

The Effect of Teacher's Professional and Social Competency on Student's Learning Outcomes

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Abstract

The teacher determines the success of students because of the teacher's strategic position as a guide in learning. In order for a teacher's job to work well, the teacher must be professional in teaching. Professional teachers are believed to be able to make students think, behave and act creatively. This quantitative study aims to measure the effect of professional and social competence of teachers on learning outcomes of elementary school students in the Gelumbang District of Muara Enim Regency, which were analyzed using multiple regression formulas and supported by SPSS For Windows Version 21, data collection techniques including questionnaires, documentation in the form of photographs related to research. The results obtained that the of influence of professional and social competence together contribute to the learning outcomes of elementary school students in Gelumbang District. This paper is different from previous studies, it provides the new paradigm to focus on profesional and social competence where we could have good learning outcomes of student.

Keywords: Professional Competence, Social Competence, Learning Outcomes

A. Introduction

In Law No. 14 of 2005 the teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, evaluating and evaluating students in early childhood education through formal education, basic education, and middle education. Further explained, teachers must have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have the ability to realize national education goals. Academic qualifications are obtained through higher education undergraduate programs or four diploma programs. In other words, a teacher has a minimum of a bachelor's degree.

The teacher in the learning process, plays a very important role. The teacher not only acts as a model or role model for his students, but also as a manager of learning. The teacher is also called the walking curriculum. Thus, the effectiveness of the learning process lies on the shoulders of the teacher. Therefore, the success of a learning process is largely determined by the quality or ability of teachers. In other words, the teacher is crucial for the success of students

because of the teacher's strategic position as a teacher, guide, and guide their students in learning. In order for a teacher's job to work well, the teacher must be professional in teaching.

The form of teacher professionalism must be shown during the learning process. There are three missions that must be undertaken by the teacher in the learning process. The three missions are known as the three missions. According to Zahroh (2015), the three missions are professional missions, humanity missions, and civic missions. The problem is, educators in this case the teacher received less attention from the government, especially in terms of training to equip teachers as professional teaching staff. In Gelumbang District, Muara Enim Regency, there are 29 Public Elementary Schools with 422 teachers consisting of 236 civil servant teachers and 186 non civil servant teaching staff.

Based on the preliminary observations of researchers obtained information that from several teachers who teach at the State Elementary School in Gelumbang District, on May 6-15, 2019, the teacher in designing learning objectives are down from the previous without going through the study to adjust to the needs of students, the method used is still conventional teachers never reflect on the learning process, teachers teach not to use teaching aids and supporting media, the teacher has never conducted research into class action, so the teacher does not know the lack shortcomings in teaching impact on unsatisfactory value results. From the survey results on May 6-15, 2019 it was concluded that there were gaps between educational practices in the field with educational policies, for example, the Republic of Indonesia Government Regulation No. 19/2005 on National Education Standards reads as follows The educational process must be interactive, inspiring, enjoyable, challenging, motivate students to actively participate, and provide sufficient space for initiative, creativity, and independence according to their talents, interests, and physical and psychological development of students (Mulyasa, 2014).

In the learning process that has been provided by teachers of State Elementary Schools in the District of Gelumbang, often encounters obstacles. The facts show that in carrying out their duties, teachers often face various obstacles that hinder the learning process. Against these obstacles, there are teachers who can overcome them well, but many are unable to overcome them properly (Research Interview Results for 6,7,9 and 9 May 2019) with several SDN Heads in Gelumbang District, mentioned that the teaching-learning process has not run effectively, the teacher still faces obstacles when delivering learning materials and the teacher's professionalism needs to be improved. This is caused by many factors, both internal and external factors. In fact, it is often found the teaching-learning process does not achieve the learning goals and objectives.

In line with the above, Sahertian (2014) states that whatever the reasons and causes that cause it, the learning process that does not reach the target can be said to be ineffective learning because the teacher is ineffective. Furthermore, Sukadi (2016) states that a teacher can be said to be effective if he has an attentive attitude and never gives up, his explanation is easy to understand, and is able to manage the class well.

