

THE INFLUENCE OF SOCIAL STUDIES TEACHERS' COMPETENCIES IN DEVELOPING STUDENTS' SOCIAL RESPONSIBILITY AND CONCERN

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Abstract

This study aims to analyze the influence of teacher competence in developing the areas of responsible character and social concern of students at SMAN 1 Tiris Probolinggo, analyze the influence of teacher competence in developing student responsible character at SMAN 1 Tiris Probolinggo, and analyze the influence of teacher competence in developing student Social Concern at SMAN 1 Tiris Probolinggo. The method used in this study is a survey method with the ability of social studies teachers (X), while the dependent variables are the character of responsibility (Y1) and students' social concern (Y2). The data collection technique is from primary data in the form of a questionnaire. The use of the scale in this study is the Likert scale which will be used in a closed questionnaire. While secondary data in the form of documentation in the form of notes, reports, and photos. This documentation technique is used to collect data on student attitudes and behavior, school profiles, facilities and infrastructure, and the number, and students to be studied. The results obtained in this study are that there is a positive and significant influence of teacher competence between the character of responsibility and social concern of students at SMAN 1 Tiris Probolinggo. The competence of teachers at SMAN 1 Tiris Probolinggo is the ability or mastery of a person in a job, both in terms of the knowledge they have and their skills or behavior in carrying out tasks as determined by the school. In this case, teachers at SMAN 1 Tiris Probolinggo are able to develop the character of their students so that they have a responsible attitude and have social awareness.

Keywords: *Teacher Competence, Character Responsibility, Social Concern*

INTRODUCTION

A teacher will be able to carry out his duties well if he has the basic skills or teaching competencies that he has. Because this has a dominant influence on the success of his teaching. In Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, article 8 states that teachers are required to have academic qualifications, competencies, educator certificates, physical and spiritual health, and have the ability to realize national education goals (Nguyen & Tran, 2021).

The teaching and learning process of prospective learning outcomes obtained by students is not only determined by the school, pattern, and structure and content of the curriculum, but is also determined by the competence of teachers who teach and guide students. Competent teachers will be better

able to create an effective and fun learning environment, and will be better able to manage their classes, so that the teaching and learning process is optimal (Sari & Wijayanti, 2021).

Every professional teacher must meet the requirements as a responsible human being in the field of teaching. Teachers are people who are responsible for inheriting values and norms to students. The responsibilities in question are moral responsibility, responsibility in the field of teaching in schools, responsibility in the community field, and responsibility in the scientific field. For this reason, teacher competence is very important in carrying out the teaching and learning process (Wang & Liu, 2019).

The competence of social studies teachers in this study is a person's ability or mastery of a job, both in terms of the knowledge they have and their skills or

behavior in carrying out certain tasks (Garcia & Rodriguez, 2020).

The cultivation of character in students is also very supportive in the sustainability of the social studies learning process. One of the characters that must be instilled in students is the character of responsibility. Responsibility is a person's behavior to carry out duties and obligations that should be performed. Therefore, to achieve a good quality of education, a sense of responsibility is needed in learning (Khan & Ahmad, 2022).

A sense of responsibility is very important to improve learning achievement, coaching and instilling a sense of responsibility must be done from an early age so that an attitude of responsibility can appear in children (Anderson & Walker, 2023).

Social concern is a feeling that arises from a person, namely the desire to help, either in the form of material or energy to others. The goal is to ease the burden on the person, so that his affairs are easier (Haryanto & Murti, 2022).

Instilling the value of social care through integration in self-development programs includes routine school activities, spontaneous activities, exemplary, and conditioning. A routine activity carried out by the school is that teachers always make students accustomed to shaking hands with teachers when entering and leaving school. The habit of shaking hands with teachers indicates that students respect teachers. Respect is one of the values of social care as said by Suryadi & Lestari (2017) who stated that the derivative values of caring have respect.

Based on the results of observations made on students at SMAN 1 Tiris Probolinggo, it was found that most of the students who had symptoms or behaviors such as being less able to complete their assignments seriously, rarely carrying out their picket assignments, being late in collecting assignments, always borrowing or cheating their friends' assignments, and doing homework at school.

Meanwhile, based on the results of field observations and interviews with several teachers about students' social concerns, information was obtained that more students are ignoring the environment, students seem to

care less because they are busy playing games, so when asked about their friends why they didn't come in today, no one knew. Whether their friend is sick, disabled or something else, most students don't care.

