Teachers Moral Education and Social Competence: Their Influence on Student Character Formation at Madrasah Aliyah Negeri in Padang

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Abstract

Quality Human Resources (HR) have behavior that is faithful and devoted to God Almighty. In fostering good HR is the task of education. HR strives to develop aspects of personality both physically and spiritually in students. HR must be formed by teachers to participate in the professional community, devotion, business, or prepare students to become entrepreneurs who are related to the wider community. This study aims to determine whether moral education and social competence have an effect one by one or simultaneously on the formation of student character using quantitative methods using SPSS version 23 with a sample of 127 respondents. The results of this study indicate a significant influence of moral education and social competence of teachers on the formation of students at Madrasah Aliyah Negeri in Padang, both partially and simultaneously. The results of this study have implications for the development of student character by knowing more effective character formation where schools can implement more effective learning strategies to improve character values such as honesty, responsibility, empathy, and cooperation among students. For further research, it is possible to test other variables that can influence the formation of student character, such as parental involvement, social environment, and the use of digital media.

Keywords: *Education, Morals, Social Competence, Teachers, Student Character Formation.*

Introduction

The progress and strength of a nation do not only lie in the wealth of natural resources and the sophistication of the tools it has. However, it is more related to its human resources so that the country can process and utilize natural resources properly. The country can utilize and create all its equipment. Creating quality human resources is a process that is carried out in relation to education. Education is the most important factor in the formation of human resources (Hasan et al., 2023).

Education is one of the methods carried out systematically and consciously in accordance with the provisions of Law Number 20 of 2003 concerning the national education system. Character education is carried out through various media, namely family, educational units, society, government, business world, and mass media (Safrudin et al., 2019). Character education is based on the concept of not only teaching something good and bad but also teaching students to ask something good so that they can understand what is good and what is not (Lickona, 1996). Character education of students in the educational environment refers to the efforts of related institutions for character education of students (Kamaruddin, 2012). Character education is more transformative if it includes different dimensions. Character education not only includes good knowledge (moral knowledge), but also good emotional dimensions (moral feeling), and good deeds (moral action).

Education is one of the stages in improving the quality of life. At this stage, humans are expected to be able to understand the meaning and purpose of the essence of life. Education also concerns what to do and how

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to complete life's tasks well. Therefore, education is a means for humans to achieve their ideals and fulfill their obligations as leaders. Education is also the key to human development in the future (Spring, 2017).

Education is a process to educate students to be able to achieve positive goals (Nugrahani, 2017; Solehat & Ramadan, 2021). Education causes humans to be weak creatures and in socializing always need other people to develop. Successful people can improve their academic achievement in the tight competition with increasingly competitive universities. Morality in schools is also interpreted as disciplined behavior, being on time, and not violating regulations. Moral education is not a new subject in the scope of education. In fact, moral education is actually as old as education itself (Hafidz et al., 2022).

Government of the Republic of Indonesia Number 19 of 2005 has been amended by Government Regulation Article 32 of 2014 National Education Standards regulate a group of subjects related to ethnicity and personality that need to be trained by students inside and outside of school. Experience in each group in social interaction will develop into a component of habits in school. In creating human resources that are in accordance with educational goals, the main task of education is to develop human personality factors both physically and spiritually.

Education is not only moral education, but also how humans act consciously. Education aims to provide provisions for students, improve morals, aesthetics, and morals (Nawawi, 2010). The role of teachers as educators is to provide motivation, supervision, and monitoring related to efforts to make students disciplined in obeying school regulations and norms in the family and community. Teachers greatly determine the success of students, especially in the learning process. The role of the class teacher has a significant influence on the formation of character, values, and morals of students (Sihotang, 2024). And teachers can also provide direct experience to students so that they can feel firsthand how important morals are in everyday life (Wattimena, 2024).

