TheEffectsofPersonalityCompetenceandSocial CompetencetowardsCadet'sCharactersinSurabayaAviation Polytechnic

by Sri Gunarsi .

The Effects of Personality Competence and Social Competence towards Cadet's Characters in Surabaya Aviation Polytechnic

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ABSTRACT

The aim of this study is to analyze the influence of personality competence and social competence towards cadet's characters in Surabaya Aviation Polytechnic. In conducting the study, the writers uses a causal research with a quantitative approach. The population consist of 96 cadets from Surabaya Aviation Polytechnic. Using surfeited sampling technique, the total samples taken by the writers are as much as 96 people. In collecting the data, the writers distribute questionnaires in which it will be analyzed using a Multiple linear regression analysis technique. The results taken from this study are: (1); Personality Competence significantly affect the characters of cadets in Surabaya Aviation Polytechnic; (2) Social Competence significantly and positively affect the characters of cadets in Surabaya Aviation Polytechnic.

Keywords: Personality Competence, Social Competence, Cadet Character

1. INTRODUCTION

Education is one of the facilities used to improve human resources qualities since educational world successes are determinant factors in achieving national developmental purpose, i.e. educating the nation. Therefore, education becomes an important case and cannot be separated from life. Every nation and generation has certain educational foundations and purposes. Certainly, the foundations and purposes are adjusted to ideas, wills, and needs (Ahmadi and Uhbiyati, 2001)(1).

Learning is assumed as the most basic process in education. Learning activity is an interactional environment that enable learners to receive study facilities in order to achieve the competences or study results they have hoped. This activity can take place any time, no matter the backgrounds and also through many learning sources. Learning is an interactional process between teachers and students.

According to Suradi (2017), learning activities are held to form characters, develop knowledge, attitudes and habits concerning the improvement on the life qualities of the learners(2). Therefore, the competence of teachers must be considerably improved seeing that their duties are not only on transferring their knowledge, but also making their

student's characters suitable with the nation's hopes. Teacher competence is the knowledge mastered in teacher training and having the skill and ability to conduct their duties (Djamarah, 2012)(3). Renol (2015) stated that teacher competence will result in qualified students, both in academic potencies, skills, emotional maturities, and moral and spiritual abilities(4). Therefore, it will result in future generations that are prepared to face the challenges of life in their era.

One of competences that must be owned by teachers is personality competence. Personality is an important aspect that determines their success in conducting duties as an educator. It is important because personality in an individual consist of psychical and physical elements (Djamarah, 2012). Personality competence has roles in improving student characters.

According to Suyanto in (Azzet, 2014), character is the thinking and behaving method that becomes a characteristic of each individual in living and cooperating, both in scopes of family, society, nation, and country(5). As an individual that has characters, he/she should hold accountable for every action and decision he/she makes, therefore the individual can be said to have good characters. If we are to relate this to education, each student is said to have good characters if one student can show good thinking and behaviour in his/her life. In this case, students are evaluated to have good characters by observing how he/she thinks and behave.

In addition, characters can also be influenced by social competence. Regarding this, not all teachers have good competence. Whether they have taught for a long time or new to the field. In many activities, communication is the case that must be owned by every person, including teachers. In educating, teachers must have good communication skills to avoid misunderstandings and satiations in the classroom. The social competence of teachers is related to the abilities of educators in communicating and interacting effectively to students, fellow educators, teachers, or parents/guardians and the people around them. Teachers are social creatures in which their daily life cannot be separated with their social life, both in schools or in society. Therefore, teachers are demanded to have adequate social competence (Suprihatiningrum, 2014)(6).

Based on the background of this study, the aims of this study are: (1) to analyze and know the effects of personality competence towards the characters of cadets in Surabaya Aviation Polytechnic; (2) to analyze and know the effects of social competence towards the characters of cadets in Surabaya Aviation Polytechnic.

2. THEORETICAL FRAMEWORK
2.1 Personality Competence

At the least, teacher's personality competence involves personalities that are religious, having noble morals, wise and smart, democratic, steady, prestigious, stable, mature, honest, sportive, role models for learners and people, objectively evaluating self-performances, and developing

himself/herself independently and continually (Governmental Regulation Number 74 In 2008 about Teacher and Lecturer, Explanation of Clause 3)(7).

