DEVELOPMENT OF SOFT COMPETENCE OF PAI TEACHERS CANDIDATES IN LPTK FACULTY OF TARBIYAH AND TEACHING

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ABSTRACT

There are two groups of competencies that should be possessed by PAI teachers, that is soft competence (social and personal competence) and hard competence (pedagogic and professional competence).

The results of this study are: (1) PAI teachers should be competent and strong social personality, (2) LPTK should be seriously working on aspects of personality and social competence (soft competence) more impact in the educational success than hard competence (pedagogical and professional). (3) LPTK need to develop soft competence explicitly in the curriculum. (4) LPTK's manager must consider the personality and social competence PAI prospective teachers. (5) should LPTK synergy with stakeholders to strengthen the personal and social aspects of PAI prospective teachers.

Keywords: *competence; PAI teachers*

A. Introduction

Rhenald Kasali in an article at Kompas once wrote that there are two types of teachers in Indonesia; they are Curriculum Teacher and Inspirational Teacher.[2] Curriculum Teachers act under the formal provisions in the curriculum; teachers do not want to get out of the formal rules of the curriculum. Instead, Inspiring Teachers is a teacher who acts outside the formal provisions, beyond the curriculum. He tends to "rebel" establishment conditions, trying to find something different and new but still holding on to a vision of education, which is enlightening and humanizing humans.

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[1] Lecture of PAI at Faculty of Tarbiyah and Teaching UIN Sunan Kalijaga Yogyakarta

[2] Rhenald Kasali, "Guru Inspiratif", *KOMPAS*, 2006.

According to Kasali, the number of types of the first teacher is about 99 %, whereas the second type of teachers is only about 1 %. Although this percentage looks so extreme, but the practitioners, observers, and education management needs to reflect for a moment about the condition.

Based on the two definitions above, there are two types of teachers with different character that is very opposite. If the curriculum teacher is a formalist type, only working in school or class, limited to the formal hours, tend to be reactive and just wait for 'instructions' from the boss. In short, it can be said that this type of teacher works no more as "a call salary". In contrast, an inspiring teacher is as a battering ram type of teacher, visionary, proactive, work without restrictions formality, which is important for this type of inspiring, enlightening, and empowering learners. Master of this model works is as "a heart calling".

That Job descriptions are "diametrically" may also apply to the Islamic Education Teachers (GPAI). There are GPAI patterned inspiring and there are GPAI patterned curriculum. GPAI inspiring strive to accomplish the mission of Islam *rahmatan lil-'alamin* by the way out of the box of the conventional religious teaching grip that only sharpen cognitive, it is like just memorized verses of al-Quran and al-Sunnah (dzikrul-ayat wal-ahadits) alone, but less functional in reality. He seeks to unearth the mission of Islam through learning with actual and contextual packing material, active learning, and evaluation of comprehensive learning, including cognitive, affective and psychomotor. In contrast, the type of curriculum GPAI religion tend to teach cognitive science, glued to the formal curriculum document and instructional models that teachers tend to be based, not needs of learners that become monotonous and boring.

In the midst of an increasingly complex national problems and complex problems today, the need is certainly GPAI with the first model. Especially when these symptoms appears in people of formalism, social segregation, loss of a role model to the ideal figure, the tension between people which leads to conflict because of different points of view and interests. The Indonesian people crave the presence of GPAI inspiring and enlightened that be able to show the beauty and peace of Islam through the learning process. They must have a strong character and able to communicate with anyone to prepare qualified generations toward a better Indonesia with the teachings of Islam.

The appearance of two characters on a teacher above, it must be admitted, is inseparable from the quality of LPTK PTAIN, namely the Faculty of Tarbiyah and Teaching, as an institution that produces candidates of GPAI. Although several of GPAI do not has educational background from LPTK Faculty of Tarbiyah and Teaching, but in reality many of GPAI produced by LPTK PTAI. This should be a material of reflection and evaluation of the managers of LPTK to see the quality and performance of the institution that produces GPAI candidate. Starting from these ideas, this paper tries to give some critical notes to LPTK which not fully prepare GPAI candidates who have the complete competence (pedagogic competence, personality, social, and professional).[3] The fourth competency can be grouped into two categories, namely soft competence (personal and social

