The Effect of Teacher's Pedagogical, Personal, Professional, and Social Competence of Teachers on Social Studies Learning Achievement of Students

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Abstract. This study will examine the effect of pedagogic competence, professional competence, and teacher social competence on social studies learning achievement. The population in this study were all Class IX students of SMP (Junior High School) in the district Kasihan, Bantul, Yogyakarta, Indonesia Regency, for the 2021/2022 Academic Year. The sample used in this study found 90 students. The sampling technique used purposive random sampling. Methods of data collection using questionnaires and documentation. The collect data by conducting observations, questionnaires and documentation, valid quantitative data obtained by validating items. The data analysis technique used simple regression analysis and multiple linear regression. Based this researchfor the academic year the results showed that1) pedagogic competence has a positive effect on students' social studies learning achievement (p = 0.000); 2) personality competence has a positive effect on students' social studies learning achievement (p = 0.000); 3) professional competence has a positive effect on students' social studies learning achievement (p = 0.000); 4) teacher's social competence has a positive effect on students' social studies learning achievement (p = 0.000); 5) pedagogic competence, personality competence, professional competence, social competence of teachers together have a positive effect on students' social studies learning achievement (p = 0.000).

Keywords: competence · pedagogy · personality · professional · social

1 Introduction

Teachers have a very strategic role in the development of education, therefore they must be developed as a dignified profession. To be able to carry out their functions properly, teachers are required to have certain conditions, one of which is competence. Competencies are categorized starting from simple or basic levels so that they are more difficult or complex which in turn will relate to the process of preparing learning materials or experiences which usually consist of (1) minimum mastery of basic competencies, (2) practice of basic competencies, and (3) additional improvements or development of competence or skills [1][2]. Competencies as learning agents at primary and secondary

education levels include pedagogic competence, personality competence, professional competence, and social competence.

Pedagogic competence is characterized by its ability to organize a quality learning process and an attitude of action that can be used as an example. Teachers must have the ability to monitor the progress of their students' learning. Therefore, teachers as pedagogics need to improve their competence through collaborative activities with colleagues, collaborate with parents, empower resources in the community, conduct simple research including mastering the use of Information Technology for their learning needs [6].

Personal competence is a set of behaviors related to the individual's ability to manifest himself as an independent person to carry out self-transformation, self-identity, and self-understanding. Personal competence includes abilities in oneself [3].

Teachers also need to have professional competence, namely to always improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology, and the arts [4]. Professional teachers will be reflected in the implementation of service tasks marked by expertise in both material and method expertise in both material and method, besides that it is also shown through their responsibilities in all their services [3][5].

With regard to social competence, namely certain behavioral devices which are the basis of self-understanding as a certain part which is the basis of social understanding and the achievement of effective social interaction. Social competence includes interactive abilities, and problem solving in social life [3][6].

The success of students in the learning process can not be separated from the competence of the teacher. Likewise teachers in the field of social studies. Social studies subjects are not tested in the National Examination, but the School Examination, which is made by the supervising teacher, not by the center so that this subject is considered less important. In fact, the social sciences cannot be separated from the science of history, for example, Sociology, the subject that is tested nationally, is a science about human society which focuses on the generalization of the structure of society and its development [7]. Sociology is very simple. The scientific study of human social and group behavior. Focus on social relations, the influence of human behavior and present society relations, development and change.

History as social studies is defined as the study of human society in the plural, focusing on differences between societies and changes in each society over time [8]. Specifically, Schulte stated that school textbooks are the basis for developing historical awareness and national awareness. DarmiyatiZuchdi suggests that in a democracy, the younger generation needs to learn a lot to become good citizens [9]. They must know the history of their country, laws and regulations, the diversity of citizens, and fundamental values such as constitutional government and people's sovereignty (including the separation of legislative, executive, and judicial powers, and checking and balancing these three powers). Thus, it can be said that social studies subjects not only have an equal position and are as important as other subjects, but social studies subjects can instill national values, love for the homeland and respect for human life. The synergy put forward by HercourtOne of the subject you will learn about in the social studies is

history the study of the pastStudying history helps you see the link between the past and present. It places people and their activities in time [10].