Gumelar and Dahyat (2002) in referrence to the opinion of Asian Institut for Teacher Education, expressed that personal competence involves: (1) knowledge about customs socially and religiously; (2) knowledge about cultures and traditions; (3) knowledge about essences of democracy; (4) knowledge about aesthetics; (5) having appreciation and social awareness; (6) having true attitudes toward knowledges and jobs; and (7) loyal toward human dignity(8).

2.2 Social Competence

Social competence is the ability possesed by teachers in communicating and interacting effectively and efficiently towards learners, fellow teachers, learner's parents/guardians, and the people around them (Laws Number 14 In 2005 about Teacher and Lecturer, Explanation of Clause 28). It is the ability to have competences for: (a) communicating orally, writtenly and gesturally; (b) using technologies and informations functionally; (c) interacting effectively with learners, fellow educators, teachers, and learner's parents/guardians; (d) interacting politely with people (Governmental Regulation Number 74 In 2008 about Teacher and Lecturer, Explanation of Clause 3).

Aside from that, social competence is an ability to be a part of a community that can communicate orally and writtenly, using communication and information technologies functionally, interacting effectively with learners, fellow educators, teachers, learner's parents/guardians, and interacting politely with the people around them (Muhsaf, 2011)(9). Uno (2006) stated that social competence has become a human nature as social and ethical creature(10). He/she must treat the learners properly and smartly in order to achieve optimal results. He/she must understand and apply humanistic learning principles that assume that the success of the study is determined by the abilities possessed by the learners. Instructor only works to serve them according to their respective needs. Social competence owned by teachers relate to the ability to communicate with the learners and their environments (such as parents, neighbours, and fellow friends).

2.3 Cadet's Characters

National Education Department (2008) explained that character is a psychological attitude, moral or behaviour that differentiate someone from others. Social character can be also mean as the attitude related to behaviour of someone. In further understanding, character is a plus score [or goodness value, willing to behave well, having good life, and having good impacts to the environment) within an individual's attitudes (Salahudin and Alkrienciehie, 2008)(11).

3. METHODS

3.1 Research Design

This research is correlational design in which investigators use the correlational statistic to describe and measure the degree or association (or relationship) between two or more variables or sets of scores (Creswell, 2012)(12).

3.2 Population and Samples

Population refers to the entire group of people, events, or things of interest that the researcher wishes to investigate (Sekaran and Bougie, 2016)(13). The population in this research consist of 96 cadets from Surabaya Aviation Polytechnique. Cooper and Schindler (2014) described sampling as the process of selecting some elements from a population to represent that population(14). In this study, surfeited sampling technique is used as a technique in sample collecting, i.e. sample determination technique if all population members are used as samples. Therefore, the samples used in this research are 96 cadets in Aviation Polytechnique Surabaya.

3.3 Variable Operational Definition

Operational definition is a concept or something that can be measured and can be seen in dimensions of attitudes, aspects or characters showed by the concept. So, the variable operational definitions in this research are:

3.3.1 Personality Competence (X_1)

Personality competence is measured through indicators in referring to Susetyowati and Susena's (2013) which are as follows(15):
a. Teacher performance ethos
b. Teacher responsibilities
c. Proud to be a teacher
d. Teacher self-confidence

3.3.2 Social Competence (X_2)

Social competence is measured through indicators that refers to Armayni's (2018) which are as follows(16):
a. Communication
b. Using communication and information technology functionally
c. Interacting effectively
d. Interacting politely to outside society

3.3.3 Cadet Character (Y)

Cadet character is measured through indicators that refers to Armayni's (2018) which are as follows:
a. Polite
b. Disciplined
c. Responsible

d. Honest
e. Affectionate
f. Keeping promises
g. Forgiving

3.4 Data Types and Sources

Data collection plays a very crucial role in the statistical analysis. In research, there are different methods used to gather information, all of which fall into two categories, i.e. primary and secondary data (Douglas, 2015)(17). The data sources used are primary data. Primary data according to Sekaran & Bougie (2016) is a way in which data collected from original sources on the variable of interest for the specific purpose of the study. Primary data used in this research are achieved through the questionnaires related to personality and social competence, along with the characters of cadets in which these questionnaires are distributed to the respondents.

