

**BUILDING SOCIAL COMPETENCE OF THE SEVENTH
GRADERS OF SMP NEGERI 13 PALEMBANG DURING THE
COVID-19 PANDEMIC: PROBLEMS AND SOLUTIONS**

A THESIS

by

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PALEMBANG

2022



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THESIS EXAM

Title : Building Social Competence of The Seventh Graders of
SMP Negeri 13 Palembang During The Covid-19 Pandemic:
Problems and Solutions
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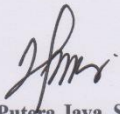
Date: July 13th 2022

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Certify that the thesis entitled "Building Social Competence of The Seventh Graders of SMP Negeri 13 Palembang During The Covid-19 Pandemic: Problems and Solutions" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

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The Undersigned,



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v

DEDICATION

This thesis is dedicated to my beloved parents, Sutrisno and Yusmaeni, S.Pd. Thank you so much for always loving, praying, and supporting me. I can not finish this thesis without all the supportive power that has been given to me.

MOTTOES

“Allah SWT. will not burden someone except based on his ability”
-(Al-Baqarah:286)

“Don’t compare: your journey is your own”
-Maudy Ayunda

**“Believe in yourself and all that you are. Know that there is something inside
you that is greater than any obstacle”**
-Christian D. Larson

ACKNOWLEDGEMENTS

First of all, the author would like thank to Allah SWT for the blessing and mercies so that the author could finish this thesis entitled “Building Social Competence of The Seventh Graders of SMP Negeri 13 Palembang During The Covid-19 Pandemic: Problems and Solutions”. This thesis was written to fulfillment the requirement for S1 Degree at the English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University. This thesis would never have been completed without the help of many people. Therefore, I owe a debt of gratitude to :

1. My beloved parents, Sutrisno and Yusmaeni, S.Pd, and my sisters, who always give uncountable love, support, advice, and care. Never-ending thank you for praying all days also both material and spiritual to accomplish this thesis.
2. The deepest appreciation also given to my advisor, Dr. Ismail Petrus, M.A., for his patience, advice, suggestions, and dedication in patiently guiding the author until she finished her study.
3. Dr. Hartono, M.A., Dean of Sriwijaya University's Faculty of Teacher Training and Education, Dr. Didi Suhendi, M.Hum., and Hariswan Putera Jaya, S.Pd., M.Pd., Head of English Education Study Program, for their aid in administrative procedures. Without a doubt, the author owes a debt of gratitude to all lecturers who patiently taught her during her studies.
4. English teachers and students of class VII.5 and VII.8 in SMP Negeri 13 Palembang for the contribution and good team work in the classroom during the completing this thesis.
5. My best friends, Meliza, Fenny, Fera, Dafinah, Nurhabiba, and all of SEESPA 18. Thank you for their support, favor, and sincerity.
6. Dear my boy friend, Bahtiar Twenes Alfitrah, thank you so much for always loving, praying, and supporting me all the time.
7. Last, I wanna thank me for believing in me, for doing all this hard work, for having no days off, and for never quitting.

The author realized this thesis is far from being perfect. Therefore, the author would be exceptionally thankful to acknowledge useful evaluations, comments, and suggestions for the better of this thesis. Overall, the author hopes that this thesis could be useful for teaching and learning at the schools and in English Education Study Program.

Palembang, 25 Juli 2022

The Author,



Nádía Dwi Kartika

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ABSTRACT

BUILDING SOCIAL COMPETENCE OF THE SEVENTH GRADERS OF SMP NEGERI 13 PALEMBANG DURING THE COVID-19 PANDEMIC: PROBLEMS AND SOLUTIONS

ABSTRACT

Social competence is a specific set of behaviors that basic self-understanding as an integral part of the social environment and the achievement of effective social interaction that include interactive skills and life problem solving social. This study aims to identify the problems and the solutions to build social competence of the students during the Covid-19 pandemic. The research participants of this study were two of English teachers and the seventh graders of class VII.5 and VII.8 of SMP Negeri 13 Palembang. The data were collected by observation, interview, and documentation and this study uses a descriptive qualitative research. The data were analyzed by 3 steps, such as data reduction, data display, and conclusion drawing or verifying. Based on the Core Competencies and Basic Competencies of the 2013 Curriculum for English lessons. There are eight character values of social competence: honesty, discipline, responsibility, caring, tolerance, mutual cooperation, courtesy, and confidence. eight character of social competence, teachers' problems are limited time makes teacher-student interaction less, there is a lack of learning facilities, difficulty building positive activities during a pandemic, and bullying. And also students' problems include a bad environment, lack of understanding of the material, improper time management, and selfish attitudes. The solutions to the problems are teachers and students must constantly interact continuously both in class and when learning using media, forming positive activities that can reflect the character of students, creates an organization that aims to express achievements and train students' public speaking in English, give appreciation or awards to students who have the character by educational goals.