In this case, teachers must have high qualifications. Social competence is the essence of humans as social and moral beings. Teachers are also able to treat students fairly in order to develop their potential. Teacher social competence is one of several competencies that must be possessed by every teacher at any level of education (Ahmad, 2019). Teacher social competence is related to the ability to communicate with students and their environment such as parents, neighbors, and friends (Colonnesi et al., 2019). This is stated in Law Number 20 of 2003 concerning the National Education System and is explained in Chapter 2 Article 3, namely; character education functions to improve skills, shape the character of a dignified and civilized nation, and improve the skills of students to become leaders.

Skills are the key that shows personal commitment, dedication, attention and strong desire to continue doing what is chosen in every step in the world of education (Nurchaili, 2010; Wahyu, 2011). Professional educators themselves can be said to be educators who have fulfilled their competence in teaching skills, knowledge, character, behavior, understanding, appreciation, and expectations of the characteristics of someone who has succeeded in the tasks given (Khotimah et al., 2024). Competence is a unity of assessment, potential, skills, and behavior as well as relevant professions (Nurdin and Adrintoni, 2019).

The main aspect that needs to be studied together because it shows that personality development has not received attention. Teachers pay attention to students who meet their academic achievements. The formation of student personality shows the success of the learning process in schools. This is also influenced by many factors, one of which is learning in a good environment (Marwan et al., 2013).

A good learning environment can be seen from comfortable conditions and supports the learning process so that it makes it easier for students to think and use methods. Character is related to moral concepts and moral attitudes (Lickona, 2020). A conducive learning environment is closely related to the quality of student learning (Jumrawarsi and Suhaili, 2020). A good environment will provide changes in student attitudes and behavior in carrying out activities including teaching and learning activities at school. Teachers must have skills such as social competence, especially social relationship management which requires skills, competence, competence in solving various problems. These problems come from interpersonal skills.

Social competence is important for teachers who have a social context. This includes school stakeholders such as school customers, graduate users, and community leaders who have a major influence in advancing the school. Then, students also need guidance from teachers to participate in professional communities, community service, and business or prepare students to become entrepreneurs and have relationships with the community. The ethics of a teacher are considered very important and must provide a good example to students, the authority of the teacher also greatly supports his role as a mentor (Simanjuntak et al., 2023). The role of teachers in character education is not only seen during the learning process in the classroom but also outside the learning process hours the teacher also always carries out his role (Manik and Naibaho, 2023).

The purpose of education is not only for teacher competence. One of the important things is the formation of student character. Education in schools not only provides knowledge, but also the ability to shape students' personalities. Character formation is an effort to create strong characters in the era of globalization (Aqib et al., 2011). This is important to be taught together. Because the reality so far shows that personality development has not received appreciation. Then, teachers only focus on fulfilling students' academic expectations.

Character formation cannot be separated from the educational content in shaping students' personalities (Koesoema, 2015; Julaiha, 2014). Character development has many ways, one of which is noble character (Azhari, 2022). This is also achieved by training students to understand moral values, realize these values, and realize these values through daily activities and responses (Çubukçu, 2012). It is stated that personality formation must be carried out globally. Therefore, it must be carried out with a comprehensive approach in the learning process for all aspects of students (Fahmy et al., 2015).

Research by Sundari et al. (2023) highlights the important role of Islamic Religious Education teachers in shaping the character of students in vocational schools. Although the role of religious teachers is significant, the results have not been optimal because there are obstacles in implementation, such as lack of environmental support and limited time for character learning. In the new study, the scope was expanded to include general moral education and teacher social competence. The two are closely related, because moral and religious education both function as the foundation for character formation, but a more comprehensive approach is needed for optimal results.

There have been many studies discussing the importance of moral education and social competence of teachers in shaping students' character, but none have specifically examined moral education and social competence of teachers in relation to the formation of students' character, especially in the context of religious schools such as Madrasah Aliyah. In the study by Tenrere (2020) entitled "The Influence of Moral Education and Social Competence of Teachers on the Formation of Character of Students at SMP Manba'ul Ulum Jakarta" and research focusing on Madrasah Aliyah Negeri in Padang, there are differences in the educational context and student level. SMP focuses on early adolescence, while Madrasah Aliyah covers more mature students. This raises the need to understand how moral education and social competence of teachers influence student character at higher levels of education. This new study fills the gap in the context of madrasahs, which may have different cultural characteristics, curricula, and social dynamics than SMP.

