deeply which includes mastery of curriculum material in school subjects and the scientific substances that cover the material, as well as mastery of the scientific structure and methodology. Social competence is the ability to communicate and socialize effectively with students, fellow student teachers, administrative staff, school leaders, tutors, school leaders, parents / guardians of students and the surrounding community (Rahayu, 2009: 2).

One of them is social competence. Social competence must be mastered by student teachers because student teachers do not only interact with students but also with all school members and also the community. Mastering social competence will make it easier for student teachers to carry out pre-service teaching.

The ability of student teachers to communicate with school bodies is a sign of teachers' social competence. According to Law No.14 of 2005 concerning teachers and lecturers, social competence is "the ability of teachers to communicate and interact effectively with students and the surrounding community". Whereas in learning activities, social competence is skills of teachers to interact effectively and efficiently with students in class during teaching and learning process (Widyan, 2014: 3). As for aspects related to the social competence of teachers in classroom learning, according to Permendiknas No. 16 of 2007 includes: the ability of teachers to be

inclusive, act objectively, and not discriminate against students, communicate effectively, empathically, and politely towards students; and the ability of teachers to adapt to the environment where they work.

Based on the interview with supervising teacher and a sport teacher at SMPN 2 Lintau Buo on September 1th 2020 in different times, the researcher knew that the teachers had differences perception on social competence of English student teachers at SMPN 2 Lintau Buo. They ere have positive and negative view about student teachers' social competence. The first teachers as a supervising teacher said that student teachers are able to communicate well with supervising teacher. This can be seen when students are able to communicate well, consult all problems faced in class with the supervising teachers, including establishing communication to discuss the pre-service teaching.

The second one is a sports teacher. The perception of sports teacher on the social competence of student teacher at SMPN 2 Lintau Buo is quite good. However, these results are not optimal, this is due to several factors such as students still being cold with students and indifferent to extracurricular activities in schools. That is, they do not participate in extracurricular school activities. As a result, student teachers are more concerned with the function of the teacher as a teacher only in the classroom without feeling closer to the students during extracurricular activities. He also added that during the pre-service teaching activities, there was a good relationship between student teachers. This can be seen from their solidarity, the friendship between fellow students can be maintained properly, and there is no conflict between student teachers.

They also shared the same view, they said that student teachers communicate and interact well with fellow teachers and other school members. It's just that, during school working hours, when they don't have a schedule to teach, student teachers are busy with their world like playing on gadgets without caring about the world around them. They are more fun with

their gadgets, they are known as the "*generasi menunduk* (ducking generation)" at the school.

Based on explanation above, the researcher thinks that there must be some school personnel' perception on English student teachers' social competence. The researcher interest to conduct this research entitled "School Personnel' Perception on Student Teachers' Social Competence during Pre-Service Teaching at SMPN Batusangkar"

B. Identification of the Problem

In pre-service teaching, there are many point view school personnel have to student teacher. Every person is created differently, so each school personnel have a variety of perception on student teachers' social competence during pre-service teaching. Perception has an important role in life or the environment, it can happen because someone can do something based on their perception toward something, not based on the fact itself. School personnel have many perceptions of the student teachers' social competence. There are positive perceptions and negative perceptions. The researcher will find several answer from school personnel' perception on student teachers' social competence during pre-service teaching.

C. Limitation and Formulation of the Problem

Based on the background and identification of the problem above, the researcher limits the problem and just focuses her research on school personnel' perception on student teachers' social competence during pre-service teaching at SMPN Batusangkar.

Based on the limitation of the problem above, the problem of this research can be formulated into the following: "what is school personnel' perception on student teachers' social competence during pre-service teaching at SMPN Batusangkar?," To be more specific, the formulation of the problem can be stated as follow:

1. What is school personnel' perception on student teachers' social competence during pre-service teaching at SMPN Batusangkar in terms of cognitive components?
2. What is school personnel' perception on student teachers' social competence during pre-service teaching at SMPN Batusangkar in terms of affective components?
3. What is school personnel' perception on student teachers' social competence during pre-service teaching at SMPN Batusangkar in terms of conative components?

D. Definition of the Key Terms

In order to avoid the misunderstanding of this research, the key terms are defined as follow:

1. School Personnel' Perception

Perception is a process / action of interpreting information obtained from sensing so as to produce an overview and understanding of the environment (Kamil et al, 2018: 2115). School personnel' perception is an overview and understanding of school personnel on student teachers' social competence during pre-service teaching at SMPN 1 Batusangkar, SMPN 3 Batusangkar, and SMPN 4 Batusangkar.

2. English Student Teacher

English student teacher is an English student who take pre-service teaching program of Faculty of Tarbiyah and Teacher Training Faculty of IAIN Batusangkar at SMPN Batusangkar to getting know a real classroom setting, getting know learners, planning and organizing the classroom and they are adapt with school environment and communicate.

3. Social Competence

In the National Education Standards Article 28 paragraph 3 point (d), social competence is the ability of teachers as part of society to communicate and mingle effectively with students, fellow educators, educational staff, parents/ advisor teacher of student teachers, and the

community. This competency must apply by student teacher of IAIN Batusangkar during pre-service teaching.

4. Pre-Service Teaching

Pre-service teaching is academic program that should be followed by student teachers in applying and increase their competencies as a teacher, knowledge, skill and teacher behaviour at field of study and getting Sarjana Degree at university level especially English Teaching Department of IAIN Batusangkar.

E. Purpose of the Research

The purpose of this research is to find out the school personnel' perception on student teachers' social competence during pre-service teaching at SMPN Batusangkar and specific in three components:

1. School personnel' perception on student teachers' social competence during pre-service teaching in terms of cognitive components.
2. School personnel' perception on student teachers' social competence during pre-service teaching in terms of affective components.
3. School personnel' perception on student teachers' social competence during pre-service teaching in terms of conative components.

F. Significance of the Research

By conducting this research, the researcher hopes that this research can give advantages and significance to some people. Theoretically, this research can be expected to enhance the finding about school personnel' perception on student teachers' social competence during pre-service teaching at SMPN Batusangkar. Practically, the results of this research hopefully give contribution to:

1. Student Teachers

The result of the research hopefully give information to student teachers especially the students who will be chosen pre-service teaching program about school personnel' perception on student teachers' social competency during pre-service teaching and can prepare then well before

come to the real teaching at Junior High School or Senior High School that chosen by IAIN Batusangkar.

2. School Personnel at SMPN Batusangkar

School personnel may give information about school personnel' perception on student teachers' social competence during pre-service teaching and give solution to the student teachers who taken pre-service teaching at Junior High School.

3. Micro Teaching Lecturer

The result of the research may give information to the Micro Teaching lecturer about school personnel' perception on student teachers' social competency during pre-service teaching and be refers to create student teachers more quality to have social competence.

4. Researcher herself

By doing this research the researcher will get information about school personnel' perception on student teachers' social competency during pre-service teaching. Then, to explore the researcher herself knowledge and experience about school personnel' perception on student teachers' social competency during pre-service teaching. In addition, this research also as a requirement for completion of study and to get her Sarjana (S1) degree at IAIN Batusangkar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of the Related Theories

1. School Personnel

a. Definition of School Personnel

Personnel basically mean members. Personnel are member in an association that is focused on achieving certain goals (Muliani, 2013: 12). From this definition, schools are said to be associations in order to progress and develop by making organizational changes from before. It means that, school personnel known as members who run the school.

In the torso of a school, personnel are poles or muscles, which are the most important part of the learning process at school to achieve educational goals. The personnel referred to in the educational staff here are members of the community who devote themselves and are appointed to support the implementation of education (Fajri in Muliani, 2013: 13). The other definition, school personnel are all individuals who are actively involved in educational activities (Lubis and Haidir, 2019: 15).

From the theories above, it can be concluded that school personnel are school members who organize and manage education in schools. They are in school to oversee education so the objectives of education are accomplished. The school personnel in this study were the headmaster, teachers, school guards, and students.

b. Part of School Personnel

In educational institutions /schools, these personnel can be divided into two groups, namely personnel in charge of educational activities and personnel in charge of non-educational activities (Lubis and Haidir, 2019: 15). Educational personnel, including teachers, while non-educational personnel include employees in the office

(administrative staff), cleaners /school guards, mail deliverers and so on. All of these personnel have an important role for the smooth running of education and teaching in educational institutions. In addition, the school personnel or also known as school administrators are school headmaster, teachers, homeroom teachers, counseling teachers, school librarians, laboratories and administration (Fajri in Muliani, 2013: 13).

1) Headmaster

The headmaster is a formal leader in educational institutions. The headmaster has a very strong role in coordinating, mobilizing and harmonizing all educational resources available in schools (Muliani, 2013: 14). The headmaster understands the potential of his teachers, so that communication with teachers and school employees will help their performance, especially to solve problems faced by the school they lead.

2) Teacher

Teachers are the main factor in their duties as educators, many teachers hold various types of roles that inevitably must be carried out as a teacher (Graha in Yulmi, 2017: 1). There are four types of competencies must be fully mastered by a teacher, namely pedagogical, personality, social, and professional competence (Law No. 14 of 2005 concerning Teachers and Lecturers Paragraph 1 Article 10).

3) School Guard

Regulation of the national education minister number 24 of 2008 already stated that the guards should have minimum education junior high school. School guards are tasked with maintaining the safety of the school and the environment in order to create a safe, orderly, comfortable and authoritative atmosphere. If the school caretaker has carried out their duties and obligations properly, it is imperative for the school to provide returns for work.

4) Administration Staff

Administration here is defined as education management, meaning that the whole of activities, correspondence management starting from collecting, receiving, recording, managing, holding, sending, and storing all information needed by organization (Muliani, 2013:341). Administration has duties and responsibilities in the activities of preparing school administration work programs, managing personnel and student administration, and arranging school supplies administration.

2. Student Teacher

a. Definition of Student Teacher

The students that follow pre-service teaching at school are called by student teachers. Student teacher is student at undergraduate and post graduate diploma's level studying to become a teacher (Ahmadu in Sari, 2014: 10). It means that student teacher is someone who follow pre-service teaching program before they finishing their study at campus.