Keywords: *social competence, the Covid-19, problems, solutions*

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, problems of the study, objectives of the study, and the significance of the study.

1.1 Background of the Study

Education is a crucial aspect of a nation because from this education it will form a competent and quality young generation who can face and solve life's problems. Education is learning, knowledge, skill and habit of a group transferred from one generation to the next through teaching and learning (Jaya, 2016). Education as a dynamic field requires renewal to keep up with the times, an example is knowledge of information technology (Anggraini et al., 2021). Education, according to Law No. 20 of 2003 concerning the national education system, education is a conscious effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, skills needed by himself, society, nation and society country. The purpose of education, according to Law No. 22 of 2003, is to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, intelligent, creative, innovative, independent, and become democratic citizens and responsible (Aslamiah, 2021). The purpose of education is to generally make an environment which enables students to expand their talents and skills optimally so that they are able to actualize themselves and can fully function agree with their personal and people necessities (Jaya, 2016). From some opinions above, education is a conscious effort made to change a person's behavior in a better direction following changes that occur in society according to the times and can become a good human being for the nation and state.

Currently, the Global Corona Pandemic (Covid-19) is a global problem and has resulted in significant life changes. These changes require us to be prepared, respond with attitudes and actions while constantly learning new things. One of

them is in Indonesia, which has resulted in a drastic change in the situation, where initially, people could live normally and interact directly with each other. Still, now everything has turned entirely online, including education. According to Mutaqinah & Hidayatullah (2020), until April 1, 2020, UNESCO recorded at least 1.5 billion school-age children affected by Covid-19 in 188 countries, including 60 million of them in Indonesia.

There is a tool to achieve educational goals called curriculum in the learning process. A curriculum is an essential tool for the success of education. The curriculum is a set of subjects and educational programs provided by an educational institution that contains lesson plans given to students to achieve learning objectives. The curriculum phenomenon in Indonesia is constantly changing with the times, especially when the government system changes, such as the slogan "*change ministers, change curriculum*". Since the independence of Indonesia in 1945, the national education curriculum has changed repeatedly, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, and 2004, 2006 or KTSP, and the latest is the 2013 curriculum or abbreviated K-13, which is still used in the education system in Indonesia.

The 2013 curriculum is the same as the previous curriculum, and it's just that some things are different and more focused so that students become more independent. The Decree of The Ministry of Education chapter 71 in 2013 about the curriculum structure explains that the 2013 curriculum aims at preparing the Indonesia generation in the order they can live as faithful, productive, innovative, creative, effective, and contribute in life society, nation, state, and also civilization (Nasir, 2013). This means that K-13 not only focuses on knowledge and skill but spiritual and social attitudes are also assessed.

In learning and teaching, there are several indicators of assessment in the 2013 curriculum. The teacher should implement the core competence that is noted as the following notations:

1. Core Competence-1 (KI-1) Core Competence of Spiritual
2. Core Competence-2 (KI-2) Core Competence of Social
3. Core Competence-3 (KI-3) Core Competence of Knowledge

4. Core Competence-4 (KI-4) Core Competence of Skill.

Based on the competences assessment above, K-13 is a curriculum that has a complete skill goal for students, such as spiritual, social attitudes, knowledge, and skill based on what is obtained in learning.

Social competence is closely related to human life. This attitude must guide the relationship between one human and another human. The purpose of this colonial attitude is that students can always maintain good relations with each other because humans cannot live alone without involving the roles of others. Based on Permendikbud Number 37 of 2018, social competence shows disciplined, responsible, honest, caring, polite, proactive behavior as a solution to various problems when interacting with the social and natural environment and placing oneself as a reflection of the nation when interacting with others.

Building social competence in English class, the interaction between students and teachers is needed. The importance of the teacher's role in the learning process requires teachers to master the competencies needed to produce quality learning. In addition, in shaping students' social competence, students must know what characters must be possessed to achieve learning values and goals. Social competence is one of the competencies that must be possessed by a teacher through the teacher's ability to communicate and socialize with students, education staff, parents/guardians of students, and the wider community (Julita & Dafit, 2021). Here students must have a social character that follows education. Social competence is a national movement that encourages schools to create an environment that fosters responsible, ethical, and caring young people. Based on this definition, social competence is directly related to the development of noble character and moral values. There are several assessments of social competence such as religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, nationalism, respect for achievement, friendly/communicative, pacifism, love of reading, care for the environment. environment, social care, and responsibility.

