

Research Article

The Influence of Teachers' Social Competence on Student Resilience at Santo Fransiscus Xaverius Kema Catholic High School

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Abstract: This study aims to determine: (1) the social competence of teachers at Santo Fransiscus Xaverius Kema Catholic High School, (2) the resilience of students at Santo Fransiscus Xaverius Kema Catholic High School, (3) the extent to which teacher social competence influences student resilience at Santo Fransiscus Xaverius Kema Catholic High School. This study used quantitative methods. The sampling technique used was saturated sampling, which consisted of 57 teachers and students. The instrument used was a questionnaire consisting of variable X and variable Y. The collected data were analyzed using descriptive statistical analysis to test hypotheses 1 and 2 and simple linear regression analysis to test hypothesis 3. The results of the study prove that the teacher's social competence coefficient reached 0.90, while the student's resilience coefficient reached 0.83, both of which are in the very good category. Further findings show that there is an influence of teacher social competence on student resilience, with the magnitude of the influence indicated by a correlation coefficient value of 0.075. Based on these results, the author concludes that the influence of teacher social competence on student resilience is in the very low category with a percentage of 7.5%.

Keywords: Catholic high school; Influence of teacher social competence; Santo Fransiscus Xaverius Kema; Student Resilience; Teachers' Social Competence.

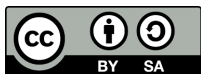
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1. Introduction

Resilience is a person's ability to overcome problems, difficulties, challenges, and threats in order to survive and bounce back from stressful situations. A person's level of resilience can be influenced by several factors, such as social support, emotional intelligence, positive thinking, and problem-solving skills (Hertinjung et al., 2022). Student resilience is caused by two factors, namely internal factors such as self-confidence, intrinsic motivation, the ability to manage emotions, and problem-solving skills. Second, external factors consisting of support from family, teachers, peers, and people around them (Nashori & Saputro, 2021).

The quality of teaching depends on various elements such as teachers, syllabus, facilities, funds, management mechanisms, work atmosphere, and the students themselves as subjects of learning. Among these various elements, teachers are considered to have a central role in achieving quality teaching (Mentang, 2022). A professional educator needs to have sufficient academic qualifications and capacity. One essential element that educators need to have in order to build a constructive and inclusive learning environment is social capacity (Mulyani, 2017; Abidin & Purnamasari, 2023). Referring to the initial findings at Santo Fransiskus Xaverius Kema Catholic High School, student resilience at the institution is low,

with students often experiencing academic difficulties; a number of students face difficulties in understanding the material presented by teachers, and student resilience is not yet fully capable of withstanding difficult situations. Meanwhile, the social capacity of educators is still lacking, as educators still do not fully understand the capacities that educators need to have.

The truth about student resilience in facing difficulties can be seen physically. When faced with personal, family, and academic problems, students lack confidence, but there are still students who can solve problems and find a way out. However, there are also students who cannot find a way out, so they become depressed and choose the wrong path (Khomseh et al., 2018). The problems that occur in schools regarding teachers' social competence are that teachers lack understanding of the four teacher competencies, such as teachers not managing the class professionally during learning, teachers not paying enough attention to students, teachers not motivating students enough, and teachers not showing authority in their words and attitudes towards students (Nurhuda et al., 2023).

Based on research observations, data on teachers' social competencies was obtained, with 30% for communication and interaction skills, 35% for social relationships, 15% for emotional management, and 20% for decision making and problem solving. Meanwhile, student resilience data percentages were divided into self-adjustment (25%), resilience (20%), intelligence in facing difficulties (20%), self-efficacy (15%), and problem solving (20%). From the problems described above, teachers need to improve their social competence in communicating, interacting, and relating to and educating students. Teachers with good social competence can help students develop resilience by providing emotional and social support, helping students overcome challenges and stress, teaching students to manage their emotions and behavior, and building positive relationships with students.

Referring to the description of the problem above, this study focuses on identifying how student resilience and social competence are manifested in schools and measuring the extent to which teachers' social competence influences student resilience at Santo Fransiskus Xaverius Kema Catholic High School.

2. Literature Review

Teachers' social competence

The term "competence" is derived from the English word competence, which means 'ability' and "skill." Gultom (2022) explains that competence includes the accumulation of knowledge, skills, and basic principles that are reflected in a person's actions and way of thinking. Thus, the quality of a teacher can basically be measured by their level of competence. The combination of knowledge, skills, and attitudes reflected in wise and responsible actions when carrying out the role of an educator is the definition of teacher competence (Gultom, 2022).

Law Number 14 of 2005 concerning Teachers and Lecturers, specifically Article 10 paragraph (1), explains that there are four aspects of teacher competency that must be obtained through professional education, namely: pedagogical, personality, social, and professional competencies. Furthermore, teachers' social competence demonstrates an educator's capacity to establish effective communication and interaction both inside and outside of school. Eddy (2021) adds that this competence also refers to personality traits, attitudes, and behavior, including the ability and motivation to establish stable cooperation when facing challenges in the school work environment. The synergy between character, self-concept, inner drive, and social intelligence forms the foundation of these social competencies. One of the main characteristics is the ability to speak politely, socialize effectively, and work well in a team.