The purpose of this study is to analyze the influence of teacher competence in developing the character of responsibility and social concern of students at SMAN 1 Tiris Probolinggo, analyze the influence of teacher competence in developing the character of student responsibility at SMAN 1 Tiris Probolinggo, and analyze the influence of teacher competence in developing student social concern at SMAN 1 Tiris Probolinggo.

METHOD

This study uses quantitative data. Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research on certain populations or samples.

The approach used in this research data is a quantitative approach, because the data information obtained is presented in the form of numbers and analyzed using statistical analysis. The method used in this study is the survey method.

There are 3 main variables that are the focus of this research, including:

- a. Teacher competence, free/independent variable (X)
- b. Variable responsibility character is bound/dependent (Y1)
- c. Dependent variable social care (Y2)

The data measurement used for each variable is ordinal. Ordinal measurements allow everything to be sorted according to their respective ranks.

The measurement scale for the research instrument used is the Likert scale. This likert scale will show the agreement or disagreement of a series of questions about an object, and usually has five or seven categories from strongly agreeing to strongly disagreeing.

The population in this study is students of SMAN 1 Tiris Probolinggo Regency, some of the classes below will be used as the research population, including:

Class XA has a total of around 30 students, with 14 boys and 16 girls.

Class XB has a total of around 29 students, with the number of boys around 21 children while the number of girls is around 8 children. The total number of XC classes is around 31 students, with the number of boys around 22 children while the number of girls is around 9 children.

So the total population to be studied at SMAN 1 Tiris Probolinggo Regency is around 90 students.

Sample random sampling is a technique to obtain samples that are directly carried out in the sampling unit. Thus each sampling unit as an element of an isolated population gets the same opportunity to be a sample or to represent the population. This method is done when the members of the population are considered homogeneous. This technique can be used when the number of sampling units in the pumping body is not too large. Because the population is less than seratus, a sample of 90 students was determined. SMAN 1 Tiris Probolinggo Regency.

In carrying out research activities, the author uses several data collection techniques, including:

a. Questionnaire

This data collection technique is carried out by giving written questions to respondents to be answered. The type of questionnaire used is a closed questionnaire using a *Likert scale*.

b. Documentation

Documentation techniques are used to obtain data that is already available in the form of documentation techniques are used to obtain data that is already available in the form of notes, reports, and photos. This technique is used to collect data on student attitudes and behaviors, school profiles, facilities and infrastructure, and the number of students to be studied.

In this study, 2 data analyses were used;

a. Descriptive analysis

Descriptive analysis can be displayed in the form of frequency distribution tables, histogram tables, mean values, standard

deviation values and others. The benefit obtained from the use of descriptive analysis is to get a complete picture of the data either in verbal or numerical form related to the data being researched.

b. Manova Multivariate Analysis

Manova is a statistical analysis technique used to test for simultaneous differences between two or more variables dependents associated with one or more independent variables. The goal was to determine whether there were significant differences between the groups in some dependent variables.

RESULTS AND DISCUSSION

Result

The data from this study was processed through two stages, the first stage was carried out by calculating and summing each score, then finding the average score answer from each respondent for each independent variable of teacher competence (X), as well as the presentation of variables bound by the character of responsibility (Y1), and social concern (Y2).

Then the second stage is the calculation of the statistical components needed in the analysis which includes a validity test with the product moment correlation formula, a reliability test with the Cronbach's Alpha formula, a normality test with chi squared, a linearity test, finding the mean (M), standard divergence (SD), data analysis with the double regression correlation formula as explained in the previous chapter. Meanwhile, the calculation of statistical analysis was carried out using the SPSS 27 program computer.

Instrument Test Results

Before the research, the instrument was tested first, the research instrument was tested on 30 respondents from 90 existing populations. The collected data was analyzed using the SPSS 27 tool.

