The Scale Factors of Teacher Personalty Skill Model on Children Socio-emotional

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ABSTRACT
This study aimed to determine the relationship between mastery of personal competence of teachers with teachers' efforts to develop social skills early childhood emotional. The subject of this study amounted to 104 people were selected by purposive sampling technique, the characteristics of kindergarten teacher, has been working for at least 5 years, S1. Research sites in Surabaya. Measuring instrument used is the personality of the teacher competency scale and scale of social emotional development efforts. Data were analyzed using regression analysis. The results showed no relationship between mastery of personal competence of teachers with teachers' efforts to develop social skills early childhood emotional ($F = 8.231$; p = 0.005 ($p<0.01$); $R= 0.273$ and $R^2 = 0.075$), the contribution of predictor (R^2) mastery of personal competence is 7.5%.
Keywords: Personal Competence, Development Efforts, Social Emotional.

1. INTRODUCTION

Early childhood education educators have a very different role compared to educators at the level of education above. Childhood education educators must pay attention to the philosophical and psychological basis of early childhood development, because basically childhood education educators targets are not on mastering competencies as must be achieved by primary and secondary education institutions, but stimulating the potential development of children, as confirmed in Law No. 20 th. 2003, thatE
Early childhood education is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education.
Coaching efforts lead to the process of developing and developing all the potential possessed by children in accordance with the characteristics of their developmental age needs. For that the learning strategies developed must be integrated with playing..
The development of social-emotional aspects of early childhood development is not actually taught but must be implemented through concrete examples and familiarized in social contact with the people closest to the environment. If in the family environment, parents become figures that color children's behavior, then the teacher becomes a modeling in school. Therefore the socio-emotional aspect is not an independent field of development but must encompass other fields of development. This is actually not a problem for childhood education educators, because Law No. 14 of 2005 on Teachers and Lecturers article 10 paragraph (1) emphasizes

that the requirements for professional teachers should meet the mastery of pedagogical competencies, personality competencies, social competencies, and professional competencies obtained through professional education.
Various government efforts related to improving teacher competency have been carried out both through increasing qualifications, granting certificates of professional educators, and education in positions.
Personality competence is the basis for other competencies, because basically the teacher as an educator who daily mingles with students will be portrayed as a personality at the same time will color the early childhood development personality. A solid personality of a teacher will set a good example for students and their community, so that teachers will appear as someone who should be "digugu" (obeyed his advice / words / commands) and "imitated" (in the example of attitudes and behavior). The teacher's personality is the most important factor for the formation of children's behavior. In this connection, Zakiah Darajat in the Syah (2000: 225-226) asserts that it is the personality that will determine whether he is a good educator and coach for his students, or will be a destroyer or destroyer for the future of his students, especially for students who still small or Early Childhood.
In fact, at this time there is a general phenomenon that childhood education educators is already very academic, learning is narrowed to a number of classical assignments, learning is separate from play, and children are subject to adult intervention (teachers and parents). The success of childhood education educators is seen in terms of mastery of reading, writing and counting (calistung) skillfully, even the social-emotional aspects are only sufficiently taught whose success is assessed academically. This condition is a very critical problem, because the role of childhood education educators,

which was originally a solid foundation for children's development, now turns out to lead to academic learning.

This study aims to determine the relationship between mastery of teacher personality competencies with efforts to develop children's social-emotional abilities, and see how much the relationship between mastery of teacher's personality competencies with efforts to develop children's social-emotional abilities.

2. METHOD

2.1. Designed of Study

This research was conducted using quantitative methods. With the dependent variable efforts to develop emotional social and independent variables of personality competence. Social emotional development efforts are efforts undertaken by teachers in order to develop emotional social abilities of young children which are seen based on the ability of teachers to design and implement learning (pedagogical competence). Personality competence is an individual's ability to reflect a steady, stable, mature, wise and authoritative personality, set an example for students, and have good character.

2.2. Subject

The research subjects to be used in this study were kindergarten-right teachers. A total of 104 subjects. The research subjects were taken using a purposive sampling technique with the characteristics of having a minimum of S1 education and having been a childhood education educators teacher for at least 5 years.

2.3. Measurments

The method of data collection used in research is to use a scale. Measuring instrument used to measure teacher's personal competence and emotional social development efforts is a measuring tool in the form of scale. The use of these scales is based on statements as a stimulus aimed at behavioral indicators in order to provoke answers that are reflections of the subject's self, besides using a scale can collect relatively much data in a short time [1].