In pre service teaching, the student teachers will practice what they get in a campus to real situation. Student teacher is operationally defined to refer to a student who is doing pre-service teaching in teaching (Ngidi and Sibaya, 2003: 18). It means that, in pre-service teaching will show and give experience to the students about the real situation of teaching and prove the theories that they got during study at campus.

In conclusion, student teacher is the student who did pre-service teaching in school and teaches the real students about subject to make sure that the student teachers are able to teach a subject and be a real teacher during pre-service teaching before going to scholar degree. Student teacher should be developed four skills in English during learn in the campus, they are listening, speaking, reading, and writing.

b. The Trait and Attitude for Being a Professional Student Teacher

There are a number of traits and attitudes that a student teacher must have to become professional student teacher because in pre-service teaching they also become real teachers. Referring to the traits and attitudes a professional teacher must have, they are ten of the traits and attitudes of being a professional teacher (Sukmadinata in Azwar, 2019: 34-35). They are:

1) Being Flexible

Being a teacher needs the implementation of principles, both in terms of values and in knowledge. However, in conveying the principles, teachers should be flexible. Flexible here means not being rigid and able to adapt to the conditions, development, characteristics, abilities, and backgrounds of students.

2) Being Open

Openness is a very important criteria for teachers. Receiving arrivals, questions, criticism, and input from students. The teacher must first enhance his or her own character in order to improve the character of his or her students. Try to be democratic, of course class will be much more fun. Not just attitude, but also thought. With the continuous development of science and technology, teachers must be open-minded. Instead of classifying smart, stupid, and mediocre students, it would be nice if they change their way of thinking a little.

3) Stand-alone

A teacher is a person who has grown, he can stand up itself, whether intellectually, socially, or emotionally. Stand-alone intellectual means he has sufficient knowledge to teach, also has been able to provide rational considerations in make a decision or problem solving. Stand -alone socially means he has been able to establish a reasonable social relationship, both with students, fellow teachers, parents and other officers involved in the activity

in school. Emotionally independent means that the teacher is in control emotion, has been able to precisely when and where he expressed an emotion.

4) Being Sensitive

Teachers must be able to quickly understand, understand, and see with feelings what is seen in students and the environment. Start from facial expressions, gestures, tone of voice, and others. So, the teacher can immediately understand what is experienced by students and environment. Not only quick to understand, but also fast to respond to them.

5) Being persistent

A teacher's job requires persistence, both on the inside preparing, implementing, assessing and perfecting the teaching. In school the teacher is not only dealing with smart children, but also children not smart enough. They need diligent help, bit by bit and full of patience. Teacher not only interaction with student in class but also prepare lesson materials and give an assessment of all student work. All of these tasks require persistence.

6) Being Realistic

A teacher should be able to think and have a realistic view, meaning see reality, see what it is. We expect all students to be clever, polite, honest, smooth progress, speak words good, well-behaved and so on, but in reality this is not so. Teachers should be able to master such situations, can accept it and keep working to improve it. Many demands are addressed to teachers both in the implementation of tasks and value demands, however also teachers face realities that limit them, both limitations his abilities and the limited facilities at school.

7) Looking Ahead

The teacher's job is to foster students as the next generation for them life in the future. Because of his duties as such, he is

always have to look ahead to what life the people will enter students in the future, what demands will be faced by students in life what things he can give students to face the times who will come.

8) Being Curiosity

The teacher plays the role of conveying science and technology to the students. So that the science and technology delivered is in line with the times, so he is required to always learn, seek and find out. For that, we need to have great curiosity. Teachers learn not only for their own progress but also for the progress of their students.

9) Being Expressive

Learning is a task that is not light, demanding and enthusiastic nice atmosphere. The teacher should try to create a good classroom atmosphere fun. An important factor in a pleasant classroom atmosphere is the teacher's pleasant appearance, which exudes emotion and interesting feeling. For that we need an appropriate expression, either expressions in faces, gestures and language and tone of voice. Teachers should expressive, can express appropriate and attractive expressions. Teachers can't ignorant, flat, tasteless. The appearance is flat and tasteless, will be very boring.

10) Accepting Yourself

Besides being realistic, a teacher must also be a personable to accept his circumstances and conditions. As a teacher they must understand all these advantages and disadvantages and can then accept it with natural. Accepting oneself does not mean passive, but active, accepting and striving for always improving and developing it.

3. Pre-Service Teaching

a. Definition of Pre-Service Teaching

Pre-service teaching is an important stage for student teachers who are currently students in the professional department of teachers becomes a teacher. Pre-service teaching is one of the practice experience for student teachers and applying the entire subject that given in campus (Zainal, 2010:91). It means that, this program provides opportunities for student teachers to apply knowledge and theories learned on campus to the real classroom. It also provides an opportunity for student teachers to know the world of teacher before they actually jump in there.

Pre-service teaching is a series of activity that is programmed for students or student teachers comprises learning to teach or learning outside the teaching activity itself. The same definition, pre-service teaching can be defined as a series of activity that is programmed for students or student teachers comprises learning to teach or learning outside the teaching activity itself (Hamalik in Latifah, 2014: 89). Student teachers will do pre-service teaching at school to apply their competence during study. While the other definition, pre-service teaching is intra-curricular activity in the school that do by student teachers include teaching and non-teaching (Oemar in Sari, 2014:19). It can be said that, activity in teaching like learning process in the class, and non-teaching refers to extracurricular program like marching band, scout, and others to implement knowledge, attitudes, and skills of the student teachers.

Based on the theory, it can be concluded that pre-service teaching is important program become a teachers to come the real situation and learning environment, and apply knowledge/theories, implement skill/ability that they get from the campus. In pre-service teaching, not only teaching activity but also non-teaching activity.

b. Purposes of Pre-Service Teaching

Pre-service teaching is to prepare student teachers for their careers as a teacher by incorporating them completely into the school condition so that they feel as if they are part of the school to think and meditate on the practical reality of teaching (Mannathoko, 2013: 116). It also pushes to encourage student teachers to be creative and develop their abilities as a professional teacher. This shows how important pre-service teaching is for prospective teachers.

There are two purposes of pre-service teaching. They are general purpose and specific purpose (Nisa, 2019:9). The specific purpose is in order the student teachers can give and develop their knowledge that suitable with their profession. There are three general purposes of pre-service teaching, they are:

- 1) Guiding the student teachers to have value, knowledge and skill that needed by teacher and also catch the meaning from the situation that they faced.
- 2) Guiding the student teachers to develop the knowledge that suitable with their level at school and non-school.
- 3) Guiding student teachers to perform themselves in all of teacher activity, so it can make good mental that suitable the teachers profession in order the student teachers have skill in giving a lesson to the student.

In addition, there are three purposes of pre-service teaching in *Pedoman Pelaksanaan dan Penilaian Praktek PPL IAIN Batusangkar* (2019:2):

- 1) Guiding the student teacher to have experience of the environment that will be his or her field of duty as a teacher.
- 2) Training the student teacher to practice the theories of teaching that they have learned.

- 3) Giving an insight into student teacher how to deal with and solve the problems they might encounter in the pre-service teaching environment as a tool for dealing with real teaching.

From the theory above, the researcher can summarized that there are five purposes of pre-service teaching. They are giving student teacher experience teaching in real situation, they can develop and practice the theories that they got in campus, giving them knowledge and skill that needed by teacher, guiding them to solve the problems in real teaching, and student teacher can make good mental as a teacher in real situation. With pre-service teaching, student teacher can also study seriously and look for provisions for them when they have truly become a teacher.

c. Aspects of Activity Pre-Service Teaching

There are many aspects of pre-service teaching according to experts. They are teaching and non-teaching aspect (*Pedoman Pelaksanaan dan Penilaian Praktek PPL IAIN Batusangkar, 2019: 12-13*). The explanation of the two aspects can be seen as follow:

- 1) Teaching aspect
 - a) Lesson plans; formulation of basic competencies, achievement indicators, subject matter, learning steps, media and sources, evaluation, and sources and materials.
 - b) Teaching practice; opening and closing lessons skills, explaining skills, questioning skills, reinforcing skills, using instructional media skills, guiding small group skills, managing classroom skills, using variations skills, small group and individual teaching skills.

2) Non-teaching aspect

- a) Personal competence; time discipline and discipline to carry out tasks, leadership, responsible, honesty, appearance, wisdom.
- b) Social competence; cooperation with the advisor teacher, cooperation with teachers, relationship with the principal, relationship with employees, relationship with students, and relationship with fellow student teachers.

There are two aspects of activities in pre-service teaching (Sami'an, 2014: 50). They are learning practice and school practice. Learning practice includes activities make learning preparations, carry out the learning process, include: opening lessons, presentation material, questioning skills, motivating student learning, using media learning, evaluation and closing lessons that refer to the curriculum competency-based, and make learning evaluation plans.

Another aspect is school practice. They are include: attending teacher meetings, attend meetings between teachers with parents of students, guiding scout activities, joining UKS activities, perform Guidance activities and Counseling, Develop a lesson schedule school, doing school administration, participating in KKG / MGMP activities, extra-curricular guidance, financial management, attending the flag ceremony, and picket duties and other activities support teacher insight.

Based on the theories above, it can be summarized that there are two aspects of pre-service teaching; teaching (learning practice) and non-teaching (school practice) aspect. Teaching aspect come from lesson plan and teaching practice. Non-teaching aspect come from personal competence and social competence.

4. Social Competence

a. Definition of Social Competence

There are many definition of social competence according to experts. Social competence is the ability of teachers as part of society to communicate and mingle effectively with students, fellow educators, educational staff, parents / supervising teacher of student teachers, and the community (National Education Standards Article 28 paragraph 3). Social competence allows a teacher to interact with the surrounding environment as a teacher and a member of the community.

Many experts may have different definition about social competence. Social competence means that teachers must have the ability to communicate socially with students, fellow teachers, principals and the community (Suharsimi in Fanani, 2016: 226). Next, social competence is the ability of teachers and lecturers to communicate and interact as effectively with the students, other teachers, the parents, and the people around (Trianto in Fanani, 2016: 224). Then, Social competency is the ability of teachers as part of the public to communicate and interact effectively with others include: learners, follow teachers, parents/ guardians of the students and the community (Mulyasa in Hakim, 2015: 3).It means that, social competence is ability that must have by a teacher to communicate and interact effectively with around of teacher.