From the description above, it can be concluded that the moral and social competence of a teacher is a strength needed to prepare students in character formation in forming groups in society, training skills and guiding society in facing life in the future. In addition, this research is expected to provide guidance to schools and teachers so that the formation of student character can be more effective and have a direct impact.

Research Methods

This research method aims to achieve the research objectives. The research process uses comparable methods. The method is important to achieve the objectives (Surakhmad, 1983). For this study, a quantitative method was used which functions to analyze the problem. The correlation method is used to find the relationship between two or more variables (Arikunto, 1993).

This research was conducted in June - July 2023 at Madrasah Aliyah Negeri in Padang using quantitative research methods. The population in this study were students of Madrasah Aliyah Negeri in Padang with a research sample using a purposive sampling technique so that the samples obtained were relevant to the research objectives, as many as 127 samples were obtained. Data were collected in this study using a questionnaire technique (Likert scale). This technique is used to obtain data. The variables studied are moral education ($X1$) , teacher social competence ($X2$) , and character formation of students (Y). In this study there are 3 hypotheses, namely moral education influences the formation of student character (H1), teacher social competence influences the formation of student character (H2), and moral education and teacher social competence influence the formation of student character (H3). Determining the tools and methods of processing data is a step to obtain the formulation of the problem in this study. The analysis method used is descriptive analysis, namely multiple linear regression analysis using SPSS version 23.

The collected data will be entered into SPSS which will then be processed and analyzed (Pallant, 2020). The first step is to enter the survey data collected from respondents into the software. After that, validity and reliability tests are carried out to test whether the data that has been collected is valid and reliable. Then, normality tests, multicollinearity tests, and heteroscedasticity tests are carried out which are important before regression analysis to ensure that certain assumptions have been met. The normality test is used to see if the data is normally distributed, the multicollinearity test is used to detect a high correlation between the independent variables in the regression model, and the heteroscedasticity test is used to check whether the residual variability of the regression model is constant across the predicted values of the dependent variable. Furthermore, multiple linear analysis is carried out to determine the effect between independent variables on the dependent variable. Figure 1 below shows the conceptual framework of the study.
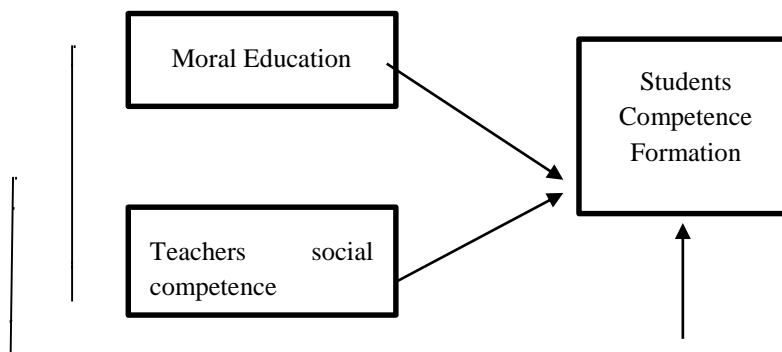

Figure 1. Framework of Thinking

Results and Discussion

Validity Test and Reliability Test

Validity test aims to determine the measurement results that show variables that are considered right or wrong by researchers. Data can be said to be reliable if it has *a cronbach's alpha > 0.6* (Sugiyono, 2008). The results can be seen in table 1 below.