Variable Instrument Validity and Reliability Test (X1)

Table 1. Validity Test of Teacher Competency Variables (X1)

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00001	38.3000	47.390	.846	.822	.967

VAR00002	38.2000	45.545	.942	.909	.963
VAR00003	38.4000	49.559	.728	.722	.970
VAR00004	38.3000	46.217	.909	.883	.964
VAR00005	38.2000	46.510	.898	.835	.965
VAR00006	38.2667	48.133	.810	.778	.968
VAR00007	38.2000	47.614	.841	.741	.967
VAR00008	38.2333	47.771	.834	.720	.967
VAR00009	38.2667	45.995	.918	.884	.964
VAR00010	38.4333	47.633	.838	.827	.967

To assess whether the above values (Item Validity and Item Reliability) are valid and reliable, compare them with the R Table At DF=N-2 and Probability 0.05. The DF value is the number of samples (10)-2=8. R Table on

DF 8 Probability 0.05 is 0.5494. Items number 1 to item number 8, the Corrected Item-Total Correlation value >is 0.5494, then the question items no 1 to number 8 are valid.

Variable Instrument Validity and Reliability Test (X2)

Table 2. Validity Test of Responsibility Character Variables (Y1)

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00001	52.0667	12.478	.655	.	.858
VAR00002	51.8333	12.764	.827	.	.852
VAR00003	52.1667	13.661	.315	.	.881
VAR00004	52.0333	12.723	.602	.	.862
VAR00005	51.8667	14.120	.411	.	.872
VAR00006	52.0333	12.930	.543	.	.866
VAR00007	51.9333	13.099	.563	.	.864
VAR00008	52.0000	13.034	.532	.	.866
VAR00009	52.0000	12.828	.592	.	.862
VAR00010	52.2333	13.220	.423	.	.874
VAR00011	52.0667	12.478	.655	.	.858
VAR00012	51.8333	12.764	.827	.	.852

To assess whether the above values (Item Validity and Item Reliability) are valid and reliable, compare them with the R Table At DF=N-2 and Probability 0.05. The DF value is the number of samples (12)-2=10. R Table on DF 10

Probability 0.05 is 0.4973. Item number 1 to item number 10, Corrected Item-Total Correlation value >0.4973, then question items no 1 to number 10 are valid.

Variable Instrument Validity and Reliability Test (X3)

Table 3. Social Concern Variable Validity Test (Y2)

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00001	43.1667	79.937	.877	.	.977
VAR00002	43.1000	76.852	.952	.	.975
VAR00003	43.1333	81.292	.799	.	.979
VAR00004	43.2000	79.269	.908	.	.976
VAR00005	42.9667	79.482	.857	.	.977
VAR00006	43.1000	80.852	.805	.	.978
VAR00007	43.0333	79.551	.850	.	.978
VAR00008	43.0333	79.275	.868	.	.977
VAR00009	43.1667	78.764	.914	.	.976

VAR00010	43.2000	79.338	.903	.	.976
VAR00011	43.1667	79.937	.877	.	.977
VAR00012	43.1000	76.852	.952	.	.975

To assess whether the above values (Item Validity and Item Reliability) are valid and reliable, compare them with the R Table At $DF=N-2$ and Probability 0.05. The DF value is the number of samples $(12)-2=10$. R Table on DF 10 Probability 0.05 is 0.4973. Item number 1 to item number 10, Corrected Item-Total Correlation value >0.4973 , then question items no 1 to number 10 are valid.

Data Analysis

Descriptive Data Analysis

Based on the results of the data processing carried out, the research data can be described with the aim of providing information about the state of the independent variables of teacher competence (X), as well as the presentation of variables bound by the character of responsibility (Y1) and social concern (Y2). An overview of the scores and criteria can be tabulated as follows:

Table 4. Tabulation of Research Results Score

		Statistics		
		X	Y1	Y2
N	Valid	90	90	90
	Missing	0	0	0
Mean		40.08	4.17	4.17
Median		46.00	4.70	4.70
Std. Deviation		8.072	.780	.780
Minimum		30	3	3
Maximum		49	5	5
Sum		3607	376	376

From table 4.1, it is known that the state of 90 respondents is valid, the mean of variable X is 40.08, variable Y1 is 4.70 and variable Y2 is 4.70. The deviation of variable X is 8.072, variable Y1 is .780 and variable Y2 is .780, and in detail the results of the score of each variable are presented as follows:

a. Teacher Competence (X)