Meanwhile, social competence is required by a person's ability to succeed in dealing with others, including skills in social interaction and social responsibilities (Surya in Hakim, 2015: 3). On the other hand, social competence is the ability to know and implement human behavior and interpersonal processes; able to understand the feelings of others, attitudes, and motives that are both literal and implicit from others in the form of empathy and social sensitivity; able to communicate clearly and effectively (Husaini in Setiyani, 2017: 23).

From the theories, social competence as a teacher competence in social interaction and able to understand more in the situation of people around both implicitly and explicitly.

In conclusion, it can be seen that the experts may differ the definition of social competence. But, the researcher can concluded that social competence is a teacher's competence or skills that must had by a teacher in social interaction and communication with students, fellow teachers, parents/ guardians of the students and members of the community.

b. Indicators of Social Competence

There are some indicators of teacher's social competence according to experts. In the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, it is stated that social competence is related to the ability of educators as part of society, which has core competencies to:

- 1) Being inclusive, act objectively, and do not discriminate due to considerations of gender, religion, race, physical condition, family background, and socioeconomic status.
- 2) Communicating effectively, emphatically and politely with fellow educators, education staff, parents, and the community.
- 3) Adapting at the place of duty in all areas which have socio-cultural diversity.
- 4) Communicating with the professional community itself and other professions orally and in writing or other forms.

The same thing regarding indicators of social competence, social competence are broken down into several indicators, namely: being inclusive and acting objectively, adapting to the environment where they work and with the community environment, communicating effectively, empathically and politely with the professional community

itself and other professions, empathically and polite with the wider community (Janawi in Bihim et al: 8-10). The detail information about this can be seen in the following description:

1) Behaving and Acting Objective

This means that the teacher as a central feature in the learning process must always treat students proportionally and will not choose, sort out and behave unfairly to students. Being and acting objectively is the ability that teachers must have in order to always communicate and interact with students because for students, teachers are mentors, motivators, facilitators, assistants, and friends in the educational process so teachers are required to be wise, wise, and fair towards learners. Acting and acting objectively towards students is actually a transformation effort so that one day students are able to face the problems they are experiencing.

2) Adapting to the environment

This means that a teacher needs to make adjustments to the environment, both the school environment and the community in general. Teacher Code of Ethics article 7 the states that teachers maintain professional relationships, a family spirit and social solidarity. This means that: first, teachers should create and maintain relationships among teachers in the work environment. Second, teachers should create and maintain a family spirit and solidarity within and outside their environment.

3) Being Empathic and Polite

Empathic and polite attitudes can be applied in the way of criticizing, reprimanding, and giving advice, even being empathetic and polite is the key to success in communicating well with students, fellow professions, and the community. Therefore, teachers also need a strategy, a more intensive approach and can be accepted by the learning environment. Empathy namely the ability to respect the feelings of others even if the person is unknown or

not related to them, also provides emotional responses, is able to control emotions and is sincere in establishing relationships with problem people.

4) Communicating effectively

Effective communication can be established if mutual trust is not mutual, not suspicious of the social environment, including the learning environment. The harmonious relationship that is established by the teacher, parents of students, the community and education staff will be achieved if the teacher is able to build good communication with them. Effective communication can be established if it is done often trusting and not suspecting each other in the social environment, including the learning environment.

Next, there are seven indicators of social competence (Slamet PH in Purnamasari, 2017; 25-26). The detail information about this can be seen in the following description:

- 1) Understanding and respecting differences and have the ability to manage conflicts and clashes
- 2) Carrying out harmonious cooperation with colleagues, school principals and vice principals, and other related parties
- 3) Building teamwork (teamwork) that is compact, intelligent, dynamic and agile
- 4) Building communication (oral, written, pictured) effectively and pleasantly with all school members, parents of students, with full awareness that each has a role and responsibility for the progress of learning
- 5) Having the ability to understand and internalize environmental changes that affect their duties
- 6) Having the ability to position himself in the value system prevailing in the surrounding community

- 7) Implementing the principles of good governance (for example: participation, transparency, accountability, law enforcement and professionalism).

Based on the expert's theories above, it can be seen that they have different opinion about indicators of social competence. But the researcher can summarize that there are eight indicators of social competence that must have by teacher. The explanation of eight indicators of social competence can be seen as follow:

- 1) Being and acting inclusive

The character of the teacher who is inclusive is that the teacher is open to accepting each student as part of their students and can build dialogical communication with their students, as well as accepting students with various characteristics and different potentials that each student has with the principle of justice and democratic (Sulastrin in Widyan, 2014: 4).

- 2) Being and acting objectively

This means that the teacher as a central feature in the learning process must always treat students proportionally and will not choose, sort out and behave unfairly to students.

- 3) Doing not discriminative

- 4) Communicating effectively

Effective communication can be established if it is done often trusting and not suspecting each other in the social environment, including the learning environment. Effective communication can be established if mutual trust is not mutual, not suspicious of the social environment, including the learning environment.

- 5) Being empathetic and politely

Empathy namely the ability to respect the feelings of others even if the person is unknown or not related to them, also provides emotional responses, is able to control emotions and is sincere in

establishing relationships with problem people. Empathic and polite attitudes can be applied in the way of criticizing, reprimanding, and giving advice, even being empathetic and polite is the key to success in communicating well with students, fellow professions, and the community.

6) Adapting to the environment

Teachers should create and maintain relationships among teachers in the work environment. Teachers should create and maintain a family spirit and solidarity within and outside their environment.

7) Understanding existing norms

8) Building good cooperation teamwork

In relation to teachers, teachers should be able to carry out brotherhood and a spirit of togetherness that can create harmony in working in educational institution.

The clear information this can be seen in the following table:

Table 1.
Indicators of Social Competence According to Experts

| No | Experts | Indicators of Social Competence | Conclusion |
|----|---|---|---|
| 1 | The Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 | 1 Being inclusive, acting objectively, and doing not discriminate due to considerations of gender, religion, race, physical condition, family background, and socioeconomic status 2 Communicating effectively, emphatically and politely with fellow educators, education staff, parents, and the | 1 Being and acting inclusive 2 Being and acting objectively 3 Doing not discriminative 4 Being empathetic 5 Communicating effectively 6 Being politely 7 Adapting to the environment 8 Understanding existing norms 9 Building good cooperation |

| No | Experts | Indicators of Social Competence | Conclusion |
|----|-----------------------------|---|------------|
| | | community 3 Adapting at the place of duty in all areas which have socio-cultural diversity. 4 Communicating with the professional community itself and other professions orally and in writing or other forms | teamwork |
| 2 | Janawi in Bihim | 1 Being objective 2 Adapting to the environment 3 Being empathic and polite in communication 4 Communicating effectively | |
| 3 | Slamet PH in Purnamasari | 1 Understanding and respecting differences and have the ability to manage conflicts and clashes 2 Carrying out harmonious cooperation with colleagues, school principals and vice principals, and other related parties 3 Building teamwork (teamwork) that is compact, intelligent, dynamic and agile 4 Building communication (oral, written, pictured) effectively and pleasantly with all school members, parents of students, with full awareness | |

| No | Experts | Indicators of Social Competence | Conclusion |
|----|---------|--|------------|
| | s | <p>that each has a role and responsibility for the progress of learning</p> <p>5 Having the ability to understand and internalize environmental changes that affect their duties</p> <p>6 Having the ability to position himself in the value system prevailing in the surrounding community</p> <p>7 Implementing the principles of good governance</p> | |

5. Perception

a. Definition of Perception

There are several opinions from the experts related to definition of perception. Perception is a process in which a person organizes and interprets sensory impressions in an effort to give something specific meaning to their environment (Siagian in Yandira, 2018: 7). Perception is the cognitive process that individuals use to interpret and understand the world around them (Leather in Sarkol, 2016: 8). It is in line with Widyastuti's theory, perception is a process that we use to try to understand and know others (Bertus, 2018: 2). Next, Perception is the ability to recognize familiar persons, objects, or events with the meaning and expectation (Elliot in Sarkol, 2016: 8). In addition, Perception is a person's observation and assessment of objects, events and realities of life, both through processes of cognition and affection to form concepts about these objects (Rahayu, 2009: 7). It means that,

perception is a cognitive or affective process that someone use to interpret and understand familiar persons, objects, or events.

While, perception is a process/action of interpreting information obtained from sensing so as to produce an overview and understanding of the environment (Kamil et al, 2018: 2115). It means that, perception is a process in which someone views the same, but it is possible for other people to have a different view of the environment

From the theories above, it can be concluded that perception is the process of someone on interpreting and understanding of persons, objects, or events obtained from their sensory tools in the form of expressions / results / descriptions, beliefs, and hopes. Perception is a person's view, response, understanding, or meaning of an object based on attention and information received by the senses, the information is then processed and interpreted so as to get a response or perception of a certain object.

b. Component of Perception

There are three components related to perception. Perception consists of three components (Walgito in Subagyo, 2015:24), they are:

1) Cognitive or perceptual component

Component that related to knowledge, opinion, belief, that is good things that related with how person's perception toward object.

2) Affective or emotional component

Component related to like or dislike towards object. Like for positive thing, while dislike for negative thing. This component indicates the direction of attitude, positive and negative.

3) Conative or action component

This component related to action tendency toward attitude's object. Intensity of attitude that shows indicates big or small action tendency of someone toward attitude's object, it is conative component.

It is supported by Masbow (2004:4) states that there are three component of perception. First, cognitive component related to someone's knowledge, opinion, and belief toward attitudes object. Second, affective component is perception that related to like or dislike toward attitude's object. And last, conative component that related to action tendency toward attitude's object.