Variables	Cronbach Alpha Score	Explanation
Moral Education (X1)	0.720	Reliable
Teacher Social Competence (X2)	0.670	Reliable
Student Character Formation (Y)	0.782	Reliable

Source: Data processed with SPSS, 2023

Table 1 shows that the data collected from all variables are reliable, as indicated by *the Cronbach alpha value > 0.6*. Moral education variable (X1) has a *Cronbach alpha value* of 0.720 > 0.6. Teacher social competence variable (X2) has *a cronbach alpha value* of 0.720 > 0.6. While for the variable of student character formation (Y) has a *cronbach alpha value of 0.720 > 0.6*. 0.782 > 0.6. All data are reliable and can be used for further processing. The data is also included in the reliable category and can be used for processing in the next testing stage.

Normality Test

Normality can be measured from the standard PP regression standard that shows normal data or vice versa. The rule is the distribution of points spread along a straight line (diagonal). The results of the normality test can be seen in table 2.

	Unstandardized Residues
N	127
Kolmogorov-Smirnov	0.72
Aamp. Sig (2-tails)	0.173

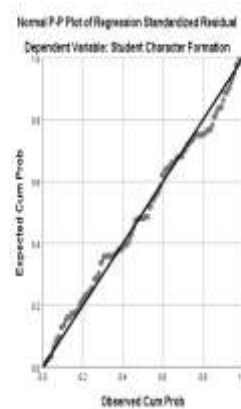Source: processed data, SPSS 2023

Figure 2. Normality Test Plot

Source: processed data, SPSS 2023

Based on 127 respondents shown in table 2, the Kolmogorov-Sminov score is 0.087. The asymptotic significance value of the two lines is 0.173 > 0.05 (5%). This shows that the data is normally distributed. This is shown in figure 2 that the data is diagonally distributed. This means that the data is normally distributed.

Multicollinearity Test

Variables	Tolerance	English : VIF
Constant		
moral education	, 941	1,962 people
Teacher social competence	,941	1,962 people

Source: processed data, SPSS 2023

Table 3 shows that the tolerance value for all variables > 0.1 and the VIF (Variance Inflation Factor) score < 10 > 0.1 and the VIF score 1.962 < 10 > 0.1 and the VIF score < 10. These scores indicate that there is no correlation between independent variables or there is no multicollinearity phenomenon. The best model is a model that has multicollinearity.

Heteroscedasticity Test

Heteroscedasticity is a test of research models with different variations. Although the variations have similarities between each other, they are not the same as other variations. A model can be said to be perfect if the model does not have heteroscedasticity. Figure 3 shows the results of heterogeneity that requires SPSS.
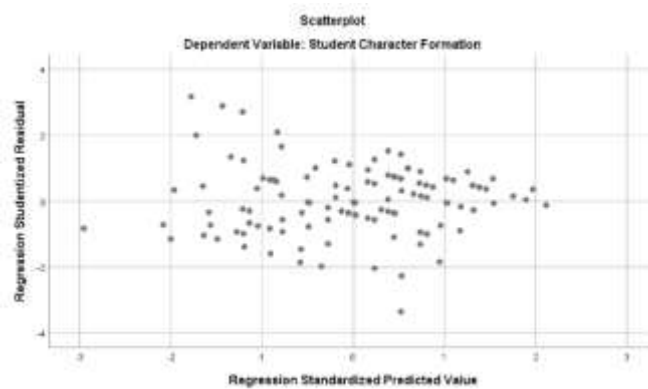
Figure 3. Heteroscedasticity

Source: Data processed with SPSS, 2023

Figure 3 shows that the data is in the form of a scatter plot and is a sample form. It can be concluded that there is heterogeneity. It can be said that in the data, there is no equal variability between one variable and another. There is no heterogeneity for a perfect model.

Results and Hypothesis Testing

Multiple Regression Analysis

Multiple regression analysis is a stage for processing data from simple regression that includes additional variables, especially multiple regression analysis (Sanusi, 2012). The benefit of the t-test is to measure the significance of independent variables on dependent variables partially. The influence between variables can be seen from the significance value of the T table. The linear regression model and the influence of the t-test are shown in table 4 as follows:

	Model	Unstandardized Coefficients		Standard Coefficient		
		B	Standard Error	English	T	signature
1	(Constant)	7,579	2.175		3.485	,001
	moral education	5.77	,082	,526	7,061	,000
	Social Competence Teacher	1.49	,063	,177	2,378	,019

Source: processed data, 2023

The multiple linear regression model in this study is explained using the following equation (1).