In this study, the researcher only focuses on examining problems and solutions to build social competence of students during the Covid-19 pandemic.

English teaching materials are not related to social competence, which only focuses on developing English skills such as listening, speaking, reading, and writing. This is a big challenge faced by English teachers where they have to build social competence in English class. On the other hand, students must apply what has been taught by the teacher about various social attitudes and use it in social life both at school and at home. Students learn by online or virtual methods. It has many difficulties where students find it difficult to interact with other students and teachers. As a result, students' characters are difficult to apply in class, and students only focus on playing online media and do not understand social attitudes.

Based on the problems above, it is crucial to pay more attention to students' problems in building social competence to maximize the best teaching activities for students according to the curriculum. In this case, the researcher is very interested in conducting research at SMP Negeri 13 Palembang, the flagship program "BELIDO," where students must have good character through character education. BELIDO is "Enthusiastic and Motivated Towards a Leading School," which means Clean, Empathic, Noble, Innovative, Democratic, Achievement. With the implementation of this program, it is hoped that this school can shape students' character as the next generation of the nation with noble character.

There are several previous studies conducted on this topic. First, a study was conducted by Eva Aprilia (2020) involving English teachers who taught English at SMPN 21 Kota Bengkulu. They found that the teachers had difficulty integrating and implementing KI 2 in English learning. English teachers face problems in achieving process standards such as compiling and designing lesson plans, developing indicators for each material based on the essential competencies possessed by the teacher, and finally, the existence of an online or online learning system that makes teachers very difficult in terms of regulating the learning process so that they can achieve learning goals. The solution to English teachers' problems was intensive and continuity training, open socialization, and a clear standard of character education in English class. Next, a study was conducted by Alda Suryani (2021) involving English teachers in Tri Bhakti Private Senior High School Pekanbaru. The result showed that teachers' problems include limited time

allocation, the lack of school facilities, students' conditions, teachers' difficulties in changing their teaching style, particularly when implementing a scientific approach, and the process of authentic assessment. However, the 2013 curriculum in the English teaching and learning process in Tri Bhakti Private Senior High School Pekanbaru was not implemented maximally because the teachers faced some problems, and teachers must get real guidance in training is very important to improve teachers competencies.

Therefore, based on the explanation above, the researcher is interested in conducting research under "Building Social Competence of The Seventh Graders of SMP Negeri 13 Palembang During The Covid-19 Pandemic: Problems and Solutions".

1.2 Problems of the Study

Based on the background described above, the formulation of the problem in this research as the following questions :

1. What are the teachers' problems to build social competence of the students during the Covid-19 pandemic?
2. What are the students' problems to build their social competence during the Covid-19 pandemic?
3. What are the solutions to the problems?

1.3 Objectives of the Study

The purposes of writing this research are :

1. To find out the teachers' problems to build social competence of the students during the Covid-19 pandemic.
2. To find out the students' problems to build their social competence during the Covid-19 pandemic.
3. To describe the solutions to the problems.

1.4 Significance of the Study

The benefits expected from the results of this study are:

1. Theoretical Benefits:

To develop knowledge in education management so that it will become information and reference in improving the quality of education, especially in developing character or social attitudes taught to students by educators.

2. Practical Benefits:

The results of this study will expect to provide information for students, teachers, schools, and further researchers.

1) For students

a. Motivating students that learning English is very important is not only about the formed skills, but the character or social attitude in interacting is essential.

b. Provide information that in the learning process, especially in K-13, character or social attitudes are included in a critical assessment.

2) For Teachers

a. Motivate teachers to learn more about the curriculum in the education system in Indonesia.

b. Encouraging English teachers in teaching not only focuses on language skills but also pays more attention to and shapes students' character.

3) For Schools

a. Supporting schools to carry out a complete realization in the curriculum used today, especially character education, which is further strengthened to form students' good character or social attitudes.

b. This research is expected to encourage schools to have better education and learning processes standards.

4) For The Next Researchers

a. In this study can motivate and inspire future researchers to examine more deeply about K-13, especially in shaping the character in the assessment of KI-2 so that it can be analyzed more deeply and broadly.

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