2.4. RESULTS AND DISCUSSIONS

In this chapter we will discuss the results and discussion of relationship between the master of personality competence teachers with the efforts to develop emotional social abilities of early children. The research hypothesis states that "there is a relationship between the mastery of teacher's personal competence with the teacher's effort to develop emotional social abilities of early childhood." This can be seen from the correlation coefficient of 0.273 with $F = 8.231$; $p = 0.005$ (p <0.01) and $R2 = 0.075$). Thus the hypothesis proposed in this study was accepted. With an effective contribution of 7.5%.

The implementation of teacher professionalism is reflected in the development of pedagogical competencies, because in fact these competencies can integrate the three other types of competencies such as academic, social and personality competencies in a whole ability that is reflected in the development of quality learning processes and attitudes and actions that can be set as examples so that lead to learning success the student. Referring to the teacher's professionalization standard, pedagogical competence is not only built on the amount of knowledge that will be taught to students and knowledge to develop their profession or academic content, pedagogic content, namely knowledge about how to teach subject matter to students, but also is required to be able to internalize aspects of academic content with aspects of pedagogical content into an action that can facilitate all students to imitate their social behavior and emotions [2].

Implementing the teaching and learning process is the stage of implementing the program that has been prepared. In this activity the ability that is demanded is the teacher's activity in creating and growing student learning activities in accordance with the plans that have been prepared. The teacher must be able to make decisions on the basis of appropriate assessments, whether teaching and learning activities are sufficient, whether the method is changed, whether past activities need to be repeated, when students have not been able to achieve learning objectives. At this stage in addition to knowledge of teaching and learning theory, knowledge of students, skills and technical learning skills are also needed, for example: teaching principles, use of teaching aids, use of teaching methods, and skills to assess student learning outcomes.

Thus, it can be said that carrying out the teaching and learning process is an activity where the relationship between humans takes place, with the aim of helping the development of students wholly both academic and social aspects and emotions Basically carrying out the teaching and learning process is creating an environment and atmosphere that can lead to changes in student behavior both directly through learning and through teacher modeling.

[3] States that social development means the acquisition of the ability to behave in accordance with social demands. There are three processes that must be passed in social behavior namely learning to behave socially acceptable, playing an acceptable social role and the development of social attitudes. And social people are people whose behavior reflects success in the three processes of socialization, so they fit into the group where they join and are accepted as group members. The attitude and behavior of children towards others is very dependent on the child's experience in conducting socialization in the early years of growth.

Talking about the child's emotional social development must be seen based on a single unit because during childhood, especially early childhood, it is rather difficult to distinguish whether the child's behavior withdraws from his playmate because the child cannot socialize or is caused by the child's emotional factors. Because children are still difficult to express how they feel. So in studying the child's social emotional development, it must be seen as a single entity even though in theory it can be separated.

Teachers' efforts to develop emotional social abilities are strongly supported by the personality competencies that teachers have. The teacher's personality is the most important

factor for the formation of children's behavior. Teacher personality competencies are seen from personal abilities that reflect a steady, stable, mature, wise and authoritative personality, set an example for students, and have good character. Having a strong personality will improve teacher performance, especially in designing and implementing learning, especially those related to social emotional development.

The results of the research analysis show that there is a relationship between the mastery of teacher personality competencies and the efforts of teachers in developing social-emotional abilities of early childhood. However, the mastery of personality competence has an influence on the efforts of teachers in developing social emotional abilities of young children with an effective contribution of 7.5%.

The small contribution made by personality competence to the teacher's efforts in finalizing and implementing learning in an effort to develop children's emotional emotional abilities is possible that there are still many other things that may have a large influence on abilities related to the teacher's efforts in designing and implementing learning, for example the level of knowledge, cognitive abilities and learning experiences that teachers have.

[4] Explains that Experiential learning theory as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience".

Knowledge is considered as a combination of understanding and transforming experience. Experience has a central role in the learning process. Four stages of the learning cycle; 1) the stage of concrete experience, is the earliest stage, that is, someone experiences an event as it is (just feeling, seeing, and retelling the event). At this stage a person does not yet have an awareness of the nature of the event, what actually happened and why it happened; 2) Active and Reflective Experience stage, at this stage there have been observations of events experienced, looking for answers, carrying out reflections, developing questions about how events happened, and why they happened; 3) Conceptualization stage, at this stage someone has tried to make an abstraction, develop a theory, concept, procedure about something that is being the object of attention; 4) Active Experimentation stage, at this stage there have been efforts to conduct experiments actively, and be able to apply concepts or theories to real situations.

3. CONCLUSION

Based on the results of the analysis and discussion it can be concluded that there is a relationship between the mastery of the teacher's personal competence and the efforts of the teacher in developing the social-emotional abilities of early childhood. The mastery of personality competencies influences the teacher's efforts in developing emotional social abilities of young children with an effective contribution of 7.5%.

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