Based on empirical data, students are less motivated to study history for several reasons, namely in class IX, social studies subjects only get 1 h in one semester, so students feel that social studies subjects are not so important. At the majors level, namely the Social Sciences Program, the number of hours given the curriculum is 3 h a week for two semesters, but these subjects are not categorized as National Examination subjects, so that at grade IX, students are not motivated to study these subjects compared to with the subjects at the UN right. In the Social Sciences program the subjects at the UN are Indonesian, English, Mathematics, Economics, Sociology, and Geography.

In order for students to be motivated and have achievements in social studies subjects, social science teachers must have very adequate competency standards, namely personality competence, pedagogic competence, professional competence and social competence. Therefore, this research is to see the effect of pedagogic competence, personality competence, professional competence and social competence of teachers on student achievement teratoma social studies subjects.

2   Methods

This type of research is descriptive quantitative research using surveys. Descriptive research can be interpreted as a problem solving process that is investigated by describing the current state of the subject and object of research based on the facts that appear or how they are [11][12]. The implementation of descriptive research methods is not limited to collecting and compiling data, but includes analysis and interpretation of the data. Apart from this, all that is collected may be the key to what is being researched.

The population of class IX students of SMP (Junior HighSchool) in the district Kasihan, Bantul Regency for the 2021/2022 Academic Year. Given the limitations of time, cost, and energy, not all students were studied as objects of research. To obtain the sample used random sampling technique. A random sample is a sample taken from one population that has the same opportunity to be selected as a sample [13][14].

The instruments in this study were in the form of pedagogic competency assessment instruments, personality competency assessment instruments, professional competency assessment instruments, and teacher social instruments. Before the social studies achievement assessment format was presented in the form of a questionnaire, a grid was first made for each variable.

Efforts to obtain data with different sources and usefulness values require accurate data collection techniques. Likewise, this study also uses techniques or data collection methods, namely questionnaires and documentation methods.

To analyze this research using quantitative data analysis, namely descriptive and inferential analysis. Descriptive analysis to reveal the existing variables. While inferential analysis is to test hypotheses in order to draw conclusions by considering the error rate.

3   Result and Discussion

3.1   Result

3.1.1   Pedagogical Competency Variables

Data on the pedagogic competence variable was obtained through a closed questionnaire with a total of 20 items. The score used in the questionnaire is 1 to 5, so based on this score, the pedagogical competence variable has a score range of 20 to 100. From the questionnaire distributed to respondents, it shows that the pedagogical competence variable obtained the highest score of 91 and the lowest score of 55. Based on the data which has been calculated using SPSS 16.0 obtained the Mean (M) value of 73.37; The median (Me) is 73; mode (Mo) of 68; and Standard Deviation (SD) of 8.37.

From the analysis of the categories of pedagogic competence variables above, the frequency distribution can be seen in the Table 1.

From Table 1 the known mean, which is 73.37 and it is at a score of 66.67 < X 80, it can be concluded that the pedagogic competence variable is categorized in the high category.

3.1.2   Personality Competency Variables

Data on the personality competence variable was obtained through a closed questionnaire with a total of 20 items. The score used in the questionnaire is 1 to 5, so based on this score, the personality competence variable has a score range of 20 to 100. From the questionnaire distributed to respondents, it shows that the personality competence variable has the highest score of 90 and the lowest score of 54. Based on the data which has been calculated using SPSS 16.0 obtained the Mean (M) value of 73.17; The median (Me) is 74; mode (Mo) of 68; and Standard Deviation (SD) of 8.37.

From the analysis of the categories of personality competence variables above, the frequency distribution can be seen in the Table 2.