3.5 Data Collection Method

In collecting the data, this study uses a direct survey method, i.e. directly distribute the questionnaires or directly face the respondents who meet the requirements, i.e. permanent employees.

3.6 Data Analysis Technique

3.6.1 Validity and Reliability Test

Validity test is a test that shows the extent to which the measuring instrument used is able to measure what you want to measure and not measure the others. In this research the validity test used is the construct validity test which shows how well the results obtained from the use of a measure match the theory that underlies the design of the test (Sekaran and Bougie, 2016). Said to be valid if significant (α) < 5% or < 0.05 (Sekaran and Bougie, 2016).

According to Sekaran and Bougie (2016), the reliability of a measurement means that it is without bias and consistent across time and various items in the measurement. It indicates that the measurement has stability and consistency in which it is the goodness of measure. In this research, Cronbach's alpha is employed for analyzing the reliability of measurement. Thus, the Cronbach's alpha is accepted when it is 0.6 or more.

3.6.2 Multiple Linear Regression Analysis

According to Cooper & Schindler (2014), multiple regressions are a statistics techniques used to analyze the relationship between a single dependent variable and few independent variables. Thus the objective of using multiple regressions is to predict the dependent variable from one or more independent variables. However, if the research only involves one dependent variable and one independent variable, the

statistics technique is referred as simple regression. Multiple linear regression analysis is a linear relation between two or more independent variables (Personality Competence and Social Competence) and dependent variable (Cadet Character). The Multiple linear regression similarity is as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_nX_n$$

Notes :
Y   = Dependent variable [the values predicted]
a   = Constant [the value of Y if X1 and X2 is = 0)
b   = Regression coefficient [increase or decrease values]
X   = Independent variables

3.6.3 Correlation Coefficient [R] and Determination Coefficient [R2]

Correlation coefficient [R] is used to find out the level of closeness between independent variables and dependent variables. From the correlation coefficient results, it it known that the relation between independent variables (Y) and dependent variable is close or not. Determination coefficient [R2] is used to measure how far can model ability explain dependent variable variations. This measurement is conducted by using SPSS software. Determination coefficient value is between zero and one. The small value of R2 means that independent variable abilities in explaining dependent variable variations are very limited. The value that is close to one means that independent variables give almost all informations needed to predict dependent variable variations.

3.6.4 Hypothesis Test

a.   T-test

In testing the hypothesis in this study, the researchers uses a t-test. The purpose of using significance test is to know whether there is significant relationship between the dependent variable and the independent variables (c). Writer will compare t value gotten from the calculation with t value from the table. If t value calculation is higher than significance level of 0.05, then it can be said that independent variable has significant relationship to dependent variable

b.   F-test

F-test is used to show if all independent variables entered into the model have influences simultaneously toward dependent variable If significance value is < 0.05, it means that independent variables influence significantly simultaneously toward dependent variable. If significance value is > 0.05, it means that independent variables do not influence significantly simultaneously toward dependent variable.

4. RESULTS

4.1 Instrument Test
4.1.1 Validity and Reliability Test

Validity test for variables of Personality Competence and Social Competence towards Cadets' Characters uses a statistical test of *Corrected Item Total Correlation*. The criteria are said to be valid if the value of sig is smaller than 0,05 (Sekaran and Bougie, 2016). Construct reliability test is conducted to measure the construct, whether it is reliable or not (Sekaran and Bougie, 2016). It is said to be reliable if *Cronbach Alpha* is > 0,6.