$Y = 7.579 + 5.77X1 + 1.49X_2 + e$ ....(1)

Explanation:

a = constant

$\beta_1 \beta_2$ = regression coefficient

Y = Formation of student character

X_1 = Moral education

X_2 = Teacher Social Competence

e = Error

The constant (α) = 7.579 shows a constant value, where if moral education and social competence of teachers are constant or fixed or have a value of 0 (X1 = X2 = 0), then the formation of student character is 7.579. The regression direction coefficient (β) $X1$= 5.77 (positive value) means that if moral education increases by one (1) unit, then the character formation of students of Madrasah Aliyah Negeri in Padang will increase by 5.77. The regression direction coefficient (β) $X2$= 1.49 (positive value) means that if the social competence of teachers increases by one (1) unit, then the character formation of students of Madrasah Aliyah Negeri in Padang will increase by 1.49.

The results of the study on moral education (X1) towards the formation of student character (Y) show that the calculated t was $7,061 > T_{table}$ is 1.979 and a significance value of $0.000 > 0.05$. Based on the data obtained, it was found that "moral education has a significant effect on the formation of student character", meaning that the better the moral education given to students, the better the character formation of students at Madrasah Aliyah Negeri in Padang will be.

The results of the study for teacher social competence (X2) on the formation of student character (Y) showed a sig value of $0.019 > 0.05$ and a calculated t value of $2.378 > t$ table 1.979. Based on the data obtained, it was found that "teacher social competence has a significant effect on the formation of student character", meaning that the better the social competence possessed by the teacher, the better the character formation of students at Madrasah Aliyah Negeri in Padang.

The results of the study using SPSS 23 software obtained the results of F count $33.815 > F$ table 3.07 with a significance value of 0.000 which means less than 0.05. It can be concluded that there is a significant relationship between the influence of moral education and teacher social competence on the formation of student character.

Coefficient of Determination

Table 5. Coefficient of Determination (R^2)

Model	R	R-Square	Adjusted R-Square	Standard Error of Estimate
1	,594	,353	,342	2,740 people

Source: processed data, 2023

Table 5 shows the influence shared by the level of normal education (X1) and the teacher's social competence (X2) of 0.353 or 35.3%. The remaining 66.7% is influenced by other variables outside the study.

Simultaneous testing or f-test shows the influence of independent variables on dependent variables. This is indicated by the significance of f. The results of the simultaneous f-test are shown in the following table.

Model		F	Sign ature
1	Regression	33,815	,000
	Remainder		
	Total		

Source: Processed data, 2023

The simultaneous influence of two independent variables, namely moral education (X1) and teacher social competence on the formation of student personality (Y) can be seen in table 6. The significance value in table 6 is 0.000 <0.05. This shows that there is a positive influence and good significance between moral education (X1) and teacher social competence (X2) on the formation of student personality (Y).

Coefficient of Determination

The coefficient of determination (R-square) is used to see how much influence the independent variables have. The independent variables include the influence of moral education ($X1_)$, teacher social competence ($X2_)$ on the formation of student character. The coefficient of determination is in the range of 0 to 1.

Table 7. Coefficient of Determination

Model	R	R square	Adjusted R Squared	Standard Error of Estimate
1	,594	,353	,342	2,740

Source: processed data, 2023

The table explains the coefficient of determination of the SPSS test results and independent variables on the dependent variable obtained a value of 0.342. This means that the independent variables that include the influence of moral education ($X1_)$ and teacher social competence ($X2_)$ that influence the formation of student character by 34.2%. While the remaining 65.8% is influenced by other factors outside the study.