Meanwhile, Rachman (2016) argues that effective teachers are teachers who can improve all students' abilities in a more positive direction through teaching. Effective teachers who are able to utilize all the potential that exists within and outside themselves to achieve learning goals. From some of these meanings, it can be concluded that effective teachers are teachers who have attention to their students, are able to manage classes and their explanations are easily understood by students so that learning objectives can be achieved (Agus and Wibowo, 2015).

According to some of the sources above, the teacher who teaches should be able to equip themselves with their abilities as a professional teacher. Remembering one of the tasks and responsibilities of a teacher is in the form of improving student achievement and learning outcomes (Sudjana, 2010). However, at this time it still often happens that student learning outcomes are less satisfying, even though the teacher has tried with various efforts using methods or models of learning. Therefore, teachers must have the skills to choose and determine the right learning model and in accordance with the material and learning objectives.

This was confirmed by the results of the interview of researchers to the supervisor of the Gelumbang district in the field of Basic Education and Curriculum, Mr. S on May 9, 2019. The supervisor explained that it was indeed recognized that the training for elementary school teachers in the Muara Enim area could be said very little training activities, seminars, workshops, workshops and so forth, especially in the past 2 years. It was also explained by the supervisor that elementary school teachers should be pro-active in following up on activities that they had not received, either by asking directly to the guiding teacher or looking for information from the website. Because of this, the activities in the Muara Enim District Education Office are very tight and scheduled. However, supervisors promised to try and try to pay attention to the teachers to get training and other activities in order to be able to improve the teacher's professionalism and social competence.

In practice, principals or supervisors are generally more concerned with teacher administration documents, such as questionnaires rather than entering the classroom to observe and supervise learning. As a result, teachers are not challenged to prepare well for teaching, to think of various teaching methods, to prepare materials for experiments.

This means that all this time the teacher has paid less attention to the importance of the learning process in the classroom. The teacher should pay more attention to the learning process and test results are the impact of the learning process. As stated Zahroh (2015) the task of the teacher is; (1) Teachers as instructors are tasked with planning all teaching programs and carrying out programs and assessments therein; (2) The teacher as an educator, has the task of directing students at the level of maturity with the personality of our human beings; and (3) Teachers as leaders, who lead and control themselves, students and the community.

According to Kurniasih (2017) professional teachers who have expertise, responsibility, and a sense of partnership supported by professional ethics. National Education Standards, and Law number 14 of 2005 concerning teachers and lecturers, require that professional teachers must have academic qualifications, professional competencies, pedagogical competencies, social competencies and personalities, and supported by certified evidence as professional educators.

According to Djamarah (2010), an outcome that can be achieved by someone who learns within a certain time interval can be said to be a learning outcome. Student learning outcomes in schools are shown in the form of assessments, both at the end of each material or in a certain period of time. In line with this opinion, Haryati (2015) argues that assessment of student learning outcomes conducted by teachers in addition to monitoring the process, progress and development of student learning outcomes, as well as feedback to teachers in order to improve planning and learning program processes.

Furthermore, Mulyasa (2014) states, a learning can be declared successful if all or at least most (75%) students are actively involved, both physically, mentally and socially in the learning process. According to Ahmadi and Widodo (2011), cognitive domains pertain to students'

ability to think and include several aspects, namely knowing, understanding, memorizing, analyzing, synthesizing, and evaluating.

There is a good interaction between teachers as teaching staff who have professional competence and social competence towards students as learning communities, of course it is expected that there is an increase in student learning outcomes. Observing from the description that has been stated above, the researcher feels it is necessary to further study the professional competencies and social competencies of teachers in relation to the teaching-learning process given to students and ultimately the objectives of the learning process itself to improve student learning outcomes.

B. Methods

According to Arikunto (2010), the research method is a scientific way to obtain data that has special rational, empirical and systematic characteristics. Furthermore Sugiyono (2014) argues that quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine in certain populations and samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is statistical in order to test the hypotheses that have been set. The method in this study is a quantitative method with a survey approach. In line with this research, according to Sugiyono (2014) stated that the survey method is used to obtain data on a particular place that is natural, but researchers treat treatment in data collection for example by distributing questionnaires, tests, structured interviews and so on.