Table 1. Frequency of Pedagogical Competency Variable Categories

Category	Formula	Score Interval	Frequency	Percentage %
Very high	(Mi + 1.50 SDi) < X	80 < X	20	22.22
Tall	(Mi + 0.50 SDi) < X (Mi + 1.50 SDi)	66.67 < X 80	56	62.22
Currently	(Mi − 0.50 SDi) < X (Mi + 0.50 SDi)	53.33 < X 66.67	14	15.56
Low	(Mi − 0.50 SDi) < X (Mi − 0.50 SDi)	40.00 < X 53.33	0	0.00
Very Low	X (Mi − 1.50 SDi)	X < 40.00	0	0.00
Amount			90	100

Table 2. Frequency of Personality Competency Variable Categories

Category	Formula	Score Interval	Frequency	Percentage %
Very high	(Mi + 1.50 SDi) < X	80 < X	21	23.33
Tall	(Mi + 0.50 SDi) < X (Mi + 1.50 SDi)	66.67 < X 80	55	61.11
Currently	(Mi − 0.50 SDi) < X (Mi + 0.50 SDi)	53.33 < X 66.67	14	15.56
Low	(Mi − 0.50 SDi) < X (Mi − 0.50 SDi)	40.00 < X 53.33	0	0.00
Very Low	X (Mi − 1.50 SDi)	X < 40.00	0	0.00
Amount			90	100

Table 3. Frequency of Professional Competency Variable Categories

Category	Formula	Score Interval	Frequency	Percentage %
Very high	(Mi + 1.50 SDi) < X	80 < X	17	18.89
Tall	(Mi + 0.50 SDi) < X (Mi + 1.50 SDi)	66.67 < X 80	40	44.44
Currently	(Mi − 0.50 SDi) < X (Mi + 0.50 SDi)	53.33 < X 66.67	32	35.56
Low	(Mi − 0.50 SDi) < X (Mi − 0.50 SDi)	40.00 < X 53.33	1	1.11
Very Low	X (Mi − 1.50 SDi)	X 40.00	0	0.00
Amount			90	100

From Table 2 the known mean, which is 73.17 and it is at a score of $66.67 < X 80$, it can be concluded that the personality competence variable is categorized in the high category.

3.1.3 Professional Competency Variables

Data on the professional competence variable was obtained through a closed questionnaire with a total of 21 items. The score used in the questionnaire is 1 to 5, so based on this score, the professional competence variable has a score range of 21 to 105. From the questionnaire distributed to respondents, it shows that the professional competence variable obtained the highest score of 92 and the lowest score of 55. Based on the data which has been calculated using SPSS 16.0 obtained the Mean (M) value of 73.48; The median (Me) is 73.50; mode (Mo) of 69; and Standard Deviation (SD) of 8.49.

From the analysis of the categories of professional competence variables above, the frequency distribution can be seen in the Table 3.

Table 4. Frequency of Teacher Social Competency Variable Categories

Category	Formula	Score Interval	Frequency	Percentage %
Very high	(Mi + 1.50 SDi) < X	80 < X	29	32.22
Tall	(Mi + 0.50 SDi) < X (Mi + 1.50 SDi)	66.67 < X 80	56	62.22
Currently	(Mi − 0.50 SDi) < X (Mi + 0.50 SDi)	53.33 < X 66.67	5	5.56
Low	(Mi − 0.50 SDi) < X (Mi − 0.50 SDi)	40.00 < X 53.33	0	0.00
Very Low	X (Mi − 1.50 SDi)	X 40.00	0	0.00
Amount			90	100

From Table 3 the known mean, which is 73.48 and it is at a score of 70 < X 84, it can be concluded that the professional competence variable is categorized in the high category.

3.1.4 Teacher Social Competence Variables

Data on the teacher's social competence variable was obtained through a closed questionnaire with a total of 22 items. The score used in the questionnaire is 1 to 5, so based on this score, the teacher's social competence variable has a score range of 22 to 110. From the questionnaire distributed to respondents, it shows that the teacher's social competence variable has the highest score of 93 and the lowest score of 58. Based on the data that has been calculated using SPSS 16.0, the Mean (M) value is 75.93; The median (Me) is 77; mode (Mo) of 83; and Standard Deviation (SD) of 8.27.