While, states that there are two components of perception (Coren in Pramitasari, 2011:95). They are cognitive and affective components. Cognitive component is how individual's view and opinion toward the component of something. And then affective component is related to how individuals' assessment is related to their feeling and emotion. The components of the perception can be seen in the table below:

Table 2.
Description of Components Perception

| No. | Component of Perception | Description |
|-----|-------------------------|--|
| 1 | Cognitive or perceptual | Knowledge, opinion, and belief |
| 2 | Affective or emotional | Like and dislike toward attitude's object |
| 3 | Conative or action | Big or small action tendency of someone toward attitude's object |

Based on the table above, it can be summarized that there are three components of perception. They are cognitive component, affective component, and conative component.

c. Types of Perception

In identifying the school personnel' perception, there are two types of perception. They are positive and negative perception (Catherine in Amalia, 2018: 9).

- 1) Positive perception is a valuable present that prepares the self-confidence and power to catch on the world, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others.

- 2) Negative perception is disposed to focus on their own desires, trying to acquire and proved their self-worth.

In addition, there are also two types of perception (Robbins, 2002: 14):

- 1) Positive perception comes from the individual satisfaction about certain object that becomes her/his source perception, the individual knowledge, and the individual experience of the object perceived.
- 2) Negative perception comes from the individual dissatisfaction about certain object that becomes her/his source perception, the individual's ignorance, and a lack of experience with the object perceived.

It can be summarized that there are two types of perception. First, positive perception is someone judgment about certain object positively. And the last one, negative perception is someone judgment about certain object negatively.

d. Principles of Perception

Principles of perception have five principles (Salmeto in Hildi, 2010: 103). There are; relative not absolute, selective, arrangement, influent by expectation and readliness, and different between individual and group to other. The detail information about this can be seen in the following description:

1) Relative Not Absolute

This principle a person perception toward an object and event is relative someone can change his or her perception in other them because they cannot respond an object and event clearly around them.

2) Selective

It means people just focus a stimulus that interest for them.

They cannot respond to all stimulus around them. Furthermore, someone has a relative difference to object and event.

3) Arrangement

In this principle someone will arrange the stimulus before he or she makes a perception.

4) Influenced by Expectation and Readiness

In this case people influence their perception of an object and event. Expectation and readiness are useful.

5) Difference between individual and group

In this principle in the same situation and stimulus has different perception between individual and group.

Based on the explanation above it can be concluded that individual or group will have different responses although the object and event are the same. It happens because each person or group has their own way to interpret an object or event around them.

e. Process for the Occurrence of Perception

There are several processes for perception to occur (Walgito in Muslizar, 2015: 17) include:

- 1) An object or target causes a stimulus, then, the stimulus is captured by the sense organs. This is a natural process that is linked to the physical aspect. The natural process is the name for this procedure.
- 2) The stimulus of an object that is received by the sense organs, is then transmitted to the brain via sensory nerves. The process of transferring stimuli to the brain is called a psychological process, namely the normal functioning of the sense organs.
- 3) The brain then processes the stimulus until the individual realizes the object received by the sensory organs. This process is also called a psychological process. In this case, there is a perceptual process, which is a process in which the individual knows and realizes an object based on a stimulus that affects his sense organs.

Moreover, there are four process for perception (Sunaryo,in Yandira, 2018: 9), namely:

- 1) Presence of objects; starting from the object => stimulus => sense organs (receptors). The stimulus comes from outside the individual (directly on the senses or receptors) and from within the individual (directly on the sensory nerves that work as receptors).
- 2) The first step in constructing perception is to pay attention.
- 3) The presence of sensory organs as stimulus receptors.
- 4) Sensory nerves as a tool to transmit stimuli to the brain are carried through the motor nerves as a tool to create a response.

From the opinion above, it can be concluded that the requirement for school personnel to have a perception on social competence of English student teachers is attention to student teachers so that the sensory organs will work as receptors that receive stimuli and will be transmitted to the brain so that what is seen and heard appears.

f. Factors Affecting Perception

A person's perception of something can be different from others. This difference is influenced by several factors. There are three factors that influence perception (Robbin in Yandira, 2018: 8), namely:

- 1) Perpetrator of perception

When an individual looks at an object and tries to interpret what he sees, the interpretation is very much influenced by the personal characteristics of the individual's perpetrator of perception.

- 2) Perceived object or target

The characteristics of the target to be observed can influence what is perceived. Because targets are not viewed in isolation, the relationship of a target in its background affects perceptions, such as our tendency to group objects that are close together or similar.

3) Situation

The factors in the environment that can influence a person's perception, such as time, workplace conditions, and social situations. Perceptions must be seen in context, which means in a situation where these perceptions arise and need attention.

Furthermore, there are five factors that influence someone perception to an object or event, namely attention, set, necessity, value system, feature of personality, and soul problem (Fauzi in Fitria, et al, 2013:204).

- 1) Attention is the act or state of applying the mind to an object. In attention, someone is not responding all stimuli around him/her but he/she only give attention to one stimulus.
- 2) Set is a composition executed in deal from of often with brilliant effect. Someone expectation about set is different. Different set can be created different perception about an object or event.
- 3) Necessity is something that necessary. Someone necessary is different when respond to object or event and it can be short time or long time that will be influence their perception to an object or event.
- 4) Value system. Someone social status is different, one object or event will interpret different by people because they have different status. Different social status will influence their perception tone object or event.
- 5) Feature of personality. People have different character and personality. It will influence their perception to one object or event around them.
- 6) And in soul problem, someone perception to object or event can be wrong because they have trouble with their soul.

Based on the theories above, it can be understood that many factors influences the perception. They are perpetrator of perception,

perceived object, situation, attention, set, necessity, value system, feature of personality, and soul problem. Differences person, differences need, differences characters, differences situation, and other differences will influence how people perceive an object or event.

B. Review of Relevant Studies

Related with this research, the researcher found other studies that were investigated the research that relevant to this research. All the previous study were talking about social competence of teacher. First, Andi Mattentuang (2011) did a research with the title "The Effect of Teacher's Social Competence on the Improvement of the Learning Process in SMA Negeri 11 Makassar." The results of this research showed that there was a significant positive influence between the social competence of teachers on the improvement of the learning process at SMA Negeri 11 Makassar. It means that the social competence of teachers at SMA Negeri 11 Makassar is in the good category and increasing in the learning process which is in the very high category. The similarity between the previous research with the ongoing research was research about social competence. The difference with previous research and ongoing research is the next research conducted about the influence of social competency on the improvement of the learning process, but the previous research conduct school personnel' perception on student teachers' social competence during pre-service teaching.

Second, Insan Kamil et.al (2018) did a research with the title "*Persepsi Guru Pamong Terhadap Kemampuan Mengajar Mahasiswa (Studi Kasus: SMKN 1 Tilatang Kamang dan SMKN 5 Padang).*" Supervisor teachers' perception on teaching ability of PLK students was in fair category. For pedagogic competence was in 74.93% in fair category, for personality competence was in 74.87% in fair category, for social competence was in 73.66% in fair category; and for professional competence was in 76.54% in fair category. The similarity between the previous research with the ongoing

research was research about student teachers' competence. The difference with previous research and ongoing research is the next research conducted about supervisor teachers' perception on teaching ability of PLK students (four competence), but the previous research conduct school personnel' perception on student teachers' social competence during pre-service teaching.

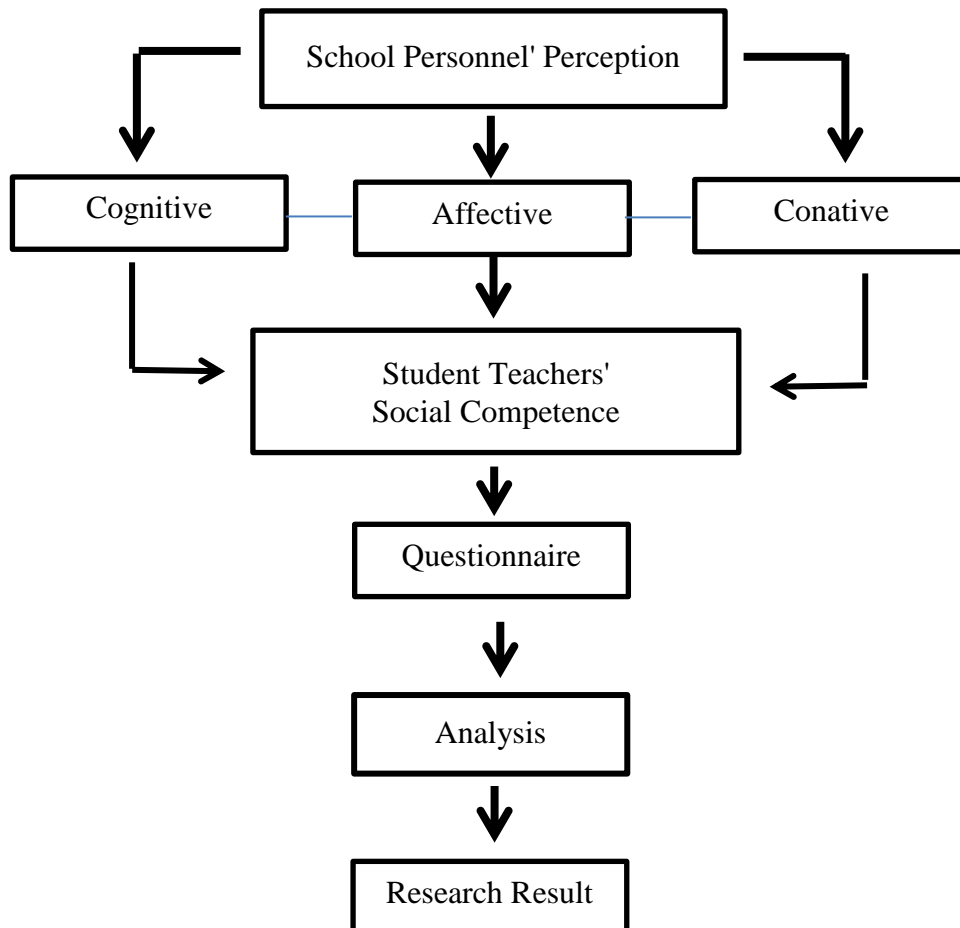
Third, Siti Suminar, Nurul Afifah, and Hardianto (2015) had done a research under the title: "*Kompetensi Sosial Guru IPA SMP se Kecamatan Pagaran Tapah Darussalam Kabupaten Rokan Hulu Tahun Pembelajaran 2014/2015*". The researcher of this research found that 83.33 percentage of social competence of junior high science teacher District of Pagaran Tapah Darussalam already implemented. The similarity of the previous research with the ongoing research is that they discuss about perception on social competence. The different between them for the respondent are the previous research investigating the science teacher, but ongoing research investigating English student teachers.