The population in this study were all teachers who teach at SDN Gelumbang District, Muara Enim District with a total of 422 teachers consisting of 236 civil servant teachers and 186 Non civil servant teachers.

To obtain accurate research results on the influence of professional competence and social competence of teachers on learning outcomes of elementary school students in Gelumbang District, Muara Enim Regency were analyzed using multiple regression formulas and supported by the SPSS For Windows Version 21 assistance program.

Data analysis techniques in this study used simple correlation data analysis techniques and multiple regression with the help of the SPSS For Windows Version 21 program. The stages of the analysis included (1) descriptive analysis, (2) requirements analysis test, and (3) hypothesis testing (Sugiyono, 2014).

This descriptive analysis is used to get a description of the data distribution of research findings of each variable categorically. This technique is used to describe the research variables, namely the influence of professional competence, social competence of teachers on the learning outcomes of elementary school students in Gelumbang District. Descriptive analysis of the data of this study, researchers used the help of SPSS For Windows Version 21.

Test requirements analysis is carried out with the aim to find out whether the data collected meets the requirements to be analyzed by planned techniques. To calculate the correlation required requirements including the influence of variables X1 with Y, the influence of variables X2 with Y, as well as the influence between X1 and X2 together with Y must be linear and the form of distribution of all variables of research subjects must be normally distributed. The

assumption of a normally distributed population needs to be checked, so that the next steps can be accounted for.

Normality test aims to determine whether the data collected is normally distributed or not. With the normality test it will be known that the samples taken come from populations that are normally distributed or not (Ghazali, 2013). If the test is normal, the results of statistical calculations can be generalized to the population. Normality test is done either manually or using a computer program SPSS For Windows Version 21 (Ghazali, 2013). In this study the normality test can be used Kolmogorov-smirnov test, the criterion is significant for a two-sided test the results of calculations greater than > 0.05 means normal distribution (Ghazali, 2013).

This test is intended to test the similarity of the population variance that is normally distributed. Homogeneity test uses the Barlett's test. According to Riduwan (2013), if the probability value is > 0.05 then the data comes from populations with the same or homogeneous variance. The linearity test is performed on each independent variable and is bound by the criteria that the calculated F price is listed on the dev lane. From linearity is smaller than F table. If the linearity test results such as criteria (Prayitno, 2010). And the hypothesis is a temporary answer from the formulation of the problem, because the answer is only based on theoretical through the mindset of the researcher whose truth must be empirically proven through research in the field (Arikunto, 2010).

While Arikunto (2010) argues that in a study needed data. In collecting data, techniques are needed, both techniques in providing data, as well as techniques in classifying collected data. A similar sentiment was also stated by Sugiyono (2014) that the data collection method is a method used to collect data, while the data collection technique is the method adopted in carrying out the chosen method. In short it can be said that the method is the way, while the technique is a way to run the method that has been selected.

In connection with research on the effect of certification and teacher performance on student achievement in SMA Negeri 1 Lais, Musi Banyuasin Regency, data collection techniques include the following; (1) Questionnaire. In this study, researchers used a data collection tool that is, the questionnaire as the main instrument. Questionnaire presented varies with alternative answers 1) Always (SL), 2) Often (SR), 3) Sometimes (KD), 4) Rarely (JR), 5) Never (TP) (Sugiyono, 2014). Questionnaires were given to each elementary school teacher in Gelumbang sub-district by 108 teachers, as the researchers described in the sample above; and (2) Documentation. Documentation is a data collection technique to obtain written facts in the form of documents, reports, archives and or other written materials related to the focus of research (Arikunto, 2010).

In connection with documentation techniques, researchers take data in the form of photographs when the study was conducted and the minutes that researchers prepared as supporting data, as well as archives of letters relating to research data, such as questionnaire sheets that were prepared and questionnaires that were filled out by each teacher samples, research permits and so on.

In principle, research is measuring the social and natural phenomena. Examining with existing data is more appropriate if it is called making a report than doing research. However, at the lowest scale the report can also be stated as a form of research (Sugiyono, 2014). Because in principle, researching is taking measurements, then there is a good measurement tool. Measuring instruments in research are usually called Research Instruments.