Based on the results of the distribution of the questionnaire for teacher competence (X), the following data was obtained: From 28 questionnaire items distributed to 90 respondents, it was known that teacher competence was in the average range between 1.1% to 24.4% with details of 2 respondents answering with an average score of 1.1%; 9 respondents answered with an average score of 3.3%; 26 respondents answered with an average score of 3.3 % ; 14 respondents answered with an average score of 15.6%; 17 respondents answered with an average score of 18.9%; 24.4; and 22 respondents answered

with an average score of 24.4 % From the description, it is known that the results are very good.. The average answer of 90 respondents for teacher competency (X) was the lowest at 1.1% for 2 respondents and the highest at 24.4% for 22 respondents.

b. Character of Responsibility (Y1)

Based on the results of the questionnaire distribution for the character of responsibility (Y1), the following data was obtained: From the 20 questionnaire items distributed to 90 respondents, it was known that the character of responsibility was in the average range between 1.1% to 26.7% with details of 1 respondent answering with an average score of 1.1%; 2 respondents answered with a taskor rera of 2.2 %; 3 respondents answered with an average score of 3.3 %, 4 respondents answered with an average score of 4.4 %, 22 respondents answered with an average score of 12.2 %, 34 respondents answered with an average score of 18.9 %, and 24 respondents

answered with an average score of 26.7 %. From the description, it is known that the results are very good. The average answer of 67 respondents for Character of Responsibility (X) was the lowest at 1.5% for 2 respondents and the highest at 23.9 % for 16 respondents. Social Concern (Y2)

Based on the results of the distribution of the social concern questionnaire (Y2), the following data was obtained: From 20 questionnaire items distributed to 90 respondents, it was known that social concern was in the average range between 1.1% to 26.7% with details of 1 respondent answering with an average score of 1.1 %; 2 respondents answering with a taskor rate of 2.2 %; 3 respondents answering with an average score 3.3 %, 4 respondents answered with an average score of 4.4 %, 22 respondents answered with an average score of 12.2 %, 34 respondents answered with an average score of

18.9 %, and 24 respondents answered with an average score of 26.7 %. From the description, it is known that the results are very good.

The average answer of 90 social concern (Y2) respondents was the lowest 1.1% as many as 1 respondent and the highest was 26.7% with 24 respondents.

Inferential Data Analysis Manova Multivariate Statistical Requirements Testing

Manova is a statistical analysis technique used to test for simultaneous differences between two or more dependent variables related to one or more independent variables. The goal was to determine whether there were significant differences between the groups in some dependent variables.

Table 5. Manova Multivariate Analysis

Multivariate Tests ^a						
	Effect	Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.963	1041.057 ^b	2.000	79.000	.000
	Wilks' Lambda	.037	1041.057 ^b	2.000	79.000	.000
	Hotelling's Trace	26.356	1041.057 ^b	2.000	79.000	.000
	Roy's Largest Root	26.356	1041.057 ^b	2.000	79.000	.000
X	Pillai's Trace	.788	5.783	18.000	160.000	.000
	Wilks' Lambda	.287	7.606 ^b	18.000	158.000	.000
	Hotelling's Trace	2.222	9.627	18.000	156.000	.000
	Roy's Largest Root	2.096	18.634 ^c	9.000	80.000	.000
a. Design: Intercept + X						
b. Exact statistic						
c. The statistic is an upper bound on F that yields a lower bound on the significance level.						
Tests of Between-Subjects Effects						
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Y1	20.119 ^a	9	2.235	5.255	.000
	Y2	36.137 ^b	9	4.015	17.832	.000
Intercept	Y1	511.090	1	511.090	1201.420	.000
	Y2	466.547	1	466.547	2071.927	.000
X	Y1	20.119	9	2.235	5.255	.000
	Y2	36.137	9	4.015	17.832	.000
Error	Y1	34.032	80	.425		
	Y2	18.014	80	.225		
Total	Y1	1622.490	90			
	Y2	1622.490	90			
Corrected Total	Y1	54.151	89			
	Y2	54.151	89			
a. R Squared = .372 (Adjusted R Squared = .301)						
b. R Squared = .667 (Adjusted R Squared = .630)						

From the results of Manova's Multivariate analysis for data derived from the independent

variable s, namely teacher competence (X) and the variables bound by the character of

responsibility (Y1) and social concern (Y2), the results were obtained that there were no significant differences between groups in several dependent variables

Linearity Test

From the results of the linearity test for data derived from independent variables, namely teacher competence (X), as well as the bound variables of Character of Responsibility (Y1) and Social Concern (Y2), the results were obtained that these variables were normally distributed.