Discussion

The test results for the first hypothesis which states that "moral education has an effect on the formation of students' character" have shown significant findings. Based on the analysis that has been carried out, the variable of moral education has a significant effect on the formation of students' character. This means that good moral education will improve the formation of students' character to be even better. This is in line with research conducted by several researchers.

Based on research conducted by Sirait (2017), the evaluation of the results and process of implementing moral education in developing character education at Madrasah Aliyah Negeri 1 Medan, that the evaluation of the implementation of moral education at the end of the semester and also every day in the daily lives of students, due to the implementation of good character values formed by students. Likewise, Qodim's research (2022) concluded that Sufi Buya Hamka's moral education can be an effort to build a superior generation in Gen Z with good character building. In the research of Ilham and Hermansyah (2021) concluded that the implications of moral education can bring good changes, starting from the activities carried out by students such as good attitudes and speech. In the research of Ramlafatma et al. (2021) the method of moral education for students through reading daily prayers and short hadiths effectively has an impact on the formation of student character where the abilities possessed by students who are used as

respondents can show their daily behavior at school by displaying morals that reflect Islamic behavior. Based on research conducted by Pantic and Wubbels (2012), there is a relationship between moral values reflected in students and teachers, in other words, the level of control and affiliation in the perceptions of teachers and students regarding this matter are related.

The test results for the second hypothesis which states that "teacher social competence influences the formation of student character" have shown significant findings. Based on the analysis that has been done, the variable of teacher social competence has a significant influence on the formation of student character. This means that better teacher social competence will improve the formation of student character to be even better. This is in line with research conducted by several researchers.

Based on research conducted by Mazrur et al. (2022) it is concluded that social competence can be interpreted as the skills and abilities of teachers in interacting with the community environment, because teachers are figures who will be emulated by students and teachers are also figures or creatures whose job is to foster and guide students towards applicable norms, so they must have social skills. In Munawaroh's research (2013), the social competence possessed by a teacher plays a very important role, because if a teacher is able to apply this social competence, especially in the school environment and his students, then a teacher has directly instilled and fostered students to have better character. This is also in line with research conducted by (Aisyah et al., 2021), (Narahaubun, 2024), (Hasugian, 2024), (Jannah, 2019), (Naibaho and Lubis, 2019), and (Hairani, 2024).

The test results for the third hypothesis "moral education and social competence of teachers have an effect on the formation of student character" have produced significant findings. These findings indicate that an increase in one or all of these variables will have a direct impact on improving the formation of student character. This is in line with research conducted by Tenrere et al. (2020) which concluded that there is a positive and significant influence of moral education and social competence of teachers together on the formation of student character at SMP Manba'ul Ulum, West Jakarta.

Conclusion

Moral education has a significant influence on the character formation of students at Madrasah Aliyah Negeri in Padang with research implications, namely moral education emphasizes understanding the values that underlie good and bad behavior, and helps students develop consistent moral awareness and attitudes, and effective moral education helps students develop empathy, respect, and the ability to make ethical decisions. In addition, teachers must provide good moral education both theoretically and practically, starting from practicing using various media or from the teacher himself. By providing good moral examples to students, students will implement how good morals are.

Social competence of teachers that significantly influence the character formation of students of Madrasah Aliyah Negeri in Padang with research implications, namely the development of social competence of teachers must be a priority in training and professional development, because this competence can directly affect the classroom climate and shape student character, such as attitudes of cooperation, discipline, and sense of responsibility. In addition, teachers must improve their social competence with training or other things that can support this improvement.

Moral education and social competence of teachers together influence the character formation of students at Madrasah Aliyah Negeri in Padang. Improvement in one or all of these variables will have a direct impact on improving the formation of student character. Moral education and social competence of teachers influence by 34.2% and the remaining 65.8% is influenced by other factors. The implication of this study is that moral education with the development of social competence of teachers in teacher training programs to create a holistic learning environment, which supports the moral and social development of students as a whole.

Regarding the research that has been conducted, considerations that can be suggested for further research include testing other variables that can influence the formation of student character, such as parental involvement, social environment, and use of digital media.

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