C. Conceptual Framework

In this research, the researcher focused her research about school personnel' perception on student teachers' social competence during pre-service teaching at SMPN 1, SMPN 3, and SMPN 4 Batusangkar. Perception could be categorized into three components, namely: cognitive, affective, and conative. To collect the data about perception of school personnel on student teachers' social competence, the researcher distribute questionnaire to school personnel. After that, the researcher analyze the data of questionnaire to get the final result of the research.

The conceptual framework can be seen as follows:

Conceptual Framework of this Thesis



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

The design of this research was descriptive quantitative method. Quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest (Gay, 2012: 7). Quantitative research used to describe current condition, investigate relationship and study case effect phenomena. Descriptive research determines and describes the way things are, involves collecting numerical data to test hypotheses or answer question about the current subject of study (Gay, 2000: 275).

Related to the theories above, the researcher concerned with descriptive quantitative in order to describe school personnel' perception on student teachers' social competence during pre-service teaching at SMPN 1, SMPN 3, and SMPN 4 Batusangkar.

B. Population and Sample

1. Population

Population is the number that is use as participants in a research. A population is the group of interest to the researcher, the group to whom the researcher would like to generalize the result of the study (Fraenkel and Wallen, 2009: 91). Next, the population is a region of generalization consisting of objects/subjects that have certain quantifies and characteristics set by researchers to be studied and then drawn to conclusions (Sugiyono, 2013: 80). It means that population is group/ objects/ subjects that interest for the researcher to be researched so that the result of the research can be generalize/drawn to conclusions.

The total population in this research was 114 people from SMPN 1, SMPN 3, and SMPN 4. They were 3 headmasters, 6 supervising teachers, 93 teachers, 12 administrative staffs, and 3 guard schools (*see table 3*). The researcher selected them because they have interacted with student

teachers during pre-service teaching. Total of population of this research can be seen on the table below:

Table 3.
Number of Population

| School | SMPN 1 Batusangkar | SMPN 3 Batusangkar | SMPN 4 Batusangkar | Total |
|---------------------------------|-------------------------------|-------------------------------|-------------------------------|--------------|
| Headmaster | 1 | 1 | 1 | 3 |
| Supervising Teacher | 2 | 2 | 2 | 6 |
| Teacher | 50 | 32 | 11 | 93 |
| Administrative Staff | 5 | 5 | 2 | 12 |
| Guard School | 1 | 1 | 1 | 3 |

2. Sample

Sample is number of population which it was selected from sampling technique. Sample is part of the number and characteristics have by the population (Sugiyono, 2013: 81). Sample is a group of individuals, items, or events that represents the characteristics of the larger group from which the sample is drawn. It means that the sample that used by the researcher should representative of the population that is used in data collection. A sampling technique is sampling technique to determine the sample that use in research (Sugiyono, 2013: 81).

The researcher used simple random sampling technique in selecting the sample. Simple Random Sampling is the process of selecting a sample in such way that all individuals in the defined population have an equal and independent chance of selection for the sample (Gay et.al, 2012:131). The researcher chose simple random sampling because it gives each population an equal opportunity to be sampled. It means that school personnel that researcher meet at school, the researcher can choose them to get their perception on student teachers' social competence. Because school personnel have communicated and interacted with student teachers during pre-service.

Took the sample, the researcher used the formula by Slovin, in Mahir (2016: 4), that is:

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

Where : n= sample

N= Population

e= percent of error (0,1)

$$n = \frac{N}{1 + Ne^2} = \frac{117}{1 + 117(0.1)^2} = \frac{117}{2.17} = 53.91 = 54$$

Based on the formula above, the researcher got 54 people as sample in this research. Total of sample of this research can be seen on below:

- | | |
|-------------------------|--------------------------------|
| a. Headmaster | = (3 × 54) ÷ 117 = 1,38 = 1 |
| b. Supervising Teacher | = (6 × 54) ÷ 117 = 2,76 = 3 |
| c. Teacher | = (93 × 54) ÷ 117 = 42,92 = 43 |
| d. Administrative Staff | = (12 × 54) ÷ 117 = 5,53 = 6 |
| e. Guard School | = (3 × 54) ÷ 117 = 1,38 = 1 |

The sampling procedure is by lottery. The reason the researcher uses lottery is quite simple and allows injustice to be avoided. As for the process of conducting a sample lottery, the researcher coded the serial number and school of all populations on a small piece of paper. Then the paper is put into a bottle and shaken and removed one by one. The results of the lottery are selected samples.

C. Technique of Data Collection

1. Research Instrument

The researcher used questionnaire as an instrument to collect the data. Instrument is a tool used to measure natural and social phenomena observed (Sugiyono, 2013:102). Questionnaire is a technique to collecting

data or some written questions that is used to get information and responses from respondents. A questionnaire as one of technique data analysis that will do by giving a group of written questions of statements to the respondents to be answer (Sugiyono, 2013: 142).The questionnaire in this research as an instrument to know about school personnel' perception on student teachers' social competence during pre-service teaching.

The researcher used closed questionnaire. Closed questionnaire is questions that need short answer, only need to select one answer from the question on questionnaire (Sugiyono in Erris, 2016: 45). The items of questionnaire will develop based on theories of indicators of social competence. By using closed questionnaire will help the respondents answer quickly and the researcher easy to conduct data analysis. The questionnaire will construct by researcher in Indonesia Language.

The questionnaire use to find out school personnel' perception on student teachers' social competence during pre-service teaching. Which is used some step to construct the questionnaire supported by Suharsimi (2012: 37). They are:

- a. Identifying variable of the problem
- b. Elaborating variable into sub-variable
- c. Finding out indicators of sub-variable
- d. Finding out the sub-variable of indicators
- e. Ranking description from each sub-indicator into questionnaire items
- f. Completing questionnaire with instruction and preface

In measuring the instrument, the researcher used Likert Scale. Likert Scale is aimed to ask individual to respond to a series of statement (Gay, 2012: 157). This scale is divided into five categories. They are Strongly Agrees for *Sangat Setuju* (SS), Agrees for *Setuju* (S), Undecided for *Ragu-Ragu* (RR), Disagrees for *Tidak Setuju* (TS), and Strongly Disagrees for *Sangat Tidak Setuju* (STS). The respondents will choose one answer from

the questions based on their view. Each of answer from the respondents have scores. The scores can be seen in the following table below:

Table 4.
Score For Categories of Statement

| Categories | Statement | |
|---------------------|-----------|----------|
| | Positive | Negative |
| Sangat Setuju | 5 | 1 |
| Setuju | 4 | 2 |
| Ragu-Ragu | 3 | 3 |
| Tidak Setuju | 2 | 4 |
| Sangat Tidak Setuju | 1 | 5 |

To get the correct data of questionnaire when it distributed, it should have to check the questionnaire. It is discusses as follow:

a. Validity

Validity is important characteristics of a test in the research in order to get the appropriate of data collection. Validity is the degree to which a test measure what it is supposed to measure (Gay, 2012: 160). In this research, the the questionnaire will use to measure school personnel' perception on student teachers' social competence during pre-service teaching. The content validity of this questionnaire measure by referring to the indicators of the questionnaire, and the questionnaire is construct.

Technically the content validity testing can be help by using table specification (Sugiyono, 2010: 129). After the research instrument is complete, the researcher will ask three validators to validate the instrument by attaching an application letter willing to be a validator, validation sheet, table of specification of the instrument, and research instrument. Then, the researcher will collect the instrument from validators. There are several suggestions will give by the three validators. Then, the researcher revised the questionnaire in accordance with the suggestions of the validator.

2. Research Procedures

This research conducted in several steps. They are preparation, whilst-operation, and post-operation.

a. Preparation

- 1) Finding the problem and theories
- 2) Preparing and writing the research proposal
- 3) Consulting with the advisor
- 4) Revising proposal
- 5) Consulting with the advisor after revision
- 6) Having a seminar
- 7) Revising proposal after revision including the research instrument
- 8) Discussing with the examiner about using technique sampling

b. Operation

- 1) Validate the questionnaire to the validator
- 2) Revising the questionnaire
- 3) Getting license from LPPM IAIN Batusangkar to do the research
- 4) Asking permission from school to distribute the questionnaire
- 5) Collecting the questionnaire from the sample of the research

c. Post-operation

- 1) Analyzing the data of the questionnaire
- 2) Interpreting the data
- 3) Drawing the conclusion and the suggestion
- 4) Discussing research finding with the advisor
- 5) Writing the research report

D. Technique of Data Analysis

For analyzing the data, the researcher used the descriptive analysis to analysis the data. In this research, the researcher did some steps. They are:

1. Collecting the questionnaire from respondents
2. Checking and calculating respondents score and calculating total score

3. Determining table of frequency, starting from the lowest score to the highest
4. The next categorizing. Then, for frequency the researcher calculated how many answer of respondents based on the interval and table of frequency. Checking and calculating percentages of school personnel' answer for each option by using formula that suggested by Sudijono (Sudijono, 2014:45)

$$P = \frac{F}{N} \times 100\%$$

Where :

P = Percentage

F = Frequency

N = Number/ total of students

5. For interpreting the result of the questionnaire, the researcher used the categories of Djemari et al (Sari, 2013:32) asfollow:

Table 5.
Categories of Interpretation

| Class Interval | Interpretation | F | % |
|---|--------------------------|----------|----------|
| $\geq(0.80 \times \text{max score})$ | Strongly Positive | | |
| $(0.60 \times \text{max score}) - (0.80 \times \text{max score})$ | Positive | | |
| $(0.40 \times \text{max score}) - (0.60 \times \text{max score})$ | Negative | | |
| $< (0.40 \times \text{max score})$ | Strongly negative | | |

6. Drawing conclusion

The drawing conclusions the researcher found based on the data that the researcher get after analyzing, interpreted of the data and showed the histogram.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

1. Data Description

This chapter discusses about the description of school personnel' perception on student teachers' social competence during pre-service teaching that has been taken from questionnaire. First, the researcher had distributed the questionnaire to 3 validators to validate the questionnaire by attached an application letter willing to be a validator, validation sheet, table of specification of the questionnaire, and research questionnaire. Then, the researcher collected the questionnaire from validators. There are several suggestions give by the three validators. Then, the researcher revised the questionnaire in accordance with the suggestions of the validator. After that, the researcher distributed the questionnaire to 54 respondents from 3 schools of SMPN at Batusangkar such as; SMPN 1 Batusangkar, SMPN 3 Batusangkar, and SMPN 4 Batusangkar. This research was conducted on April 28th – 29th, 2021 at SMPN 1 Batusangkar, on May 3rd, 2021 at SMPN 3 Batusangkar, and on May 4th, 2021 at SMPN 4 Batusangkar.