Table 1
Validity and Reliability Test

Variable	Statement	$R_{calculation}$	Sig	Conclusion
Personality Competence (X_1)	$X_{1.1}$	0,837	0,000	Valid
	$X_{1.2}$	0,732	0,000	Valid
	$X_{1.3}$	0,671	0,000	Valid
	$X_{1.4}$	0,741	0,000	Valid
Social Competence (X_2)	$X_{2.1}$	0,805	0,000	Valid
	$X_{2.2}$	0,804	0,000	Valid
	$X_{2.3}$	0,732	0,000	Valid
	$X_{2.4}$	0,507	0,000	Valid
Cadet Characters (Y)	Y_1	0,388	0,000	Valid
	Y_2	0,581	0,000	Valid
	Y_3	0,458	0,000	Valid
	Y_4	0,706	0,000	Valid
	Y_5	0,762	0,000	Valid
	Y_6	0,762	0,000	Valid
	Y_7	0,670	0,000	Valid

Based on table 1, it is known that each indicator in variables of Personality Competence [X1], Social Competence [X2] and Cadet Characters [Y] has the value of sig smaller than 0.05, so each indicator used in Perosnality Competence [X1], Social Competence [X2] and Cadet Characters [Y] is stated as valid.

4.1.2   Reliability Test

The results of reliability examination are as follows:

Table 2
Reliability Test

Variable	Cronbach Alpha	Alpha	Conclusion
Personality Competence (X_1)	0,736	0,6	Reliable
Performance Social Competence (X_2)	0,689	0,6	Reliable

Variable	Cronbach Alpha	Alpha	Conclusion
Cadet Characters (Y)	0,745	0,6	Reliable

Based on Table 2 above, it shows that the reliability examinational results of all indicators from independent variables and dependent variables are reliable, because all values of *Cronbach's Alpha* are bigger than 0.6. So it is stated that all indicators are reliable.

4.2 Data Analysis
4.2.1 Multiple Linear Regression Analysis

Based on the data processing calculational results by SPSS program computer aid for windows, it is achieved a Multiple linear regression similarity in Table 3.

Table 3
The Results of Multiple Linear Regression Analysis

Variable	B	Std.Error
(Constant)	1,863	0,273
Personality Competence	0,276	0,111
Social Competence	0,273	0,113

Based on the calculational results above, it achieved significant Multiple linear regression similarity as follows:

$$Y = 1,863 + 0, 276\ X_1 + 0,273\ X_2 + ... e$$

In which :
Y   =   Cadet Characters
X_1 =   Personality Competence
X_2 =   Social Competence

From the calculational results of SPSS 24 above, so it can be concluded that:
a) Constant 1.863 that shows the total variables of Cadet Characters is influenced by variables of Personality Competence and Social Competence, or independent variable is = 0, so the value of Cadet Characters is as 1.863, with an assumption that other variables are constant.
b) Personality Competence Variable has the value as 0.276. It means if variable of Personality Competence increases as one unit, so it will add Cadet Characters as 0.276 unit. The value is above zero, it means positive value, so the higher the Personality Competence, the higher the Cadet Characters will be
c) Social Competence Variable has a value of 0.273, which means that if variable of Social Competence increases one unit, it will add Cadet Characters as 0.273 unit. Addition to that, the higher the Social Competence, the higher the Cadet Characters will be.

4.2.2 Multiple Correlational Coefficient (R) and Multiple Determination (R^2)

Table 4
Correlation Coefficient and Determination Coefficient

R	R_{Square}	Adjusted R_{Square}	Std. Error of Estimate
0,628	0,394	0,381	0,33852

The correlational coefficient value [R] shows how close the relation between independent variables (variables of *Self-Efficacy* (X_1) and Social Competence (X_2)) and dependent variable is, i.e. Cadet Characters (Y), The total correlational coefficient values are 0.628. The value shows that the relation of variables of *Self-Efficacy* (X_1) and Social Competence (X_2) toward variable of Cadet Characters (Y) is strong because the correlational value of 0.628 is in the range of 0.60 to 0.799.

Determination coefficient value of R2 is used to measure how far is model ability in explaining dependent variable variation, i.e. Cadet Characters variable. From the results of SPSS calculation, it is achieved the value of R2 = 0.394, it means that 39.4% of Cadet Characters can be explained by variables of Personality Competence (X_1) and Social Competence (X_2). Whereas the rest of 60.6% is influenced by other variables outside the model researched.

4.2.3 F-Test [Simultaneous Test]

Simultaneous test [F-test] shows that all independent variables that consist of *Self-Efficacy* (X_1) and Social Competence (X_2) simultaneously influence the dependent variable of Cadet Characters (Y).