From the analysis of the categories of teacher social competence variables above, the frequency distribution can be seen in the Table 4.

From Table 4 the known mean, which is 75.93 and it is at a score of 73.33 < X 88, it can be concluded that the teacher's social competence variable is categorized in the high category.

3.1.5 Social Studies Learning Achievement Variables

Data on the social studies learning achievement variable was obtained through the odd semester report cards for the 2021/2022 academic year. The social studies learning achievement variable has a score range of 0 to 100. The respondents' scores indicate that the social studies learning achievement variable has the highest score of 94 and the lowest score of 50. Based on the data that has been calculated using SPSS 16.0, the Mean (M) value is 76.16; The median (Me) is 78.00; mode (Mo) of 75; and Standard Deviation (SD) of 9.02.

From the analysis of the category of social studies learning achievement variables above, the frequency distribution can be seen in the Table 5.

Table 5. Frequency of Social Studies Learning Achievement Variable Categories

Category	Formula	Score Interval	Frequency	Percentage %
Very high	(Mi + 1.50 SDi) < X	80 < X	54	60.00
Tall	(Mi + 0.50 SDi) < X (Mi + 1.50 SDi)	66.67 < X 80	26	28.89
Currently	(Mi − 0.50 SDi) < X (Mi + 0.50 SDi)	53.33 < X 66.67	10	11.11
Low	(Mi − 0.50 SDi) < X (Mi − 0.50 SDi)	40.00 < X 53.33	0	0.00
Very Low	X (Mi − 1.50 SDi)	X 40.00	0	0.00
Amount			90	100

Table 6. Results of Simple Regression Tests for Pedagogic Competence Variables on Social Studies Learning Achievement

Coefficients[a]						
Model		Unstandardized Coefficients		Standarized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	24,688	6.440		3,834	.000
	Pedagogic competence	.702	.087	.651	8043	.000

a. Dependent Variable: Social Studies learning achievement

From Table 5 known mean, which is 76.16 and it is at a score of $75 < X$, it can be concluded that the social studies learning achievement variable is categorized in the very high category.

3.1.5.1. Simple Linear Regression Analysis of Pedagogic Competency Variables on Social Studies Learning Achievement

The following are the results of simple linear regression testing of pedagogical competence variables on social studies learning achievement with 90 respondents as follows:

Based Table 6, it is known that the significant value of the 0.000 pedagogic competence variable is less than the 0.05 probability, so it can be concluded that pedagogic competence has an effect on social studies learning achievement. Based on the Coefficient in Table 6, the regression equation can be made as $Y = 24.688 + 0.702X$. The value of 24,688 is a number which means that if there is no pedagogic competence, the value of the consistency of social studies learning achievement is 24,688. The coefficient value of 0.702 means that for every addition of X units (1%) of pedagogic competence, social studies learning achievement will increase by 0.702.

Table 7. Results of Simple Regression Tests for Personality Competence Variables on Social Studies Learning Achievement

Coefficients[a]						
Model		Unstandardized Coefficients		Standarized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.582	6,935		2,391	.019
	Pedagogic competence	.814	.094	.677	8,635	.000
a. Dependent Variable: Social Studies learning achievement						

In addition to seeing the significance in the table above, it can be seen that the t count in the Table 6, the t count from the test results above is 8.043 and the sig value is 0.000 < 0.05. This means that there is an influence of pedagogic competence on social studies learning achievement. The magnitude of the influence can be seen in the Model Summary by looking at R Square. The R Square value is 0.424 or equal to 42.4%. This figure means that pedagogic competence has an effect on social studies learning achievement as much as 42.4%, while the remaining 57.6% is influenced by other variables.

3.1.5.2. Simple Linear Regression Analysis of Personality Competence Variables on Social Studies Learning Achievement

The following are the results of simple linear regression testing of personality competence variables on social studies learning achievement with 90 respondents.