C. Results and Discussion

Based on the results obtained through social competency questionnaire test, it is known that the 20 items of questions are all valid and have a significant value $> 5\%$, so that it can be included in further research (the trial results can be seen in the appendix). Based on the results obtained through the questionnaire test it is known that the 20 items of questions are all valid and have a significant value $> 5\%$, so that it can be included in further research.

Based on the results of the trial questionnaire reliability. Based on the results of the questionnaire reliability test showed that all variables have a Cronbach's Alpha coefficient > 0.6 so that it can be said that all measurement concepts of each variable from the questionnaire tested were reliable. The results of the testing of reliability of professional competence showed the value obtained was $0.823 > 0.6$, the results of the testing of reliability of social competence showed the value obtained $0.839 > 0.6$, the results of the reliability test of student learning outcomes showed the value obtained was $0.759 > 0.6$, which means that the questionnaire distributed and used in this study is a questionnaire that deserves to be included in further research.

Furthermore Arikunto (2010) argues that there are two kinds, 1) The null hypothesis (H_0), the hypothesis that states there is no influence between the independent variable and the dependent variable, 2) The alternative hypothesis (H_a), the hypothesis which states there is an influence between the independent variable and the dependent variable. The statistical hypothesis was tested in this study by formulating two contradictory hypotheses, namely the 95% confidence level or the significance level of 5% as follows; (1) H_a is accepted if $t\text{-count} > t\text{-table}$ means H_0 is rejected; and (2) H_0 is accepted if $t\text{-count} < t\text{-table}$, means H_a is rejected.

1) H_a : 1.

There is an influence of professional competence on the learning outcomes of elementary school students in Gelumbang District.

There is an influence of teacher social competence on elementary student learning outcomes in the Gelumbang District.

There is an influence of professional competence and social competence of teachers together on the learning outcomes of elementary school students in Gelumbang District.

2) H_0 : 1.

There is no influence of professional competence on elementary student learning outcomes in the Gelumbang District.

There is no effect of teacher social competence on the learning outcomes of elementary school students in Gelumbang District.

There is no influence of professional competence and social competence of teachers together on the learning outcomes of elementary school students in Gelumbang District.

The results obtained from the distribution of questionnaires given to teachers as many as 108 teachers in each Elementary School of Gelumbang District have been analyzed using SPSS For Windows Version 21 namely the influence of professional competence and social competence on the learning outcomes of elementary school students in Gelumbang District obtained the influence of professional competence on the learning outcomes of elementary school students in Gelumbang sub-district were normally distributed. It is known from the results of the analysis obtained a value of $0.249 > 0.05$, and the influence of social competence on the learning outcomes of elementary school students in Gelumbang District is also normally distributed. It is known from the results of the analysis obtained a value of $0.344 > 0.05$. Thus, the influence between variables in this study together is normally distributed.

The homogeneity test of the study showed that the results of the distribution of questionnaires influence the effect of professional competence on the learning outcomes of elementary school students in Gelumbang Sub-district. > 0.05 . This means that the analysis results obtained can be said to be homogeneous.

Analysis of the linearity test about the influence of the principal's situational leadership style and teacher professionalism on the performance of elementary school teachers, showed that F-count $< F$ -table is the value on the linearity of linearity of $0.863 < 0.005$. Thus it can be said that there is a significant influence of professional competence on elementary student learning outcomes in the District of Gelumbang indicating that F-count $< F$ -table is the value of the linear deviation from linearity of $0.279 < 0.005$. Thus it can be said that there is a significant effect on the social competence of teachers on learning outcomes of elementary school students in Gelumbang District (Rohma et al, 2020).