[3] UU No. 20 year 2003 about National Education System; UU No. 14 year 2005 about Teacher and Lecture, And PP No. 74 year 2008 about Teacher.

competence) and hard competence (pedagogical and professional). When examined carefully, LPTK more concerned to soft competence rather than hard competence, whereas in fact what makes the success of a teacher instead of the second competence.[4]

B. Soft Competence Teacher: Learning from the Field

Soft competence related to non-technical competencies that should be owned by a teacher. These competencies include personal and social. If the pedagogic and professional competence can be controlled with a relatively fast, the personality and social competence takes longer because it includes habituation and long process. Not surprisingly, in many training activities for teachers, organizers focus more geared to hone pedagogical and professional, personal and social competence while less explored.

If the pedagogical competence related to the ability of teachers to present material in class, the more personal competence related to maturity of a teacher, such as about morality, character, commitment, responsibility, professional ethics, and honesty. If more pedagogical competence refers to the mastery of techniques, methods, and approaches to learning, then the competence of the teacher's personality is intrapersonal character.

To see the importance of personality and social competence of teachers, it's good to observe the results of research institutions engaged in teacher empowerment, namely Yogyakarta Mindpoint Management. According to the research Mindpoint Management in a MIN in Yogyakarta, teachers preferred by students are those who have good personal and social competence[5]. It can be seen from the following table.

Table 1

Unpopular Teachers

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[4] Note to Adrian Gellel, "Teachers as Key Players in Values Education: Implications for Teacher Formation," dalam Terence Lovat, Ron Toomey, dan Neville Clement (eds.), *International Research Handbook on Values Education and Student Wellbeing*, (New York: Springer, 2010), page. 163-178.

No.	Class	Unpopular Teacher Type
1.	IV	1. Emotional 2. fierce 3. reserved 4. not friendly 5. like threatening 6. Do not smile 7. undisciplined
2.	V	1. Mad like 2. Punitive 3. Fierce 4. Annoying 5. Giving assignments / homework much 6. No not want to be responsible 7. Reserved 8. Somber 9. Fastidious 10. Advising with fierce 11. Shout 12. Partial 13. Hours too long
3.	VI	1. Difficult 2. Confused 3. Partial 4. Always tell rote 5. A little bit angry 6. Aggressive 7. Fierce 8. Boring

		9. Fastidious
		10. Advising with fierce
		11. Shout
		12. Partial
		13. Hours too long
3.	VI	1. Difficult
		2. Confused
		3. Partial
		4. Always tell rote
		5. A little bit angry
		6. Aggressive
		7. Fierce
		8. Boring

Based on the table, the teachers who does not like by the students are related to personality and social competence. It can be observed from some student's term coined as "emotional, arrogant, vicious, aggressive, tantrums, grim, and not smiling." Emotions mean a teacher is not able to control himself and his emotions are less mature mirror. Arrogant is the opposite of humility or *tawadlu'*. A teacher is supposed to be an example for students about humility. The more knowledge one has, especially teachers, should make them more humble. Crops like rice, more contains more down.[6]

Fierce is an expression of immaturity of teacher. Although this attitude is no reason that makes sense such to handle some cases. However, sometimes fierce a teacher in the form of inability is to control emotions. In fact, there are some people who think that the stern is the right way to look one's authority. In fact, the authority has nothing to do with the stern. Teachers are considered authoritative because the appearance of maturity possessed character, not because of fear. In terms of education the proper authority called *gezag*.[7]

Assumption that most students do not like to smile assess teacher is also a form that the value of happiness is less reflected in the person of a teacher. Teachers should be able to create value happiness and peace in the classroom so as to make each learner feel comfortable and at home in

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[5] Tim Mindpoint Management, *Guru Profesional di Mata Siswa*, Yogyakarta: Mindpoint Management, 2009.

[6] David Carr, "Personal and Professional Values in Teaching", dalam Terence Lovat, Ron Toomey, dan Neville Clement (eds.), *International Research Handbook on Values Education and Student Wellbeing*, (New York: Springer, 2010), page. 64.