Based on the Table 7, it is known that the significant value of the personality competence variable is 0.000 which is less than the probability of 0.05, so it can be concluded that personality competence has an effect on social studies learning achievement. Based on the coefficient Table 7, the regression equation can be made as Y = 16,582 + 0,814X. The value of 16.582 is a number which means that if there is no personality competence, the value of the consistency of social studies learning achievement is 16.582. The coefficient value of 0.814 means that for every addition of X units (1%) of personality competence, social studies learning achievement will increase by 0.814.

In addition to seeing the significance in the Table 7, it can be seen that the t count in the Table 7, the t count from the test results above is 8.635 and the sig value is 0.000 < 0.05. This means that there is an influence of personality competence on social studies learning achievement. The magnitude of the influence can be seen in the Model Summary by looking at R Square. The R Square value is 0.459 or equal to 45.9%. This figure means that personality competence influences social studies learning achievement as much as 45.9%, while the remaining 54.1% is influenced by other variables.

3.1.5.3. Simple Linear Regression Analysis of Professional Competence Variables on Social Studies Learning Achievement

The following are the results of simple linear regression testing of professional competence variables on social studies learning achievement with 90 respondents as follows

Table 8. Results of Simple Regression Tests for Professional Competence Variables on Social Studies Learning Achievement

Coefficients[a]						
Model		Unstandardized Coefficients		Standarized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	33,857	7.044		4,806	.000
	Pedagogic competence	.576	.095	.542	6.044	.000

a. Dependent Variable: Social Studies learning achievement

Table 8. Based on the Table 8, it is known that the significant value of the professional competence variable is 0.000 which is smaller than the 0.05 probability, so it can be concluded that professional competence has an effect on social studies learning achievement. Based on the coefficient Table 8, the regression equation can be made as Y = 33,857 + 0,576X.

The value of 33,857 is a number which means that if there is no professional competence, the consistent value of social studies learning achievement is 33,857. The coefficient value of 0.576 means that for every additional X units (1%) of professional competence, social studies learning achievement will increase by 0.576.

In addition to seeing the significance in the Table 8, it can be seen that the t count in the Table 8, the t count from the test results above is 6.044 and the sig value is 0.000 < 0.05. This means that there is an influence of professional competence on social studies learning achievement. The magnitude of the influence can be seen in the Model Summary by looking at R Square. The R Square value is 0.293 or equal to 29.3%. This figure means that professional competence affects social studies learning achievement as much as 29.3%, while the remaining 70.7% is influenced by other variables.

3.1.5.4. Simple Linear Regression Analysis of Teachers' Social Competence Variables on Social Studies Learning Achievement

The following are the results of simple linear regression testing of the teacher's social competence variable on social studies learning achievement with 90 respondents as follows Table 8. Based on the test results above, it is known that the significant value of the teacher's social competence variable is 0.000 which is smaller than the 0.05 probability, so it can be concluded that the teacher's social competence has an effect on social studies learning achievement. Based on the coefficient Table 8, the regression equation can be made as Y = 17.458 + 0.773X.

From Table 9 the value of 17.458 is a number which means that if there is no teacher social competence, the value of the consistency of social studies learning achievement is 17.458. The coefficient value of 0.773 means that for every addition of X units (1%) of teacher social competence, social studies learning achievement will increase by 0.773.

In addition to seeing the significance in the Table 9, it can be seen that the t count in the Table 9, the t count from the test results above is 9.431 and the sig value is 0.000 <

Table 9. Results of Simple Regression Tests for Professional Competence Variables on Social Studies Learning Achievement

Coefficients[a]						
Model		Unstandardized Coefficients		Standarized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	17,458	6.261		2,788	.006
	Pedagogic competence	.773	.082	.709	9,431	.000
a. Dependent Variable Social Studies learning achievement						

0.05. This means that there is an influence of teacher social competence on social studies learning achievement. The magnitude of the influence can be seen in the Model Summary by looking at R Square.The R Square value is 0.503 or equal to 50.3%. This figure means that the teacher's social competence influences social studies learning achievement as much as 50.3%, while the remaining 49.7% is influenced by other variables.