The questionnaire that has been collected from all of samples was analyzed by the researcher. The items of questionnaire were 44 items have been distributed to schools personnel at SMPN Batusangkar. This questionnaire was constructed from three components. They are cognitive, affective, and conative component. In measuring questionnaire was Likert Scale. In this case, for the positive item, the scores were arranged by follows; strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1). For the negative item the scores were arranged by follows; strongly agree (1), agree (2), undecided (3), disagree (4), and strongly disagree (5).

The score of school personnel' perception on student teachers' social competence during pre-service teaching as general could be seen in the following table below:

Table 6.
Distribution Score of School Personnel' Perception on Student Teachers' Social Competence during Pre-Service Teaching

| No | Respondents | Score | No | Respondents | Score |
|--------------------|--------------------|--------------|-----------|--------------------|--------------|
| 1 | R.1 | 189 | 28 | R.28 | 204 |
| 2 | R.2 | 185 | 29 | R.29 | 190 |
| 3 | R.3 | 215 | 30 | R.30 | 191 |
| 4 | R.4 | 176 | 31 | R.31 | 191 |
| 5 | R.5 | 175 | 32 | R.32 | 190 |
| 6 | R.6 | 173 | 33 | R.33 | 214 |
| 7 | R.7 | 173 | 34 | R.34 | 206 |
| 8 | R.8 | 171 | 35 | R.35 | 200 |
| 9 | R.9 | 170 | 36 | R.36 | 166 |
| 10 | R.10 | 173 | 37 | R.37 | 172 |
| 11 | R.11 | 188 | 38 | R.38 | 214 |
| 12 | R.12 | 172 | 39 | R.39 | 167 |
| 13 | R.13 | 162 | 40 | R.40 | 184 |
| 14 | R.14 | 184 | 41 | R.41 | 184 |
| 15 | R.15 | 175 | 42 | R.42 | 189 |
| 16 | R.16 | 199 | 43 | R.43 | 182 |
| 17 | R.17 | 201 | 44 | R.44 | 203 |
| 18 | R.18 | 174 | 45 | R.45 | 199 |
| 19 | R.19 | 177 | 46 | R.46 | 184 |
| 20 | R.20 | 130 | 47 | R.47 | 180 |
| 21 | R.21 | 130 | 48 | R.48 | 198 |
| 22 | R.22 | 130 | 49 | R.49 | 204 |
| 23 | R.23 | 176 | 50 | R.50 | 174 |
| 24 | R.24 | 175 | 51 | R.51 | 187 |
| 25 | R.25 | 174 | 52 | R.52 | 179 |
| 26 | R.26 | 196 | 53 | R.53 | 187 |
| 27 | R.27 | 198 | 54 | R.54 | 165 |
| Total Score | | | | 9845 | |

Based on the table of data was collected above, the result of school personnel' perception on student teachers' social competence during pre-service teaching was 215 highest score for number of respondent 3 and 130 lowest score for number of respondent 20, 21, and 22. After that, the

researcher calculated the frequencies table of school personnel' perception on student teachers' social competence during pre-service teaching was showed by the frequency table as follows:

Table 7.
Distribution Frequency of School Personnel' Perception on Student Teachers' Social Competence during Pre-Service Teaching

| Score | Frequency | Score | Frequency |
|-------|-----------|-------|-----------|
| 130 | 3 | 185 | 1 |
| 162 | 1 | 187 | 2 |
| 165 | 1 | 188 | 1 |
| 166 | 1 | 189 | 2 |
| 167 | 1 | 190 | 2 |
| 170 | 1 | 191 | 2 |
| 171 | 1 | 196 | 1 |
| 172 | 2 | 198 | 2 |
| 173 | 3 | 199 | 2 |
| 174 | 3 | 200 | 1 |
| 175 | 3 | 201 | 1 |
| 176 | 2 | 203 | 1 |
| 177 | 1 | 204 | 2 |
| 179 | 1 | 206 | 1 |
| 180 | 1 | 214 | 2 |
| 182 | 1 | 215 | 1 |
| 184 | 4 | | |

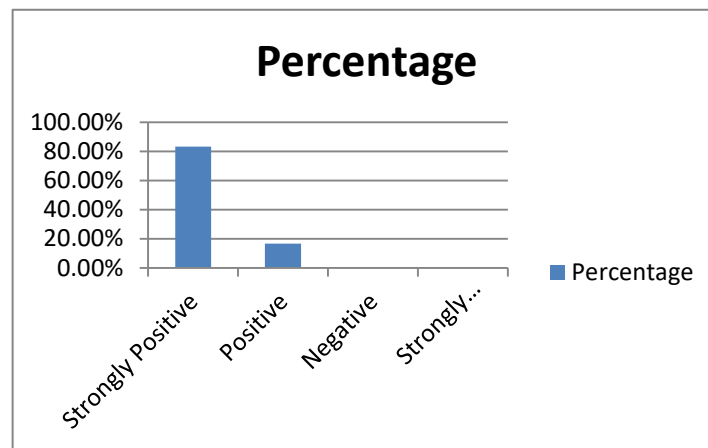
Based on frequency above, there are 3 respondents who got the lowest score of 130 and there is 1 respondent who got the highest score of 215. Next, the categorizing of school personnel' perception on student teachers' social competence during pre-service teaching could be seen as follows:

Table 8.
Data Interpretation of School Personnel' Perception

| Class interval | F | % | Interpretation |
|----------------|----|-------|-------------------|
| ≥ 172 | 45 | 83.3% | Strongly Positive |
| 129-172 | 9 | 16.7% | Positive |
| 86-129 | - | - | Negative |
| ≤ 86 | - | - | Strongly Negative |

To make it clear, the histogram can be stated in below:

Histogram 1.
The Percentage of School Personnel' Perception on Student Teachers' Social Competence during Pre-Service Teaching



Based on the table and histogram above, it can be seen that the perception of 54 school personnel are strongly positive and positive. In class interval ≥ 172 , there was gotten 45 school personnel (83.3%) had strongly positive perception on student teachers' social competence during pre-service teaching. In class interval 129-172, 9 school personnel (16.7%) who had positive perception on student teachers' social competence during pre-service teaching.

2. Data Analysis

There are three components of school personnel' perception on student teachers' social competence during pre-service teaching. They are cognitive, affective, and conative. They are 26 items for cognitive, 10 items for affective, and 8 items for conative. The data can be seen as follows:

a. Cognitive Components of School Personnel' Perception on Student Teachers' Social Competence during Pre-Service Teaching

Cognitive component is component that related to knowledge, opinion, and belief. It means that how people's perception toward object. They are 26 items for cognitive component. Based on the data, it was found that the score of cognitive component of school

personnel' perception on student teachers' social competence during pre-service teaching as follow:

Table 9.
Distribution Score of School Personnel' Perception on Student Teachers' Social Competence during Pre-Service Teaching in Cognitive Components

| No | Respondents | Score | No | Respondents | Score |
|--------------------|-------------|-------|-------------|-------------|-------|
| 1 | R.1 | 107 | 28 | R.28 | 102 |
| 2 | R.2 | 110 | 29 | R.29 | 118 |
| 3 | R.3 | 128 | 30 | R.30 | 108 |
| 4 | R.4 | 104 | 31 | R.31 | 109 |
| 5 | R.5 | 107 | 32 | R.32 | 108 |
| 6 | R.6 | 106 | 33 | R.33 | 125 |
| 7 | R.7 | 106 | 34 | R.34 | 118 |
| 8 | R.8 | 101 | 35 | R.35 | 118 |
| 9 | R.9 | 100 | 36 | R.36 | 98 |
| 10 | R.10 | 106 | 37 | R.37 | 103 |
| 11 | R.11 | 110 | 38 | R.38 | 125 |
| 12 | R.12 | 101 | 39 | R.39 | 99 |
| 13 | R.13 | 99 | 40 | R.40 | 107 |
| 14 | R.14 | 108 | 41 | R.41 | 107 |
| 15 | R.15 | 102 | 42 | R.42 | 111 |
| 16 | R.16 | 116 | 43 | R.43 | 106 |
| 17 | R.17 | 118 | 44 | R.44 | 121 |
| 18 | R.18 | 103 | 45 | R.45 | 115 |
| 19 | R.19 | 109 | 46 | R.46 | 107 |
| 20 | R.20 | 75 | 47 | R.47 | 106 |
| 21 | R.21 | 75 | 48 | R.48 | 116 |
| 22 | R.22 | 75 | 49 | R.49 | 119 |
| 23 | R.23 | 103 | 50 | R.50 | 100 |
| 24 | R.24 | 104 | 51 | R.51 | 107 |
| 25 | R.25 | 101 | 52 | R.52 | 103 |
| 26 | R.26 | 118 | 53 | R.53 | 107 |
| 27 | R.27 | 119 | 54 | R.54 | 97 |
| Total Score | | | 5771 | | |

Based on the table above, the researcher calculated the frequencies table of school personnel' perception on student teachers' social competence during pre-service teaching in term cognitive components was showed by frequency table as follow:

Table 10.
Distribution Frequency of School Personnel' Perception on Student Teachers' Social Competence during Pre-Service Teaching in Cognitive Component

| Score | Frequency | Score | Frequency |
|-------|-----------|-------|-----------|
| 75 | 3 | 108 | 3 |
| 97 | 1 | 109 | 2 |
| 98 | 1 | 110 | 2 |
| 99 | 2 | 111 | 1 |
| 100 | 2 | 115 | 1 |
| 101 | 3 | 116 | 2 |
| 102 | 2 | 118 | 5 |
| 103 | 4 | 119 | 2 |
| 104 | 2 | 121 | 1 |
| 106 | 5 | 125 | 2 |
| 107 | 7 | 128 | 1 |

Based on the frequency table above, they are 26 items for cognitive components. We can conclude that there are 3 school personnel who got the lowest score of 75. For the highest score, there are 7 school personnel who got score 128.