[7] Sutari Imam Barnadib, *Dasar-dasar Ilmu Pendidikan*, (Yogyakarta: Andi Offset, 1995), page. 54.

the classroom. This can be realized if teachers themselves provide examples of happy and smiling peaceful manner so as to make each student also felt peaceful and loved. Feeling safe, valued and loved is a basic capital in the learning process in the classroom so that any material that is taught can be easily captured, internalized and practiced each learner.[8]

Theoretically, all teachers agreed that personal competence is the key to success in learning. Teachers should be able to be an example (*uswatun hasanah*) for each learner. Teachers must be strong personal character so abundant to students. Moreover, a religious teacher has " ore responsibility" than other teachers in the context of legislation though, there should be no difference between PAI subject teachers with teachers of other subjects, because every teacher should have four, namely pedagogic competence , personality, social and professional competence. Thus, the task of the teacher is not really teaching, but to educate, whatever lessons of teaching. However, in reality, a religious teacher is often a "black sheep" whenever there is a problem with the students. They are often subjected to failure when there is a deviation moral education student behavior. In fact, every teacher has the same responsibility, which is educating students. If the assignment of teachers outside religious subjects only teach on the material, why personal and social competencies are necessary to include in the Constitution?

The above conditions are increasingly making GPAI has the added burden. To overcome this problems, in the Semesta Semarang High School, each teacher must follow the routine study conducted by the management to improve the quality of faith teachers. In addition, to check the consistency of teachers in terms of religious practice, there is a questionnaire that was circulated on a regular basis and must be completed by any person who is in school ranging from the manager to the caretaker, even the cleaning service personnel. The contents include a list of worship or "worship record" committed during the previous week, for example tahajjud prayers, sadaqah, prayer dluha or others sunnah prayers. According to junior - high school Principal of the Semesta Semarang High School, "This list must be completed by each person. Recognized to be honest, sometimes I still lost by an employee or even a cleaning service in terms of worship. But I realized that it was the importance of learning and remind each other to improve the quality of the self".[9]

If in the Table 1 above further illustrate that teachers do not like by students (MIN 2 Yogyakarta), the table below shows the preferred type of teacher. These findings should be a fundamental reference for policy makers and managers of LPTK to further improve the quality of teachers and prospective teachers, particularly those related to teacher certification programs are far more rely on a portfolio of documents that is not necessarily true.

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[8] To know the important this values, look at Shahida Abdul-Samad's write, "Facilitating Values Education Leadership through Discovery of Personal Beliefs and Values" in Terence Lovat, Ron Toomey, dan Neville Clement (eds.), *International Research Handbook on Values Education and Student Wellbeing*, (New York: Springer, 2010), hal. 455-470; also look at Diane Tillman, *Living Values Activities for Young Adults*, terj. Risa Praptono dan Ellen Sirait, (Jakarta: Grasindo, 2004).

[9] Muqowim dkk., "Kompetensi GPAI di Sekolah Internasional dan Sekolah Bertaraf Internasional", *Laporan Penelitian*, (Yogyakarta: Lembaga Penelitian UIN Sunan Kalijaga, 2010), hal. 63.

Table 2

Teacher Who Prefer By Students

No.	Class	Types of Teacher Who Preferred By Students
1.	IV	1. Pleaseant
		2. Never get angry
		3. Love
		4. Friendly
		5. Patient
		6. Yell
		7. Not easy emotion
		8. Discipline but always happy
		9. If successful work on the problems given gifts
		10. Have a ready smile
		11. Be responsible
		12. Kind
		13. Firm
		14. Humorous and interesting
		15. If explained easily understood
		16. Always calm
		17. Yell
		18. Sincere
2.	V	1. Please
		2. Funny / humorous
		3. Firm
		4. Kind
		5. Patient
		6. No favoritism

		7. Many empirical illustration
		8. Somewhat relaxed
		9. Smile
		10. Like advising
		11. Good
		12. Polite
		13. Honest
		14. The attention to student
		15. Optimistic , to say anything by way of subtle
		16. Always happy when teaching
		17. Humble
		18. Mastering lessons
		19. Always spirit
3.	VI	1. Always smiling
		2. Humorous / funny
		3. Please
		4. No favoritism
		5. Soft
		6. Polite
		7. Firm
		8. Illustrates the real
		9. Patient

The above figures show how important competence for a teacher's personality in the eyes of the students. They crave a teacher mature mentally, emotionally, and spiritually so that they can be used as role models for students. In the midst of the moral deterioration of the Indonesian people and the strengthening demand for implementing character education, the competence of the teacher's personality is a concrete answer. With preceded by the teacher, the students have a referral to see and emulate the character of GPAI in school.