3.1.5.5. Multiple Linear Regression Analysis of Variables of Pedagogic Competence, Personality Competence, Professional Competence, and Teacher Social Competence on Social Studies Learning Achievement

Following are the results of multiple linear regression testing of the variables of pedagogic competence, personality competence, professional competence, and social competence of teachers on social studies learning achievement with 90 respondents as follows:

Based on the results of the multiple linear regression test above, it shows that the significant value of 0.000 is greater than the probability of 0.05, so it can be concluded that pedagogic competence, personality competence, professional competence, and teacher social competence simultaneously affect social studies learning achievement. In addition to looking at the significance in the Table 9, to determine whether there is an effect or not multiple variables can use the F test. The F test is carried out by comparing the calculated F with the F Table 10.

Based on the results of multiple linear regression testing, it is known that the calculated F is 47.475 and the value of sig. of 0.000 is smaller than 0.05, it means that together the variables of pedagogic competence, personality competence, professional competence, and teacher social competence have a significant effect on social studies learning achievement.

The magnitude of the influence can be seen in the Model Summary by looking at R Square. The R Square value is 0.691 or equal to 69.1%. This figure means that the pedagogic competence, personality competence, professional competence, and social competence of teachers together affect the social studies learning achievement as much as 69.1%, while the remaining 30.9% is influenced by other variables.

Table 10. Results of Multiple Linear Regression Testing for Pedagogic Competence, Personality Competence, Professional Competence, and Teacher Social Competence on Social Studies Learning Achievement

ANOVAᵃ						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5002,639	4	1250.660	47,475	.000ᵃ
	Residual	2239,183	85	26,343		
	Total	7241,822	89			

a. Predictors: (Constant), teacher social competence, professional competence, personality competence, pedagogic competence,

b. Dependent Variable: Social Studies learning achievement

3.1.6 Hypothesis Test

Testing the hypothesis for multiple regression using the F test by consulting between the calculated F and the 95% significance value (a = 0.05). The criteria for testing the hypothesis if the significant value is < 0.05 then Ho is rejected and Ha is accepted meaning that it has an effect, while if the significant value is > 0.05 then Ho is accepted and Ha is rejected, it means that it has no effect. The hypothesis testing in this study are:

3.1.6.1 Hypothesis I
Pedagogic competence has a positive effect on social studies learning for class IX students of SMP in Kapanewon Kasihan, Bantul Regency, Academic Year 2021/2022.

3.1.6.2. Hypothesis II
Personality competence has a positive effect on social studies learning for class IX students of SMP in the district Kasihan, Bantul Regency for the Academic Year 2021/2022.

3.1.6.3. Hypothesis III
Professional competence has a positive effect on social studies learning for class IX students of SMP in the districtKasihan, Bantul Regency for the 2021/2022 Academic Year.

3.1.6.4. Hypothesis IV
Teacher social competence has a positive effect on social studies learning for class IX students of SMP in the district Kasihan, Bantul Regency for the Academic Year 2021/2022.

3.1.6.5. Hypothesis V
Pedagogic competence, personality competence, professional competence, and social competence of teachers together have a positive effect on social studies learning for class IX students of SMP in the district Kasihan, Bantul Regency, Academic Year 2021/2022.

3.2 Discussion

3.2.1 The Effect of Pedagogic Competence on Students' Social Studies Learning Achievement

The first hypothesis which states that pedagogic competence has a significant effect on students' social studies learning achievement, is accepted. Shown by the sig value of $0.000 < 0.05$. That is, the higher the pedagogic competence, the higher the social studies learning achievement of students. Pedagogic competence is the ability of teachers to manage student learning, which at least includes understanding of educational insights and foundations, understanding of students, curriculum/syllabus development, learning design, educational and dialogical learning implementation, utilization of learning technology, evaluation of learning outcomes (EHB).), and the development of students to actualize their various potentials.