Statistical hypotheses are defined as mathematical statements about the parameters to be tested to what extent a sample data supports the truth of the hypothesis. The hypothesis is a temporary conclusion that still needs to be tested for truth. Through inferential statistical analysis which is a simple linear regression analysis and multiple linear regression analysis to explain the output using the Product Moment formula. Linear regression analysis either partially or simultaneously consists of analysis of the coefficient of determination, partial linear regression coefficient, and simultaneous regression coefficient. The results obtained are correlated to the extent of the relationship with the following guidelines (Arikunto, 2010); 10,800 - 1,000 Very Strong, 2 0.600 - 0.799 Strong, 3 .400 - 0.599 Strong enough, 4 0,200 - 0,399 Less Strong, and 5 0.00 - 0.199 Very Less Strong.

The results of the study were obtained from the influence of professional competence on elementary student learning outcomes in Gelumbang District, professional competence on student learning outcomes namely: $X = 7436$, $Y = 8075$, $X^2 = 518758$, $Y^2 = 609313$, $XY = 557344$, analyzed using the formula Product Moment . Based on the results obtained from processing the product moment analysis data, the value of $r_{xy} = 0.681$. guided by the critique table r product moment, then the value of $r_{xy} = 0.681 > 0.195$ for the significance level of 5%, and $r_{xy} = 0.861 > 0.256$ for the significance level of 1%, with $N = 108$.

After the correlation value is obtained (r), it is collaborated with the interpretation of the correlation coefficient to see how strong, medium or weak the correlation between these variables is.

Based on the correlation interpretation table, the results obtained are equal to 0.681. It means that the range of r values is between 0,600 - 0,799 in the Strong interpretation category. Furthermore, to test the significance of a single correlation coefficient t test was used.

$$\begin{aligned} t_{\text{count}} &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\ &= \frac{0,681\sqrt{108-2}}{1-0,681^2} \\ &= \frac{0,681\sqrt{108}}{1-0,464} \end{aligned}$$

$$\begin{aligned}
 &= \frac{(0,6811)(6,928)}{0,787} \\
 &= \frac{6,762}{0,787} \\
 t_{\text{-count}} &= \mathbf{8,592}
 \end{aligned}$$

Based on the results of the analysis above, the value of t-count was obtained at 4.066. based on the value of the table is 2,681. then it can be seen that the results of the analysis obtained $8.592 > 2.681$ means $t_{\text{-count}} > t_{\text{table}}$. Thus, the research hypothesis which reads that there is professional competence on the learning outcomes of elementary school students in Gelumbang District, can be accepted and the prediction of research assumptions can be justified. Furthermore, according to Sugiyono (2014) to find the coefficient of determination or the coefficient of determination used the following formula:

$$\begin{aligned}
 BC &= r^2 \times 100\% \\
 &= (0.681)^2 \times 100\% \\
 &= 0.463761 \times 100\% \\
 BC &= 46.37\%
 \end{aligned}$$

Based on the results of the coefficient of determination obtained is 46.37%. This means that the level of influence of professional competence on the learning outcomes of elementary school students in Gelumbang District contributes an influence of 46.37%.

Furthermore, social competence on student learning outcomes are: $X = 7482$, $Y = 8075$, $X^2 = 522570$, $Y^2 = 609313$, $XY = 561082$, analyzed using the Product Moment formula as follows:

$$\begin{aligned}
 r_{xy} &= \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}} \\
 r_{xy} &= \frac{108.561082 - (7482)(8075)}{\sqrt{\{108.522570 - (7482)^2\} \{108.609313 - (8075)^2\}}} \\
 r_{xy} &= \frac{60596856 - 60417150}{\sqrt{\{56437560 - 55980324\} \{65805804 - 65205625\}}} \\
 r_{xy} &= \frac{179709}{\sqrt{\{731768\} \{600179\}}} \\
 r_{xy} &= \frac{179709}{\sqrt{439191786472}} \\
 r_{xy} &= \frac{179709}{265377,8} \\
 r_{xy} &= \mathbf{0,677}
 \end{aligned}$$

Based on the results obtained from processing the product moment analysis data, the value of $r_{xy} = 0.677$. guided by the critique table r product moment, then the value of $r_{xy} = 0.677 > 0.195$ for the significance level of 5%, and $r_{xy} = 0.677 > 0.256$ for the significance level of 1%, with $N = 108$.