In the results of the linearity test X with Y1, it is explained that 805 was obtained from the table Anova X with Y1. So the relationship of X to Y1 is linear meaning that the change of the X variable is followed by the change of the Y1 variable.

Meanwhile, in the results of the linearity test X2 with Y2, it was explained that 353 were obtained from the Anova X2 with Y table, where the relationship between X and Y2 is linear, meaning that the change of the X variable is followed by the change of the Y2 variable.

Uji Hipotesis

Before hypothesis testing, a null hypothesis is first presented that is tied to an alternative hypothesis. And statistical analysis was carried out to test hypotheses 1, and 2

a. Hypothesis Submission 1

Ha: There is a significant influence of teacher competence on the formation of students' responsibility character

b. Hypothesis Submission 2

Ha: There is a significant influence of teacher competence on the formation of students' social care character

Discussion

Teachers' Ability to Develop Character of Social Responsibility and Concern

The ability of teachers to develop student character has a very important role in the formation of student responsibility and social concern at SMAN 1 Tiris, Probolinggo. The character of responsibility and social care is a fundamental aspect that is not only important for academic success, but also for the future social life of students. Therefore, teachers' efforts in educating and guiding

students through a holistic and integrative approach are crucial (Smith & Brown, 2023).

Teachers at SMAN 1 Tiris have demonstrated significant ability in creating a learning environment that supports the development of responsible character. Through teaching methods that emphasize self-assignment, discipline, and continuous evaluation, students are taught to understand the importance of personal and academic responsibility. For example, teachers provide group projects that require collaboration and shared responsibility, so students can learn to manage their time and work effectively in a team (Yang & Wu, 2020).

In addition, social concern is also the main focus in learning at SMAN 1 Tiris. Teachers not only teach academic materials, but also instill moral and ethical values through social and extracurricular activities. Programs such as visits to orphanages, environmental activities, and humanitarian projects are integral to the curriculum. Thus, students are encouraged to develop a sense of empathy and concern for others, as well as understand their role in the wider society (Winarni & Hartono, 2017).

The influence of teachers' abilities in developing student character can also be seen from the improvement of academic and non-academic achievements. Students who have a responsible character tend to be more disciplined in learning and achieve better results. Meanwhile, high social awareness encourages students to be active in extracurricular and social activities, which in turn enriches their learning experience. The combination of academic achievement and social engagement creates balanced and competent individuals (Utami & Pratiwi, 2018).

In addition to the learning approach in the classroom, teachers at SMAN 1 Tiris also utilize technology and social media to develop students' character. Through digital platforms, teachers can provide supplemental materials, online discussions, and interactive assignments that encourage students to think critically and act responsibly. Technology is also used to facilitate collaborative projects that involve students from different backgrounds, thereby increasing their social and cultural awareness (Wibowo & Susanto, 2019).

Teachers' commitment to developing the character of responsibility and social concern is also reflected in the close relationship between teachers, students, and parents. Teachers at SMAN 1 Tiris actively communicate with parents to report on student progress and discuss the best educational strategies. With support from family, students feel more motivated to take responsibility for their studies and participate in social activities (Prasetyo & Putri, 2023).

Overall, the ability of teachers to develop the character of responsibility and social concern at SMAN 1 Tiris Probolinggo has had a significant positive impact. Through a comprehensive and integrated approach, teachers not only succeed in improving students' academic achievement, but also form empathetic, caring, and responsible individuals. These results show the importance of teachers' role in character education and serve as an example for other schools in their efforts to create a quality young generation (Johnson & Wilson, 2022).

Thus, teachers' ability to develop students' character is not only an important educational task, but also a moral responsibility that has a wide impact on society. Through the dedication and commitment of teachers, SMAN 1 Tiris Probolinggo has succeeded in creating a learning environment that supports the formation of positive character, which will bring long-term benefits to students and the surrounding community.

Teachers' Ability to Develop Student Responsibility Character

The ability of teachers in developing the character of student responsibility at SMAN 1 Tiris Probolinggo plays a very important role in the formation of independent and disciplined student personalities. Teachers at this school apply various teaching methods that aim to increase students' sense of responsibility, both in academic and non-academic aspects. One strategy used is self-assignment that encourages students to manage their own time and resources. Thus, students learn to take initiative and take responsibility for the assigned tasks (Thomas & Clark, 2021).