3.2.2 The Influence of Personality Competence on Students' Social Studies Learning Achievement

The second hypothesis which states that personality competence has a significant effect on students' social studies learning achievement, is accepted. Shown by the sig value of $0.000 < 0.05$. That is, the higher the personality competence, the higher the social studies learning achievement of students. Personality competence has a very large function and influence on the personal growth and development of students. Personality competencies influence in shaping the child's personality in order to prepare and develop human resources. With the higher the competence of the teacher's personality, the students will be better at following the learning process given by the teacher, so that social studies learning achievement is obtained in accordance with the ideals.

3.2.3 The Influence of Professional Competence on Students' Social Studies Learning Achievement

The third hypothesis which states that professional competence has a significant effect on students' social studies learning achievement, is accepted. Shown by the sig value of $0.000 < 0.05$. That is, the higher the professional competence, the higher the student's social studies learning achievement. A teacher is called a professional if the teacher has competence in the scientific field and has skills. Professional competence is the ability of teachers in the field of science and skills that are managed properly so that they can affect the learning process. With the higher professional competence of the teacher, the students will find it easier to follow the learning process provided by the teacher, so that better social studies learning achievement is obtained.

3.2.4 The Influence of Social Competence on Students' Social Studies Learning Achievement

The fourth hypothesis which states that teacher's social competence has a significant effect on students' social studies learning achievement, is accepted. Shown by the sig value of $0.000 < 0.05$. That is, the higher the social competence of the teacher, the higher

the student's social studies learning achievement will be. Teacher social competence is the ability of teachers as part of the community to communicate and interact effectively with students, fellow educators, and the surrounding community. With high teacher social competence, it will have an influence on the ability to communicate with students, communicate or get along with fellow educators and also be able to communicate well with parents or guardians of students.

3.2.5 The Effect of Pedagogic Competence, Personality Competence, Professional Competence and Social Competence Together on Students' Social Studies Learning Achievement

The fifth hypothesis which states that pedagogic competence, personality competence, professional competence and social competence together have a significant effect on students' social studies learning achievement, is accepted. Shown by the sig value of $0.000 < 0.05$. That is, the higher the pedagogic competence, personality competence, professional competence and social competence of teachers, the higher the social studies learning achievement of students. The intellectual ability of students will determine the success of students in achieving achievements. To find out whether someone is successful or not in learning, students are obtained after the teaching and learning process takes place. Learning achievement can be interpreted as the results obtained by students after the teaching and learning process takes place [15]. Learning achievement is something that cannot be separated from learning activities. Because learning activities are a process, while achievement is the result of the learning process. The competence of the teacher is able to give a significant influence on the learning achievement of students. Of the four competencies that teachers have, they are able to have a positive impact on increasing student learning achievement.

4   Conclusion

From the description above, the following conclusions: (1) the teacher's pedagogic competence has a significant effect on the social studies learning achievement of Class IX students of SMP Kapanewon Kasihan, Bantul Regency, for the 2021/2022 Academic Year ($p = 0.000$), (2) the teacher's personality competence has a significant effect on the social studies learning achievement of Class IX students in Kapanewon Kasihan, Bantul Regency, for the Academic Year 2021/2022 ($p = 0.000$), (3) the professional competence of teachers has a significant effect on the social studies learning achievement of Class IX students in Kapanewon Kasihan, Bantul Regency, for the Academic Year of 2021/2022 ($p = 0.000$), (4) teacher's social competence has a significant effect on social studies learning achievement for Class IX students in Kapanewon Kasihan, Bantul Regency, for the Academic Year 2021/2022 ($p = 0.000$), and (5) pedagogic competence, personality competence, professional competence, and social competence of teachers together have a significant effect on social studies learning achievement for Class IX students of SMP in Kapanewon Kasihan, Bantul Regency, for the Academic Year 2021/2022 ($p = 0.000$).

Authors' Contributions.   Salamah, Tarto, Suhari, and Deni Tinursani are the researchers and authors of this article entitle the effect of teacher's pedagogical competence, personal competence, professional competence, and social competence of teachers on social studies learning achievement of students.

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