After the correlation value is obtained (r), it is collaborated with the interpretation of the correlation coefficient to see how strong, medium or weak the correlation between these

variables is. Based on the correlation interpretation table, the results obtained are equal to 0.677. It means that the range of r values is between 0,600 - 0,799 in the Strong interpretation category. Next, to test the significance of the single correlation coefficient t test is used as follows:

$$\begin{aligned} t\text{-count} &= \\ t\text{-count} &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\ &= \frac{0,677\sqrt{108-2}}{1-0,677^2} \\ &= \frac{0,677\sqrt{108}}{1-0,458} \\ &= \frac{(0,5628)(5,873)}{0,787} \\ &= \frac{3,3053}{0,542} \\ t\text{-count} &= \mathbf{6,098} \end{aligned}$$

Based on the results of the analysis above, the value of t-count was obtained at 4.066. based on the value of the table is 2,681. then it can be seen that the analysis results obtained 6.098 > 2.681 means t-count > t-table. Thus, the research hypothesis which states that there is social competence on the learning outcomes of elementary school students in the Gelumbang District, can be accepted and the prediction of the research assumptions can be justified.

Furthermore, according to Sugiyono (2014) to find the coefficient of determination or the coefficient of determination used the following formula:

$$\begin{aligned} BC &= r^2 \times 100\% \\ &= (0,677)^2 \times 100\% \\ &= 0,458329 \times 100\% \\ BC &= 45,83\% \end{aligned}$$

Based on the results of the coefficient of determination obtained is 46.37%. This means that the level of influence of social competence on the learning outcomes of elementary school students in Gelumbang District contributes an influence of 45.83%. The results of the analysis of the effect of professional competence on elementary student learning outcomes in the Gelumbang District obtained a value (Ryx1) of 0.681 and the influence of social competence on the learning outcomes of elementary students in the Gelumbang District obtained a value (Ryx2) of 0.677, then the data will be analyzed the influence of professional competence and social competence together with elementary school student learning outcomes in the Gelumbang District by using the product moment formula double correlation as follows:

$$R_{yx_1x_2} = \sqrt{\frac{r^2 yx_1 + r^2 yx_2 - 2ryx_1 ryx_2 rx_1x_2}{1 - r^2 x_1x_2}} \quad (\text{Sugiyono, 2014}).$$

Information:

r_{yx1} = Product moment correlation between X1 and Y

r_{yx2} = Product moment correlation between X2 and Y

r_{x1x2} = Product moment correlation between X1 and X2

R_{yx1x2} = Correlation between variables X1 and X2 together with the Y variable.

Based on the results obtained from the processing of multiple moment product correlation analysis data obtained r_{yx1x2} value = 0.628. guided by the critique table r product moment, then the value of $r_{xy} = 0.628 > 0.195$ for the significance level of 5%, and $r_{xy} = 0.628 > 0.256$ for the significance level of 1%. The results obtained are 0.628. This means that the range of r values between 0,600 - 0,799 is quite strong in the interpretation category. Next, to test the significance of the correlation coefficient t test is used as follows:

$$\begin{aligned}g &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\ &= \frac{0,628\sqrt{108-2}}{1-0,628^2} \\ &= \frac{0,628\sqrt{106}}{1-0,394} \\ &= \frac{(0,628)(6,928)}{0,606} \\ &= \frac{4,351}{0,606} \\ \text{t-count} &= \mathbf{7,179}\end{aligned}$$

Based on the results of the analysis above, the value of t-count obtained was 7.179. based on the value of the table is 2,681. then it can be seen that the analysis results obtained $7.179 > 2.681$ means $t\text{-count} > t\text{-table}$. Thus, the research hypothesis which says there is an influence of professional competence and social competence together on the learning outcomes of elementary school students in Gelumbang District, can be accepted and in accordance with the research assumptions.

Furthermore, to find the coefficient of determination or determining coefficient used the following formula:

$$\begin{aligned}BC &= r^2 \times 100\% \\ &= (0.628)^2 \times 100\% \\ &= 0.394384 \times 100\% \\ BC &= 39.43\%\end{aligned}$$

Based on the results of the coefficient of determination obtained is 39.43%. This means that the level of influence of professional competence and social competence together contribute to the learning outcomes of elementary school students in Gelumbang District by 39.43%.