Based on the data above, the learners more emphasis on personality and social aspects. Teachers must be able to demonstrate and animate characters that can be emulated by learners. In the language of Islam, a teacher must be *uswatun hasanah* for learners. There is an English saying "deed speaks louder than words", their voice louder than action words. In this case, the action to turn the character within a teacher more effective than lectures or advice presented orally teacher.

The tables above clearly shows how the social competence of a teacher's personality and highly coveted. Learners really hope to have a teacher who is able to see the need for self-learners, became friends in solving the problem, friendly, humorous, show concern and understanding the uniqueness of learners. This is particularly relevant with the Islamic view in which the Prophet said "khatibun-nasa-'ala-qadri-'uqulihim", you speak the language of your people. It is understandable that in the learning process, a teacher should be looking at the ability of learners to what will be delivered easily understood, not vice versa, learners must understand the thinking of teachers.

To note in terms of the development of social competence is , the absence of a specific format for assessing the performance of a religious teacher. Assessment is based on formally reports through the document. In fact, when the teacher certification process is done, the process is still stressed document portfolio, not through teacher performance, for example by observing teachers when teaching, conducting interviews with parents, students hear and see the comments of colleagues at school, even if I have a view surrounding communities. It is necessary to determine the authenticity of the teacher's personality in terms of communicating with the various parties.

C. Soft Competence : Forgotten Competence

Under field of the conditions above , it is understood that personal and social competence is absolutely necessary. This is emphasized with applied by Madania School in Bogor which emphasizes soft skills (around 80 %) rather than hard skills (20 %)[10]. Soft skills is nothing but soft competence of teachers, namely personal and social, while hard skills are pedagogical and professional.

Teachers not only have a superior professional of skills hard skills but also soft skills expert in their aspect. Education also revealed that according to a study at Harvard University United States turns a person's success is not determined solely by the knowledge and technical abilities (hard skills), but rather by the ability to manage themselves and others (soft skills). The study reveals, success is determined only approximately 20 % by the hard skills and the remaining 80 % by the soft skills.

In the context of the preparation of candidates qualified religious teachers through new LPTK now simmering format through the Professional Teacher Education (PPG), the framers of the need to consider the development of soft skills in order to enter into the curriculum. Thus, the momentum of the preparation of educational personnel qualified through LPTK not passed to form teachers who are creative, innovative, and critical. The concept of soft skills is the fact that during the development of this concept is known as emotional intelligence (emotional intelligence). Soft skill

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[10] look at Madania Progressive Indonesian School, *Handbook for Parents and Students,* (Bogor: Madania, t.t.)

itself is defined as the ability of outside technical ability and academic that prefers intra-and interpersonal abilities.

Broadly speaking, soft skills can be classified into two categories: intrapersonal and interpersonal skills. Intrapersonal skills include self-awareness (self-confident, self-assessment, trait and preference, emotional of awareness) and self skill (improvement, self-control, trust, worthiness, time/source management, proactivity, conscience). While interpersonal skills include social awareness (political awareness, developing others, leveraging diversity, service orientation, empathy and social skills (leadership, influence, communication, conflict management, cooperation, team work, and synergy).

As mentioned above, if the percentage of hard skills development is approximately 20 % so development of GPAI soft skils approximatelly 80 % in determining the success of education in schools. Teacher competencies including soft skills are personal competence and social competence. More personal competence refers to personal maturity teachers include the intrapersonal moral maturity, ethics, commitment, responsibility, wisdom, dignity, inclusiveness, tolerance, and discipline. Meanwhile, social competence refers to the maturity of the teacher in establishing realsi with other parties in the context of education as students, colleagues, parents, other professional associations, and other community at large.