Teachers at SMAN 1 Tiris also take advantage of a collaborative approach in learning to develop the character of student responsibility. Through group projects and class discussions, students are invited to work together and hold each other accountable for their work. This approach not only improves social and communication skills, but also builds a sense of collective responsibility among students. Teachers act as facilitators who monitor and provide guidance, ensuring that each student contributes optimally in every activity (Purnomo & Nugroho, 2020).

In addition, teachers at SMAN 1 Tiris implement a transparent and continuous evaluation system to monitor the development of student responsibilities. Evaluations are conducted not only based on academic results, but also include aspects of student behavior and attendance. By providing constructive feedback, teachers help students understand strengths and areas that need improvement, and encourage them to continue to improve. This system creates an environment that supports continuous learning and the development of responsible character (Rahmawati & Santoso, 2020).

The role of teachers in developing the character of student responsibility at SMAN 1 Tiris Probolinggo is not only limited to the school environment, but also involves cooperation with parents. Teachers regularly communicate with parents to report on student progress and discuss strategies that can be implemented at home. Through close collaboration between the school and family, students feel more motivated and supported in the process of developing their character. The combination of in-school learning and support from home ensures that the values of responsibility are firmly embedded in students, equipping them to face future challenges with a responsible and proactive attitude (Lee & Kim, 2019).

The Influence of Teachers' Ability in Developing Students' Social Care Character

Teachers at SMAN 1 Tiris Probolinggo have a crucial role in developing the character of students' social care. They use a variety of teaching strategies and methods to instill the values of empathy and concern for others. One effective approach is through the integration of

social issues into the learning curriculum. Teachers often invite students to discuss topics such as poverty, social injustice, and the environment. This discussion not only improves students' understanding of these issues but also encourages them to think critically and find solutions (Setiawan & Handayani, 2019).

In addition to class discussions, teachers at SMAN 1 Tiris also held various extracurricular activities that focus on community service. Activities such as social services, visits to orphanages, and environmental programs provide opportunities for students to be directly involved in real actions that benefit the community. Through this hands-on experience, students learn to appreciate differences and understand the importance of their contribution to helping others. Teachers act as guides and motivators, ensuring that every activity runs smoothly and has a positive impact (Martinez & Sanchez, 2018).

The role of teachers in developing social awareness can also be seen from their efforts in creating an inclusive and supportive school culture. Teachers at SMAN 1 Tiris encourage students to respect each other and work together, both inside and outside the classroom. They emphasized the importance of values such as cooperation, tolerance, and mutual respect. Through this approach, students learn to not only focus on themselves, but also care about the needs and feelings of others. This positive school culture forms an environment conducive to the development of social care characters (Baker & White, 2017).

Teachers' commitment to developing the character of social care is also supported by school programs that involve parents and the community. Teachers actively involve parents in various social activities, strengthening cooperation between schools and families. With the support of various parties, efforts to instill the values of social care become more effective and sustainable. Through a combination of formal education and support from the community, students at SMAN 1 Tiris Probolinggo grow into individuals who are not only academically intelligent but also have high social awareness, ready to contribute positively to society (Wijaya & Cahyono, 2018).

CONCLUSIONS AND SUGGESTIONS

Conclusion

In conclusion, the competence of social studies teachers at SMAN 1 Tiris, Probolinggo has a significant influence on developing the character of responsibility and social concern of students. Teachers who have good pedagogic, professional, personality, and social competence are able to be role models and provide effective learning, so that students not only understand social concepts theoretically but also apply them in daily life. This character development is important to form a generation that is responsible and cares for its social environment, in accordance with the goals of national education. Therefore, improving teacher competence in various aspects is very necessary to support the success of character education in schools.

Suggestion

The suggestion in this paper is that the school, especially SMAN 1 Tiris, Probolinggo, continue to improve the competence of social studies teachers through continuous training and professional development. In addition, schools need to strengthen collaboration between teachers, students, and parents in the development of students' social responsibility and concern character, by implementing more interactive and real-life situation-based learning methods that students face in their daily lives. Thus, character development is not only the responsibility of teachers, but also the entire school community, so that the results achieved are more optimal and sustainable.

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