From the hypothesis proposed and after obtaining the results of the analysis of the hypothesis test stated above, it can be shown through a theoretical pattern of research thinking framework contributing the influence of each variable X1 to Y, variables X2 to Y and variables X1 and X2 to Y, or Variables X1 to Y contributed an influence of 46.37%, variables X2 to Y

contributed an influence of 45.83%, and variables X1 and X2 to Y contributed an influence of 39.43%.

Based on the results of the study showed that: 1) there is an influence of professional competence on learning outcomes of elementary school students in the Gelumbang District; 2) there is an influence of teacher social competence on the learning outcomes of elementary school students in Gelumbang District; 3) there is an influence of professional competence and teacher social competence together both simultaneously and partially on the learning outcomes of elementary school students in Gelumbang District; 4) The level of influence of professional competence on the learning outcomes of elementary school students in Gelumbang District contributed to the influence of 46.37%; 5) The level of influence of social competence on the learning outcomes of elementary school students in Gelumbang District contributed to the influence of 45.83%; 6) The level of influence of professional competence and social competence jointly contributed to the learning outcomes of elementary school students in Gelumbang District by 39.43%. This is evidenced from the results of the hypothesis test through the distribution of questionnaires addressed to each elementary school teacher in the District of Gelumbang totaling 108 teachers (Yusuf et al, 2021).

Based on the hypothesis testing the effect of professional competence on elementary student learning outcomes in the Gelumbang District partially the results obtained from the processing of product moment analysis data, r_{xy} value = 0.681. based on the product moment critique table r , then the value of $r_{xy} = 0.681 > 0.195$ for the significance level of 5%, and $r_{xy} = 0.681 > 0.256$ for the significance level of 1%, with $N = 108$. Based on the correlation interpretation table, the results obtained are 0.681. It means that the range of r values is between 0,600 - 0,799 in the Strong interpretation category. Based on the results of the analysis above, the value of t -count was obtained at 4.066. based on the value of the table is 2,681. then it can be seen that the results of the analysis obtained $8.592 > 2.681$ means $t\text{-count} > t\text{-table}$.

Thus, the research hypothesis which reads that there is professional competence on the learning outcomes of elementary school students in Gelumbang District, can be accepted and the prediction of research assumptions can be justified. Based on the results of the coefficient of determination obtained is 46.37%.

Next test the hypothesis of the influence of social competence on elementary student learning outcomes in Gelumbang District partially the results obtained from the processing of product moment analysis data, r_{xy} value = 0.677. r product moment, then the value of $r_{xy} = 0.677 > 0.195$ for the significance level of 5%, and $r_{xy} = 0.677 > 0.256$ for the significance level of 1%, with $N = 108$. interpretation of the correlation, the results obtained amounted to 0.677. It means that the range of r values is between 0,600 - 0,799 in the Strong interpretation category.

Based on the results of the analysis above, the value of t -count was obtained at 4.066. based on the value of the table is 2,681. then it can be seen that the analysis results obtained $6.098 > 2.681$ means $t\text{-count} > t\text{-table}$. Thus, the research hypothesis which states that there is social competence on the learning outcomes of elementary school students in the Gelumbang District, can be accepted and the prediction of the research assumptions can be justified. Based on the results of the coefficient of determination obtained is 46.37%.

Hypothesis testing the effect of professional competence and social competence simultaneously on the learning outcomes of elementary school students in the Gelumbang District results obtained from the processing of multiple moment product analysis data obtained

r_{yx1x2} value = 0.628. guided by the critique table r product moment, then the value of $r_{xy} = 0.628 > 0.195$ for the significance level of 5%, and $r_{xy} = 0.628 > 0.256$ for the significance level of 1%. Based on the correlation interpretation table, the results obtained are equal to 0.628. This means that the range of r values between 0,600 - 0,799 is quite strong in the interpretation category. Based on the results of the analysis above, the value of t -count obtained was 7.179. based on the value of the table is 2,681. then it can be seen that the analysis results obtained $7.179 > 2.681$ means t -count $>$ t -table. Thus, the research hypothesis which says there is an influence of professional competence and social competence together on the learning outcomes of elementary school students in Gelumbang District, can be accepted and in accordance with the research assumptions. Based on the results of the coefficient of determination obtained is 39.43% (Suratman et al, 2020).