There are several reasons for the urgency of personal and social competence as soft skills for GPAI. First, social personality and more substantive than the professional and pedagogical. If both of the soft skills competencies held by teachers, it is automatically a professional and pedagogical competence will be resolved. Therefore, in the field of real teachers found many backgrounds of LPTK but not quite successful because it has a high spirit of learning and be able to establish effective communication with other education stakeholders. This is not meant to be the reason for not requiring LPTK as institution and prospective teachers. The logic must be changed, if the alumni non-LPTK can only succeed by mastering social competence and personality, how about the alumni LPTK, then it would be more successful if both the competencies mastered. Therefore, conditioning on LPTK far longer than the teachers of non-LPTK. At issue is how the process of finalizing the second competency in LPTK. Of course this is a matter for the managers LPTK evaluation.

Second, soft skills can not be mastered instantly, but it needs to be a long process. Whatever one's profession, he should have the soft skills. Everyone should have a commitment, responsibility, honesty, discipline, and able to make decisions and solve problems. The only difference between one another profession instead of hard skills. Therefore, the hard skills associated with mastery of science, technology and technical skills related to the field of science. A professional football player must master the knowledge and skills of kicking, heading and dribbling. Knowledge and skills is not very important for a doctor or a teacher. All it takes is a doctor inject knowledge and skills, dissecting, suturing or detect heartbeat. Meanwhile, a teacher is required knowledge and skills on how to open and close the lesson, guiding the discussion, using the medium of learning or learning evaluation. Although the three professions, professional footballers, doctors and teachers is different, but all three must have the same soft skills, that all three must have a commitment, responsibility, honesty, discipline, and solve problems according to the problem at hand.

Associated with teacher competence, personal competence relevant to intrapersonal skills. Indicator of personal competence is [1] to act in accordance with religious norms, legal, social, and national culture of Indonesia with an indicator capable learners appreciate regardless espoused beliefs, ethnicity, customs, place of origin, and gender, and able to act in accordance with religious norms adopted, legal and social standing in society, and Indonesia's diverse national culture; [2] present themselves as being honest, noble, and role models for students and the public with indicators behave honestly, decisive, and humane, which reflects the behavior of piety and noble character, and behaving that can be imitated by students and members of the surrounding community; [3] present themselves as being steady, stable, mature, wise, and authoritative with indicators showing himself as a capable person of steady and stable and present themselves as a mature person, wise, and dignified; [4] shows the work ethic, high level of responsibility, a sense of pride in being a teacher, and self-confidence with indicators able to demonstrate a work ethic and high responsibility, proud to be teacher and believe in yourself, and work independently in a professional manner, and [5] were able to uphold the code of ethics of the teaching profession with the indicator to understand the code of ethics of the teaching profession, able to apply the code of ethics of the teaching profession, and behave in accordance with the code of ethics of the teaching profession.[11]

When examined from the personal competence indicator, then the emergence of anxiety problems in Indonesian character education unnecessary if every teacher is able to appreciate the personal competence. The teacher is a role model to be emulated and self and social transformation through education. Successful teachers are not solely based on the size of the material as a formal diploma, IPK, number of hours of teaching, or even the amount of salary received. Teachers considered successful even when he is able to be a role model for every student. If associated with indicators of personal competence, the successful teacher is when he is responsible, moral, honest, respect others, have committed, willing to keep learning, authoritative, wise and prudent.

Meanwhile, the social competence of teachers, which is relevant to the interpersonal skills are [1] to be inclusive, to act objectively, and not discriminatory because the consideration of sex, religion, race, physical condition, family background, and socioeconomic status indicators show an inclusive attitude and objective of the learners, peers and the environment in implementing the learning, and not discriminate against students, peers, parents and students of the school environment because of differences in religion, ethnicity, gender, family background, and social status-economy; [2] communicate effectively, empathetic, and courteous to fellow educators, staff, parents, communities with indicators that able to communicate with colleagues and other scientific communities are polite, empathetic and effective, communicating with parents and students people are polite, empathetic, and effective learning program and the progress of learners, and learners engage parents and the community in the learning program and the students overcome learning difficulties; [3] It is able to adapt in place on duty throughout the territory of the Republic of Indonesia has indicators of social and cultural diversity with the ability to adapt to the environment in which to work in order to

[11] Permendiknas No. 16 year 2007 about Teacher Competence and Academic Qualification.

improve effectiveness as educators and can implement various programs in the workplace to develop and improve the quality of education in the region, and [4] It is able to communicate with the community's own profession and other professions in oral and written or other forms of indicators can communicate with colleagues, scientific professions, and other scientific communities through a variety of media in order to improve the quality of learning and are able to communicate results to the community of professional learning innovations themselves orally and in writing and other forms.

