

Developing Teachers' Social and Personality Competencies in Online Teaching: A New Challenge

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ABSTRACT

Since entering the 21st century, teachers have been required to have ICT knowledge and skills and then are required to be able to fully integrate them into online learning during the Covid-19 pandemic. Having ICT knowledge and skills can certainly increase the pedagogical and professional competence of teachers. This study focuses on describing the efforts of teachers to develop their social and personality competencies in online teaching at the vocational high school level in the area of East Java, Indonesia. This study found that the problems that were found when teaching online had more negative impacts on the social competence and personality of the teacher so that the teacher's efforts to develop social and personality competencies were heavier than developing pedagogic and professional competencies. Finding solutions to overcome these problems is a new challenge for teachers to develop their social and personality competencies. The efforts made by accounting teachers are teachers trying to control emotions, maintaining attitudes and actions following applicable norms and religion, and not violating the teacher's code of ethics. The teacher also tries to be more concerned with the development of their students, monitoring their work, and the attitudes and behavior of their students. Besides, teachers are also not tried to encourage their students to continue learning. This research is sufficient to provide a discourse for accounting teachers in overcoming problems faced during online teaching, especially to develop social and personality competences.

Keywords: *Accounting teachers, Online learning, Personality competence, Social competence.*

1. INTRODUCTION

The Covid-19 pandemic in early 2020 had a major impact on various sectors of human life, including the education sector. The spread of the Covid-19 virus limits people's daily activities and it has an impact on restrictions on face-to-face learning in schools and universities in Indonesia, even in almost all over the world. Teachers and students are involved in distance learning that utilizes Information and Communication Technology (ICT) in learning. At every level of education, almost all of them carry out online learning.

This phenomenon makes teachers have to be able to adapt in the face of changes that are so fast. They are still used to teaching offline, but now they have to teach online. [1] State that the changing times depend not only on technology but more on human resources and how they can approach and

use all new technologies and possible uses of e-learning. The solutions to learning problems are not only created during the pandemic but also must anticipate afterward. According to [2] several steps must be taken into account after the pandemic, how to develop curricula that reflect visible changes in content and knowledge students' learning experiences as well as enabling them to think critically.

Currently, teachers and students must have ICT knowledge and skills in implementing online learning. That is the foundation of modern society in the technological era [3]. For teachers, having ICT knowledge and skills can certainly improve their pedagogical and professional competencies and also have a positive impact on students. According to [4] ICT, when used in a sufficiently and suitably manner, not only can help learners to understand IT better, but also help learners to use

the necessary skills which can guarantee success in empowering the learners with IT awareness and skills.

The competencies that teachers must have are not only pedagogical and professional competencies but also social and personality competencies [5]. The results of study by [6] pedagogical competence, personal competence, professional competence, and social competence of teachers have a positive influence directly and indirectly to the learning outcomes. Social interaction in online teaching is certainly different from when teaching offline. According to [7] teachers have had to adapt at a dizzying pace not only to new learning methods but also to their confinement, presenting high levels of stress. It causes the social and personality competences of the teacher to be tested.

Covid-19 pandemic and social distancing requirement has presented undue challenges on all stakeholders to go online as they have to work in a time constraint and resource restraint situation [8]. The formation of a new twenty-first-century social structure, which is changing people's personal, professional, and social conditions of existence, and there is a trend of social competence development [9]. According to [10] social competence is one of the most important competencies required for the successful performance of the teaching profession. Personality competence teachers and lecturers is a personal ability that reflects a stable, mature, wise, and authoritative personality is a role model for students, and has good character [5].

Recently, there has been a very concerning case that occurred in Indonesia. Two female teachers who are State Civil Servants (ASN) have gone viral through the social media "TikTok". They pray badly for their students because they feel annoyed while teaching online. They said, "*When students complain about studying online, Oh God, take their lives.*" This immediately received a response from criticism and criticism from various parties, especially from parents, because this behavior is truly unethical. Although teachers often complain because there are frequent problems of student morality when learning online, the role models of educators that are seen and felt directly by students is the main key to character education in educational institutions. A teacher must be able to control their emotions and still behave positively.

This study aims to highlight the impact of online teaching by accounting teachers on their social competence and personality. The results of observations on accounting learning in vocational high schools show that teachers often complain about students' attitudes when participating in

online learning. In Indonesia, accounting subject at the vocational high school level is accustomed to being taught using direct learning methods because accounting subjects are taught more in practice. But nowadays, accounting teachers are required to teach online. They feel less social interaction with students. Students become more indifferent, not the same when offline learning takes place. It makes teachers challenged to find ways to develop their social and personal competencies when teaching online so that online accounting learning can be implemented effectively.