Based on the hypothesis testing the effect of professional competence on elementary student learning outcomes in the Gelumbang District partially the results obtained from the processing of product moment analysis data, r_{xy} value = 0.681. based on the product moment critique table r , then the value of $r_{xy} = 0.681 > 0.195$ for the significance level of 5%, and $r_{xy} = 0.861 > 0.256$ for the significance level of 1%, with $N = 108$. Based on the correlation interpretation table, the results obtained are 0.681. It means that the range of r values is between 0,600 - 0,799 in the Strong interpretation category. Based on the results of the analysis above, the value of t -count was obtained at 4.066. based on the value of the table is 2,681. then it can be seen that the results of the analysis obtained $8.592 > 2.681$ means t -count $>$ t -table. Thus, the research hypothesis which reads that there is an influence of professional competence on the learning outcomes of elementary school students in Gelumbang District, can be accepted and the prediction of research assumptions can be justified. Based on the results of the coefficient of determination obtained is 46.37%. This means that the level of influence of professional competence on the learning outcomes of elementary school students in Gelumbang District contributes an influence of 46.37% (Listiningrum et al, 2020).

Next test the hypothesis of the influence of social competence on elementary student learning outcomes in Gelumbang District partially the results obtained from the processing of product moment analysis data, r_{xy} value = 0.677. based on the product moment criticism table, then the value of $r_{xy} = 0.677 > 0.195$ for the significance level of 5%, and $r_{xy} = 0.677 > 0.256$ for the significance level of 1%, with $N = 108$. Based on the correlation interpretation table, the results obtained are 0.677. It means that the range of r values is between 0,600 - 0,799 in the Strong interpretation category. Based on the results of the analysis above, the value of t -count was obtained at 4.066. based on the value of the table is 2,681. then it can be seen that the analysis results obtained $6.098 > 2.681$ means t -count $>$ t -table. Thus, the research hypothesis which states that there is social competence on the learning outcomes of elementary school students in the Gelumbang District, can be accepted and the prediction of the research assumptions can be justified. Based on the results of the coefficient of determination obtained is 46.37%. This means that the level of influence of social competence on the learning outcomes of elementary school students in Gelumbang District contributes an influence of 45.83%.

Hypothesis testing the effect of professional competence and social competence simultaneously on the learning outcomes of elementary school students in the Gelumbang District results obtained from the processing of multiple moment product analysis data obtained r_{yx1x2} value = 0.628. guided by the critique table r product moment, then the value of $r_{xy} = 0.628 > 0.195$ for the significance level of 5%, and $r_{xy} = 0.628 > 0.256$ for the significance level of 1%. Based on the correlation interpretation table, the results obtained are equal to 0.628.

This means that the range of r values between 0,600 - 0,799 is quite strong in the interpretation category. Based on the results of the analysis above, the value of t-count obtained was 7.179. based on the value of the table is 2,681. then it can be seen that the analysis results obtained $7.179 > 2.681$ means $t\text{-count} > t\text{-table}$. Thus, the research hypothesis which says there is an influence of professional competence and social competence together on the learning outcomes of elementary school students in Gelumbang District, can be accepted and in accordance with the research assumptions. Based on the results of the coefficient of determination obtained is 39.43%. This means that the level of influence of professional competence and social competence together contribute to the learning outcomes of elementary school students in Gelumbang District by 39.43% (Mukartik et al, 2020).

D. Conclusion

Based on the results of the study it can be concluded that: (1) There is an effect of professional competence on the learning outcomes of elementary school students in Gelumbang District with a large contribution of influence of 46.37%; (2) There is an effect of social competence on the learning outcomes of elementary school students in Gelumbang District with a large contribution of 45.83%; and (3) There is an effect of professional competence and social competence of teachers together on learning outcomes of elementary school students in Gelumbang District with a large contribution of influence 39.43%.

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