D.   Soft Development Competence by LPTK

Based on the above conditions, LPTK PTAI as a GPAI candidate institution and need to re-review the entire concept and process of maturing prospective teachers who seem to emphasize hard skills than soft skills. For four years (or less), LPTK more hone pedagogical and professional capability in the S1 students as prospective teachers, while social personality and lack of serious attention. At least this seems of course that is offered. Development of soft skills is more emphasis on the hidden aspects of the curriculum rather than the actual curriculum. At issue, the teachers often do not pay attention and realize the importance of the hidden curriculum. As a result, when passed, candidates GPAI yet powerful personal and social. In the long run, this kind of teacher can not play a role in solving national problems, but it becomes part of the problem.

Faced with the various problems that facing the nation today as tension and communal conflict, lack of elite exemplary nation, it is necessary that GPAI able to show that Islam's mission is *rahmatan li- 'alamin*, enlighten, and empower communities through schools and madrasas to the glorious civilization in the frame spirituality Islam. To that end, LPTK PTAI need to make a strategic move to create GPAI with strong soft skills. There are five steps that can be done by LPTK in preparing candidates for professional GPAI, they are changing the paradigm, making policy, program outlines, prepare personnel, and practice the plan which had been drawn up.

The first step is to change the paradigm of GPAI. GPAI is heir figure prophetic mission that expands the mission of transforming the prophetic consciousness. GPAI must have a strong personality character as a role model for students. GPAI should be able to display the full Islamic mission of grace, peace, and respect for fellow human beings through education. The task is not only instructing GPAI cognitive science that works only because of the salary, but he had to make a call as our teaching profession for more ground the heart of Islam. The mission of this great need to be recognized by the managers LPTK, so that is procured not only technical skill-administrative aspects alone, but also character.

After paradigm of GPAI understood, then the second step is the change in policy. LPTK managers need to create policies that enable superior GPAI character can be achieved. Policy is meant to be a review of curriculum, creation of housing for prospective students GPAI, character building in a sustainable manner, cooperating with various parties that are relevant to the formation of the character of the teacher, and make a strategic plan with clear steps for the preparation of professional GPAI. This policy should be followed up with a supporting program.

Elaboration of the program is the third step in the preparation GPAI superior character. Program created by the components in LPTKs should refer to the paradigm and describes policy. Programs can be created by lecturers through lecture, manufacture of instruments for measuring the success of social competence and personality, preparation of administrative personnel who are no longer oriented to the technical aspects, but also educate prospective GPAI. In short, all the components must work together to make the program LPTK to form a candidate GPAI character.

The fourth step is the preparation of personnel. LPTK should improve the quality of human resources that support the creation of quality GPAI candidate, ranging from faculty, administrative staff, laboratory staff, librarians, even cleaning service. Candidates GPAI not only be left to the lecturer, but each person is responsible for realizing the prospective GPAI. Finally, after careful planning, the final step is to carry out as planned. Based on this implementation will appear evaluation of whether the plan has been prepared in accordance with the early stages or not. From the results of this evaluation will be generated to produce a candidate for re-planning GPAI character. In this case, LPTK PTAI can not run on its own, he must work together with other relevant institutions such as schools, Islamic schools, boarding schools, Department of Education, Ministry of Religious Affairs, and even NGOs.

E. Closing

Based on the brief description above, there are a few records that can be taken. First, GPAI must have strong competence in terms of personality and social reflected the spirit of the teachings of Islam which *rahmatan lil-'alamin.* Second, LPTK should be seriously working on aspects of personality and social competence (soft competence) more impact in the educational success than hard competence (pedagogic and professional). Third, LPTK need to explicitly bring in the form of soft competence curriculum to develop a course for example. Fourth, in the process, managers should pay more attention LPTK to GPAI candidates are learned to better appreciate and internalize the social and personal competence of candidates GPAI. Fifth, LPTK should synergy with members of the stakeholders to strengthen personal and social aspects of prospective GPAI.

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