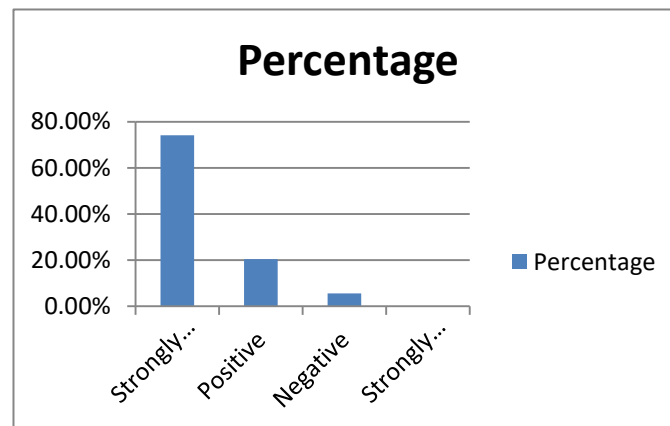
Then the categorizing of School Personnel' Perception on Student Teachers' Social Competence during Pre-Service Teaching in term cognitive components:

Table 11.
Data Interpretation of School Personnel' Perception on Student Teachers' Social Competence during Pre-Service Teaching in Cognitive Component

| Class interval | F | % | Interpretation |
|----------------|----|--------|-------------------|
| ≥ 102.4 | 40 | 74.07% | Strongly Positive |
| 76.8 - 102.4 | 11 | 20.37% | Positive |
| 51.2 – 76.8 | 3 | 5.56% | Negative |
| <51.2 | - | - | Strongly Negative |

To make it clear, the histogram can be stated in below:

Histogram 2.
The Percentage of School Personnel' Perception on Student Teachers' Social Competence during Pre-Service Teaching in Cognitive Component



Based on the table and histogram above, it can be seen that the perception of 54 school personnel are strongly positive, positive, and negative. In class interval ≥ 102.4 , there was gotten 40 school personnel (74.07%) had strongly positive perception on student teachers' social competence during pre-service teaching. In class interval 76.8 – 102.4, 11 school personnel (20.37%) who had positive perception on student teachers' social competence during pre-service teaching. And 3 school personnel (5.56%) who had negative perception on student teachers' social competence during pre-service teaching.

b. Affective Components of School Personnel' Perception on Student Teachers' Social Competence during Pre-Service Teaching

Affective component or emotional component is the component that related with like and dislike about an object. It means that, this component refers to someone's feeling toward something that they like and dislike. There are 10 items were constructed for this component. After getting the data, the researcher was found the score of affective component of School Personnel' Perception on Student Teachers' Social Competence during Pre-Service Teaching as follows:

Table 12.
Distribution Score of School Personnel' Perception on Student Teachers' Social Competence during Pre-Service Teaching in Affective Components

| No | Respondents | Score | No | Respondents | Score |
|--------------------|--------------------|--------------|-------------|--------------------|--------------|
| 1 | R.1 | 49 | 28 | R.28 | 50 |
| 2 | R.2 | 43 | 29 | R.29 | 49 |
| 3 | R.3 | 50 | 30 | R.30 | 49 |
| 4 | R.4 | 40 | 31 | R.31 | 48 |
| 5 | R.5 | 39 | 32 | R.32 | 49 |
| 6 | R.6 | 38 | 33 | R.33 | 49 |
| 7 | R.7 | 38 | 34 | R.34 | 49 |
| 8 | R.8 | 40 | 35 | R.35 | 47 |
| 9 | R.9 | 40 | 36 | R.36 | 38 |
| 10 | R.10 | 35 | 37 | R.37 | 38 |
| 11 | R.11 | 46 | 38 | R.38 | 49 |
| 12 | R.12 | 40 | 39 | R.39 | 39 |
| 13 | R.13 | 38 | 40 | R.40 | 43 |
| 14 | R.14 | 42 | 41 | R.41 | 43 |
| 15 | R.15 | 40 | 42 | R.42 | 43 |
| 16 | R.16 | 47 | 43 | R.43 | 42 |
| 17 | R.17 | 47 | 44 | R.44 | 46 |
| 18 | R.18 | 41 | 45 | R.45 | 48 |
| 19 | R.19 | 39 | 46 | R.46 | 43 |
| 20 | R.20 | 30 | 47 | R.47 | 41 |
| 21 | R.21 | 30 | 48 | R.48 | 47 |
| 22 | R.22 | 30 | 49 | R.49 | 48 |
| 23 | R.23 | 40 | 50 | R.50 | 43 |
| 24 | R.24 | 40 | 51 | R.51 | 45 |
| 25 | R.25 | 41 | 52 | R.52 | 41 |
| 26 | R.26 | 46 | 53 | R.53 | 45 |
| 27 | R.27 | 47 | 54 | R.54 | 39 |
| Total Score | | | 2307 | | |

Based on the table above, the frequencies table of School Personnel' Perception on Student Teachers' Social Competence during Pre-Service Teaching was showed by frequency table:

Table 13.
Distribution Frequency of School Personnel' Perception on Student Teachers' Social Competence during Pre-Service Teaching in Affective Component

| Score | Frequency |
|-------|-----------|
| 30 | 3 |
| 35 | 1 |
| 38 | 5 |
| 39 | 4 |
| 40 | 7 |
| 41 | 4 |
| 42 | 2 |
| 43 | 6 |
| 45 | 2 |
| 46 | 3 |
| 47 | 5 |
| 48 | 3 |
| 49 | 7 |
| 50 | 2 |

Based on the frequency table above, they are 10 items for affective components. We can concluded that there are 3 school personnel who got the lowest score of 30. For the highest score, there are 2 school personnel who got score 50.

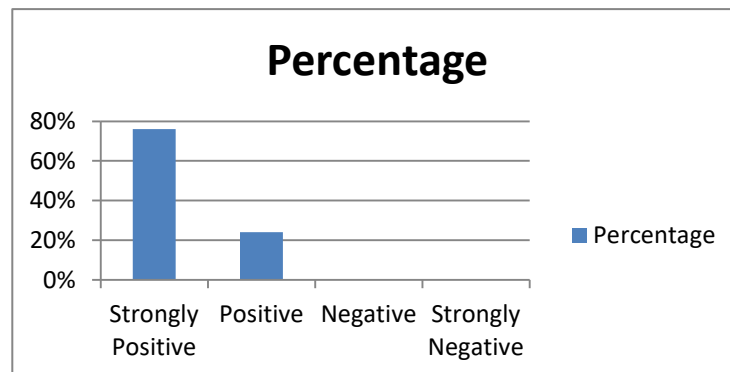
Then the categorizing of School Personnel' Perception on Student Teachers' Social Competence during Pre-Service Teaching in term affective components:

Table 14.
Data Interpretation of School Personnel' Perception on Student Teachers' Social Competence during Pre-Service Teaching in Affective Component

| Class interval | F | % | Interpretation |
|----------------|----|-----|-------------------|
| ≥ 40 | 41 | 76% | Strongly Positive |
| 30 - 40 | 13 | 24% | Positive |
| 20 - 30 | - | - | Negative |
| <20 | - | - | Strongly Negative |

To make it clear, the histogram can be stated in below:

Histogram 3.
The Percentage of School Personnel' Perception on Student Teachers' Social Competence during Pre-Service Teaching in Affective Component



Based on the table and histogram above, it can be seen that the perception of school personnel are strongly positive and positive. In class interval ≥ 40 , there was gotten 41 school personnel (76%) had strongly positive perception on student teachers' social competence during pre-service teaching. In class interval 30-40, 13 school personnel (24%) who had positive perception on student teachers' social competence during pre-service teaching.

c. Conative Components of School Personnel' Perception on Student Teachers' Social Competence during Pre-Service Teaching

Conative or action component is related to action tendency toward attitude's object. There are 8 items were constructed from this component. The score of School Personnel' Perception on Student Teachers' Social Competence during Pre-Service Teaching in term conative, the data can be seen in the table below:

Table 15.
Distribution Score of School Personnel' Perception on Student
Teachers' Social Competence during Pre-Service Teaching
in Conative Components

| No | Respondents | Score | No | Respondents | Score |
|--------------------|--------------------|--------------|-------------|--------------------|--------------|
| 1 | R.1 | 29 | 28 | R.28 | 39 |
| 2 | R.2 | 32 | 29 | R.29 | 30 |
| 3 | R.3 | 37 | 30 | R.30 | 30 |
| 4 | R.4 | 32 | 31 | R.31 | 30 |
| 5 | R.5 | 29 | 32 | R.32 | 29 |
| 6 | R.6 | 29 | 33 | R.33 | 40 |
| 7 | R.7 | 29 | 34 | R.34 | 39 |
| 8 | R.8 | 28 | 35 | R.35 | 35 |
| 9 | R.9 | 28 | 36 | R.36 | 30 |
| 10 | R.10 | 35 | 37 | R.37 | 31 |
| 11 | R.11 | 32 | 38 | R.38 | 40 |
| 12 | R.12 | 32 | 39 | R.39 | 29 |
| 13 | R.13 | 26 | 40 | R.40 | 34 |
| 14 | R.14 | 34 | 41 | R.41 | 34 |
| 15 | R.15 | 33 | 42 | R.42 | 35 |
| 16 | R.16 | 36 | 43 | R.43 | 34 |
| 17 | R.17 | 36 | 44 | R.44 | 36 |
| 18 | R.18 | 29 | 45 | R.45 | 36 |
| 19 | R.19 | 29 | 46 | R.46 | 34 |
| 20 | R.20 | 25 | 47 | R.47 | 33 |
| 21 | R.21 | 25 | 48 | R.48 | 35 |
| 22 | R.22 | 25 | 49 | R.49 | 37 |
| 23 | R.23 | 33 | 50 | R.50 | 31 |
| 24 | R.24 | 31 | 51 | R.51 | 33 |
| 25 | R.25 | 32 | 52 | R.52 | 33 |
| 26 | R.26 | 32 | 53 | R.53 | 35 |
| 27 | R.27 | 32 | 54 | R.54 | 29 |
| Total Score | | | 1741 | | |