Table 5
Calculational Results of F-Test

Model	Sum of Squares	Df	$F_{calculation}$	Sig.
Regression	6,926	2	30,219	0,000
Residual	10,658	93		
Total	17,584	95		

Based on Table 5, the total significance value is 0.000, which means it is < 0,05. This case shows that H0 is rejected and H1 is accepted. Thus, independent variables that consist of Personality Competence [X1] and Social Competence [X2] significantly and simultaneously influence the Cadet's Characters (Y).

4.2.4 Hypothesis Examination

In examining the hypothesis, the researchers used t-test that

influences partially from each independent variable towards dependent variable.
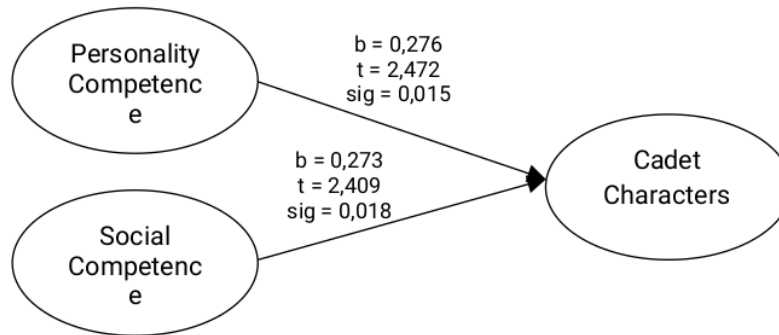
Picture 1.
Research Model

b. T-test [partial] in variable of Personality Competence (X_1)

   Based on the research data processing results, it is achieved that the value of sig as 0,015 < 0,05, where H0 is rejected with the significance level of 5%, so the conclusion is that variable of Personality Competence [X1] significantly and positively influence Cadet's Characters.

c. Test-t [partial] in variable of Social Competence (X_2)

   Based on the research data processing results, it is achieved that the value of sig as 0,018 < 0,05, where H0 is rejected with the significance level of 5%, so the conclusion is variable of Social Competence [X2] influences significantly positively toward Cadet Characters.

5. DISCUSSIONS

5.1 The Effects of Personality Competence towards Cadet Characters

The hypothesis examinational results that used a partial test [t-test] shows that personality competence has an affect towards Cadet's Characters. This case is seen from the significance value in t-test of personality competence of 0.015 or smaller than *level of significance* (α) of 0,05. The effects of both variables are positive, it means that the higher the personality competence, the higher will the Cadet's Characters be.

Positive and significant effects of personality competence towards cadet's characters show that cadet's characters can be formed through high personality competence. High personality competence can improve higher cadet characters. These results prove that personality competence improvement can help to improve cadet characters.

The results in this research are parallel with the research results

conducted by Agustin and Nafiah (2019) where they found that personality competence has an significant affect towards student character formation(18). This case also supports the findings of Ayuningtyas (2017) where she found that teacher's personality competence considerably affects the student's characters or attitudes(19). Thus, teachers must have good personalities in order to form good characters in learners.

5.2 The Effects of Social Competence towards Cadet's Characters

The hypothesis examinational results that used a partial test [t-test] show that Social Competence affects toward Cadet Characters. This case is seen from the significance value in t-test of Social Competence variable of 0.018 or smaller than the *level of significance* (α) of 0,05. The effects of both variables are positive, which means that the higher the Social Competence, the higher will the Cadet's Characters be.

Positive and significant effects of Social Competence towards Cadet's Characters shows that Cadet's Characters can be formed through high Social Competence. High Social Competence can improve higher Cadet Characters. These results prove that Social Competence improvement can help improve Cadet's Characters.

These results are parallel with Maslan (2019) he proved that teacher social competence is very important in embedding character education to students(20). This case also supports the research findings of Nawaji (2016) he proved that there are strong or high correlations in teacher social competence in forming student characters(21).

6. CONCLUSIONS

Based on the analysis results and research discussions about the effects of Personality Competence and Social Competence towards Cadet's Characters, the researchers can conclude that:

i.   There are significant and positive effects of Personality Competence towards Cadet's Characters in Surabaya Aviation Polytechnic.
ii. There are significant and positive effects of Social Competence towards Cadet's Characters in Surabaya Aviation Polytechnique.

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