2. METHODS

This study is qualitative research using a phenomenological approach. This study focuses on describing the efforts of teachers to develop their social and personality competencies in the online learning phenomenon in the Covid-19 pandemic era. The informants in this study were eight accounting teachers in four regions of East Java, Indonesia.

The consideration of choosing accounting teachers is that accounting subjects are often seen by teachers as a subject that must be done directly or offline so that when Work From Home (WFH) was enforced during the Covid-19 pandemic, many accounting teachers were confused in determining the appropriate learning method. Besides, many accounting subjects are taught through practice rather than theory. Methods of data collection through observation and interviews with accounting teachers at the vocational high school level. In-depth interviews discussed online accounting learning in the Covid-19 pandemic era.

The stages of data analysis consist of data collection, data display, data consideration or data reduction, and conclusion drawing [11]. Data reduction is done by reducing data that is inappropriate or deviates from the topic. The data reduction process can be done by identifying the main patterns and themes in them [12]. In this study, the main stages of data analysis refer to [13] are: a) making a list of participant responses by delaying the researchers' prejudice (bracketing); b) reducing and eliminating these responses; c) create clusters and write themes for expressions that are consistent, do not change and show similarities, and d) validating responses by giving labels/codes to expressions and themes.

3. RESULTS AND DISCUSSION

Teachers are fully required to be able to integrate ICT in online learning. [1] ICT and e-learning can enhance the quality of education through innovative methods by increasing the students' motivation, interest, and engagement, by

Facilitating the acquisition of skills. Since the implementation of fully online learning, various problems in learning have emerged besides technical problems. For example, teachers are still confused in choosing learning methods, students become more passive or respond slowly during learning because students' attitudes tend to be apathetic both towards teachers and in learning activities. This situation made teachers feel even more frustrated. They hope that conditions quickly return to normal so they can teach offline.

The following are the four steps of data analysis used by the researcher:

- a. Making a list of participant responses by delaying the researchers' prejudice (bracketing). At this stage, data from interviews of eight accounting teachers in vocational high school are transcribed and read repeatedly to develop a framework for analysis. The analytical framework also refers to a conceptual framework, but it is not applied absolutely.
- b. Reducing and eliminating participant responses. If the participants' personal experience

Responses are not clear or do not fit the focus of the research, it should be eliminated, while the appropriate response is then given a label or initial code. Labeling is based on the topic of discussion used as an interview guide. There are four labels given in the interview data, are 1) online accounting learning; 2) The strengths and the weakness of online learning for teachers; 3) Solutions to overcome the weakness; and 4) hopes or suggestions for the future.

- c. Creating a theme or category. At this stage, the researcher writes a theme or category for responses that are consistent or unchanging and show similarities. The researcher found three themes or categories in the interview data, are 1) feelings; 2) impact; and 3) efforts.
- d. Validating the responses. The researcher gives the labels and themes to participant responses and removes responses that were not explicit in the interview transcript. The following is an example of labeling and themes some of the validated interview data:

Table 1. Labeling and Themes of Some Interview Data

Participant	Interview Excerpt Samples	Label	Category
1	<i>"Yes, how to do... if asked how, yes ... teaching accounting is now becoming complicated. Now it's difficult to have good interactions with students... it's not like when teaching offline, everything is so limited. I became less flexible in supervising students. Finally, the accounting material is difficult to understand by students"</i>	A1	Feeling, Impact
2	<i>"Ouch no... now teaching accounting has become more difficult. Usually, we teach directly, that's better ... if online like this is difficult, I'm confused about which method. Honestly, I feel suffocated seeing students become lazier, slower, and indifferent, but I still try to be patient and keep encouraging them. Finally, we as a team of accounting teachers discussed together, agreeing on the convenience of using the appropriate learning method. So, it is not just giving tasks to students. Usually, I use a spreadsheet application, which students can do on their laptop or handphone if they do not have a laptop"</i>	A1	Feeling, Impact, Effort
3	<i>"Wow ... the students now have fewer morals. If they are taught online they often don't pay attention, they are given assignments that are also not done, sometimes they are done but late in collecting."</i>	A2	Feeling, Impact
4	<i>"I want this pandemic to end quickly, so I can teach offline again ... or at least apply blended learning. Full online teaching is not good... Besides that, in the future, preparations must also be properly prepared, both in terms of facilities and learning. Yes, that's just my advice for the government."</i>	A4	Feeling, Effort
5	<i>"I have come to know many applications or online learning methods. For example, sometimes I give material via streaming YouTube or make a delayed video then share it with students via Whatsapp or other social media. But when it comes to social and personality, I do think it's more difficult. But it is like the saying that a teacher is a student role model... The abbreviation guru is 'digugu' and 'ditiru'... so, no matter what the conditions are, we must maintain our attitudes and behavior so that they are emulated"</i>	A3	Impact, Effort