Based on the table above, the researcher calculated the frequencies of conative components of school personnel' perception on student teachers' social competence during pre-service teaching was showed by frequency table:

Table 16.
Distribution Frequency of School Personnel' Perception on Student Teachers' Social Competence during Pre-Service Teaching in Conative Component

| Score | Frequency |
|-------|-----------|
| 25 | 3 |
| 26 | 1 |
| 28 | 2 |
| 29 | 9 |
| 30 | 4 |
| 31 | 3 |
| 32 | 7 |
| 33 | 5 |
| 34 | 5 |
| 35 | 5 |
| 36 | 4 |
| 37 | 2 |
| 39 | 2 |
| 40 | 2 |

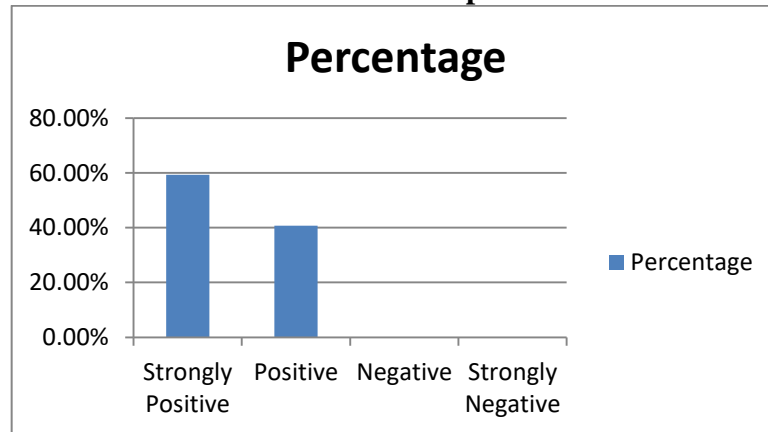
Based on the frequency table above, they are 8 items for conative components. We can concluded that there are 3 school personnel who got the lowest score of 25. For the highest score, there are 2 school personnel who got score 40.

Then the categorizing of conative components of School Personnel' Perception on Student Teachers' Social Competence during Pre-Service Teaching as follow:

Table 17.
Data Interpretation of School Personnel' Perception on Student Teachers' Social Competence during Pre-Service Teaching in Conative Component

| Class interval | F | % | Interpretation |
|----------------|----|-------|-------------------|
| ≥ 32 | 32 | 59.3% | Strongly Positive |
| 24-32 | 22 | 40.7% | Positive |
| 16-24 | - | - | Negative |
| <16 | - | - | Strongly Negative |

Histogram 4.
The Percentage of School Personnel' Perception on Student Teachers' Social Competence during Pre-Service Teaching in Conative Component



Based on the table of class interval above, there was gotten 32 school personnel (59.3%) had strongly positive perception on student teachers' social competence during pre-service teaching in class interval ≥ 32 . There were 22 school personnel (40.7%) had positive perception on student teachers' social competence during pre-service teaching in class interval 24-32.

B. Discussion

Based on the data analysis about school personnel' perception on student teachers' social competence during pre-service teaching, it had showed some assumption could be taken about school personnel' perception on student teachers' social competence during pre-service teaching. There is a Likert Scale to describe about school personnel' perception on student teachers' social competence during pre-service teaching namely: strongly positive, positive, negative, and strongly negative.

After analyzing the data on the previous explanation, it was found that there were 54 school personnel had different perception on student teachers' social competence during pre-service teaching. In detail, there were 45 school personnel (83.3%) had *strongly positive* perception on student teachers' social

competence during pre-service teaching. Then, there were 9 school personnel (16.7%) who had *positive* perception on student teachers' social competence during pre-service teaching. It means that school personnel' perception on student teachers' social competence during pre-service teaching was *strongly positive*. School personnel accept the student teachers during pre-service teaching and they perceived it was good for them. The finding related to the theory Nurcahyo (2015: 241), she states that social competence of teacher has an important role in society and education, if at school teachers are observed and assessed by students, other teachers, and superiors or headmaster, then in society teachers are assessed and supervised by the community. Student teachers in practical schools, they are considered as teachers, not student teachers. It means that, student teachers are assessed and supervised by school personnel. It can be concluded that from analyzing the data, the school personnel perceive that student teachers' social competence have implemented very well and have a good impact on their pre service teaching.

In having perception on student teachers' social competence during pre-service teaching, there are three components that is related with school personnel' perception (Walgito, 2004:86). They are cognitive, affective, and conative components.

First, cognitive component is perceptual component includes knowledge, opinion, and belief about an object or event. After analyzing the data of school personnel' perception on student teachers' social competence during pre-service teaching in term cognitive component, it was found that there were 40 school personnel (74.07%) who had *strongly positive* perception, 11 school personnel (20.37%) who had *positive* perception, and 3 school personnel (5.56%) who had *negative* perception on student teachers' social competence during pre-service teaching. It can be concluded that school personnel' perception on student teachers' social competence during pre-service teaching was in *strongly positive* perception in term cognitive component which the percentage was 74.07%. It is in line with Permana (2018:18), he states that teachers as social humans behave politely, are able to communicate and

interact with the environment in an effective and interesting manner, and have a sense of empathy for others.

Second, affective component is emotional component includes like and dislike sense about an object or event. From analyzing the data of affective components of school personnel' perception on student teachers' social competence during pre-service teaching, it was found that there were 41 school personnel (76%) who had *strongly positive* perception and for *positive* perception there were 13 school personnel (24%). It can be concluded that school personnel' perception on student teachers' social competence during pre-service teaching in term affective component was in *strongly positive* perception (76%). This result line with Rulam Ahmadi (in Permana, 2018:23) that the ability of teachers to be able to adapt must be able to establish harmonious communication and cooperation and make all efforts together with the community, play an active role and uphold religious, legal, and moral values. It clears that student teachers as a real teacher in the school, school personnel like with the presence of student teachers because they are able to interact and adapt well with school environment and also the student teachers obey the norms and rules that are applied

Last, conative component or is known as action component. This component showed intensity for behavior that showed tendency of action big or small depend on object behavior. After analyzing the data, it was found that there were 32 school personnel (59.3%) who had *strongly positive* perception and 22 school personnel (40.7%) who had *positive* perception on student teachers' social competence during pre-service teaching. It can be concluded that conative component of school personnel' perception on student teachers' social competence during pre-service teaching was in *strongly positive* perception. It means that, student teachers build cooperation whether they are compact, intelligent, dynamic, and agile.

The school personnel' perception on student teachers' social competence during pre-service teaching is a process of received the stimulus through the sense to get the conclusion about student teachers' social competence during

pre-service teaching. If student teachers enthusiast and serious following pre-service teaching and they implement social competence well during pre-service teaching, it means that the school personnel will show good perception on student teachers' social competence during pre-service teaching. The student teachers potentially have a good interaction and relationship with school personnel. If the school personnel have negative perception on student teachers' social competence during pre-service teaching, it clears that student teachers not enthusiast and serious following pre-service teaching and they have a bad interaction and relationship with school personnel.

It can be concluded that student teachers enthusiast and serious in following pre-service teaching and they have a good interaction and relationship with school personnel during pre-service teaching. Student teachers have implemented components social competence. How important social competence is when implementing pre-service teaching in school. Because, without a good communication and interaction relationship with all school personnel, pre-service teaching program will not run successfully. Student teachers do not only teach but also maintain good communication and interaction with all school personnel.

Based on explanation school personnel' perception on student teachers' social competence during pre-service teaching above, cognitive component, affective component, and conative component had *strongly positive*. It means that, student teachers' social competence during pre-service teaching has been properly applied, resulting in *strongly positive* perception to English student teachers.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data description and analysis, the researcher concluded that school personnel' perception on student teachers' social competence during pre-service teaching was *Strongly Positive* which percentage 83.3% and positive which percentage 16.7% with the highest score 215.

Moreover, the details of school personnel' perception on student teachers' social competence during pre-service teaching can be conclude based on the three components:

1. School personnel' perception on student teachers' social competence during pre-service teaching in term cognitive components were in strongly positive (74.07%), positive (20.37%), and negative (5.56%) which the highest score was 128.
2. School personnel' perception on student teachers' social competence during pre-service teaching in term affective components were in strongly positive (76%), positive (24 %) which the highest score was 50.
3. School personnel' perception on student teachers' social competence during pre-service teaching in term conative components were in strongly positive (59.3%), positive (40.7%) which the highest score was 40.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follow:

1. English Student Teachers

Based on the discussion, it can be seen that school personnel had *strongly positive* perception on student teachers social competence during pre-service teaching was *strongly positive*. However, the researcher still found that school personnel had negative perception in cognitive component. School personnel had negative perception on student teacher

who did not act inclusively, emphatically, and politely. It means that during their pre-service teaching, these student teachers should focus on being and acting inclusive, emphatic, and polite.

2. School Personnel

Based on the discussion, because school personnel had negative perception on student teacher not acting inclusive, emphatic, and polite during pre-service teaching, the researcher suggest to school personnel to keep and guide the student teachers to apply or pay attention to being and acting inclusive, emphatic, and polite during pre-service teaching.

3. Micro Teaching Lecturer

Based on the discussion, because school personnel had negative perception on student teacher not acting inclusive, emphatic, and polite during pre-service teaching, the researcher suggest to Micro Teaching lecturer to constantly monitor, evaluate, and develop English student teachers more qualified and have competences as a teacher especially social competence in Micro Teaching class so that pre-service teaching program is carried out well in the field.

4. Next Researcher

Itt is hoped that the next researcher will conduct a research on why student teacher do not act inclusively, emphatically, and politely on social competence during pre-service teaching.

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