Participant	Interview Excerpt Samples	Label	Category
6	<i>by them... Do not let us do bad things” “....it affects all teacher competencies. The pedagogical and professional competences could increase, but if social and personality competence is what hehehe it's a bit difficult, need extra patience.... And remember... we must stick to the teacher's code of ethics”</i>	A2	Impact, Effort
7	<i>“..... Yes, it is indeed a challenge for us to overcome the social interaction problems that occur in online learning because successfully overcoming it means that we have succeeded in developing our social and personality competence. Whatever the problems we face, we must still do good to students ... whether teaching or not, that if I think.”</i>	A3	Effort
8	<i>“In my opinion, the four competencies must still be mastered by the teacher. Online teaching is more helpful in developing pedagogical competence and professional teachers, but it feels heavy on social and personality competencies. Monitoring students' progress, encouraging them, and taking care of our emotions is even harder than when we teach offline”</i>	A2	Impact, Effort

From the samples of some interview data in the table, it can be seen that online learning has strengths and weaknesses. It can be said that offline and online learning both have advantages and disadvantages. It would be nice to apply both, or what is commonly called blended learning. Offline learning can develop students' personalities through direct social interaction with their environment. According to [14] a school is a place for social learning among students because meeting their friends as part of their social development.

This is a challenge for teachers to keep their quality, how they can still develop their social and personality competencies. Social competence is the competence of teachers about concerning to the relationship between teachers and the environment or the public, that society is in school or out of school, communicate and interact with both the students and have the values and manners and etiquette in the mix and adhere to the values and norms that apply in school and society [6].

It also is found that the social and personality competence of teachers must also be considered in teaching online. [15] State that teachers' social-emotional competence is considered important to master the social and emotional challenges inherent in their profession and to build positive teacher-student relationships. The better the competence possessed by the teacher including social competence, the more positive impact it will have on students' competencies. The results of study by [16] personality and social competencies of teachers influence teaching performance produced by teachers. If personality competence increases, the learning process in schools will be more effective, and the goals of learning can be achieved easily [17].

Efforts to develop social competence and personality are inseparable from the motto of the national hero and father of Indonesian education, Ki Hajar Dewantara, “Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa, Tut Wuri Handayani”. *Ing ngarsa sung tuladha* means “at the front gives an example”. Every student has dreams and they want to realize these ideals because they see a character (teacher). Do not let any teacher who should be able to be imitated instead of doing something that is not good. *Ing Madya Mangun Karsa* means “while giving enthusiasm”. The greatest enthusiasm for education must come from the students themselves and students can also be motivated by their teachers.

The last, *Tut Wuri Handayani* means “behind encouraging”. The figure who plays the role of encouraging is the teacher. Great teachers make great students, but excellent teachers make students who never give up because extraordinary teachers will not give up on the condition of their students.

4. CONCLUSION

The spread of the Covid-19 virus in almost all parts of the world requires all people including teachers to be responsive and able to adapt to this rapidly changing environment or era. From the results of the data analysis, three categories were obtained, are (1) feelings; (2) impact; and (3) efforts. Participants expressed their feelings when telling their experiences of teaching accounting online and all expressed happiness but also sadness. These feelings of joy and sadness refer to the positive impact of implementing online learning. They are happy because online teaching can improve their pedagogical and professional competencies. They can recognize and practice new technologies or methods of teaching accounting, such as using a spreadsheet application via mobile

phones, making live videos, or postponed shows which are then uploaded on YouTube or through other social media. But on the other hand, they feel sad because the interaction with students is reduced, often encountering moral problems in students that affect teacher emotions.

The problems that were found when teaching online had more negative impacts on the social competence and personality of the teacher so that the teacher's efforts to develop social and personality competencies were heavier than developing pedagogic and professional competencies. The efforts made by the teacher to deal with social and personality-related problems include the teacher trying to control emotions, maintaining attitudes and actions following applicable norms and religion, and not violating the teacher's code of ethics.

The teacher also tries to be more concerned with the development of their students, monitoring their work, and the attitudes and behavior of their students. Besides, teachers are also not tried to encourage their students to continue learning. This study is limited to the number of participants because it is still in a pandemic. However, this research is sufficient to provide a discourse for accounting teachers in overcoming problems faced during online teaching, especially to develop social and personality competencies. The thing that needs to be considered is that in both offline and online learning, the four competencies must be continuously developed by the teacher.

AUTHOR'S CONTRIBUTIONS

The first author determines the research framework and writes articles, the second author determines the research topic. Interviews with participants and transcribing the results of interviews conducted by the second and third authors. The fourth author is the reviewer of the article.

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