Student resilience

The term resilience comes from the Latin word "resilire," which means "to bounce back." The word resilience itself is adopted from English, where it is defined as "elasticity" or the capacity to recover (Nashori & Saputro, 2021). Academic resilience is a dynamic process that reflects students' ability to overcome obstacles or barriers during learning activities. Academic resilience is characterized by students who can utilize internal and external strengths to cope with various negative experiences, pressures, and obstacles in the learning process, enabling them to adapt and complete academic tasks well (Nashori &

Saputro, 2021). The four main dimensions of academic resilience include confidence, control, composure, and commitment.

According to Nashori & Saputro (2021), there are five elements that shape resilience in individuals, namely personal capabilities, trust in others, tolerance of negative emotions, a positive attitude towards change, self-control, and awareness of spiritual dimensions.

In addition, various variables influence a person's level of resilience, which helps individuals survive in difficult conditions, adapt to change, and continue to develop, including age and gender, socioeconomic status, personality traits, religiosity, gratitude, capacity to cope with stress, self-efficacy, emotional intelligence, optimism, parenting style, and availability of social support (Nashori & Saputro, 2021).

According to Peatfield in Hutauruk & Naibaho (2020), indicators that a student has strong resilience include adaptability, determination, resourcefulness in facing difficulties, self-efficacy, and problem-solving skills.

3. Materials and Method

This study was conducted at Santo Fransiscus Xaverius Kema Catholic High School for five months, from January to May 2025, using a quantitative approach to examine the impact of teachers' social competence on student resilience at the school. All 57 students enrolled at Santo Fransiscus Xaverius Kema Catholic High School in the 2024/2025 academic year constituted the population, and using a saturated sampling technique, the sample size was equal to the population size, namely 57 respondents. The researcher used a questionnaire as a data collection tool that met two criteria, namely validity and reliability. Validity was tested using Pearson Product Moment correlation, and reliability was tested using Cronbach's alpha coefficient.

Furthermore, data analysis was conducted to obtain solutions to the research problems, including prerequisite tests covering data normality and linearity tests, followed by hypothesis testing and correlation analysis.

4. Results and Discussion

The results of the questionnaire validity test for variable X (Teacher Social Competence) and variable Y (Student Resilience) are as follows. Please replace the calculated r value with your test results, and adjust the status (Valid/Invalid) based on a comparison with the table r (e.g., 0.264 for $n = 57$, $\alpha = 0.05$). Based on these results, all 20 items in variable X (Teacher Social Competence) and all 20 items in variable Y (Student Resilience) show a calculated R value ≥ 0.3 , so both are declared valid and can be used. Furthermore, the reliability test results can be reviewed in Table 2.

Table 1. Reliability test results.

Variables X and Y	Reliable Requirements	R Count	Information
Teachers' Social Competence	>0,60	0,831	Reliabel
Student Resilience	>0,60	0,697	Reliabel

From the table, it appears that variables X and Y both meet the reliability criteria, making them suitable for use in research.

The data that has been collected at the Saint Francis Xaverius Kema Catholic High School with instruments that were previously declared valid and reliable is then further analyzed using the normality test. The researcher selected *the Kolmogorov Smirnov* test through *the IBM SPSS 25 for Windows software* with the results reviewed in Figure 1.

		Unstandardized Residual
N		57
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	7.51071369
Most Extreme Differences	Absolute	.091
	Positive	.073
	Negative	-.091
Test Statistic		.091
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Figure 1. Data normality test results.

Table of normality test results, it can be concluded that the data tested with *the Kolmogorov–Smirnov Test onesample* using *IBM SPSS 25 for Windows* has a normal distribution, reviewed from the sig. value of $0.200 > \alpha = 0.05$. For the linearity test can be reviewed from Figure 2 below:

			Sum of Squares	df	Mean Square	F	Sig.
RESILIENSI SISWA * KOMPETENSI SOSIAL GURU	Between Groups	(Combined)	1169.057	16	73.066	1.299	.245
		Linearity	259.134	1	259.134	4.609	.038
		Deviation from Linearity	909.923	15	60.662	1.079	.404
	Within Groups		2249.083	40	56.227		
	Total		3418.140	56			

Figure 2. Data linearity test results.

The ANOVA results obtained are the F value for deviation from linearity of 1.079 with a sig value. 0.404. $\text{Sig. } 0.404 \geq 0.05$, it can be concluded that the variables have a linear relationship. Next, the author will present the findings of the tests for hypotheses 1 and 2.

Hypothesis test 1

H0 : The social competence of teachers at St. Francis Xaverius Kema Catholic High School is not good.

H1 : The social competence of teachers at St. Francis Xaverius Kema Catholic High School is good.

The statistical hypothesis, as follows:

H0: $p < 0.600$

H1: $p \geq 0.600$

$$K = \frac{n}{N}$$

$$K = \frac{4121}{20 \times 4 \times 57} = 0.903$$

Description:

K = Coeficin

n = Total score obtained by all respondents

N = Total statements x Max score x Total respondents

Thus, the results of the calculation above show that the Teacher's Social Competence is included in the criteria very good because it has a value of 0.90.

Hypothesis test 2

H0 : The resilience of students at St. Francis Xaverius Kema Catholic High School is not good.

H1 : The resilience of students at St. Francis Xaverius Kema Catholic High School is good.

The statistical hypothesis, as follows:

H0: $p < 0.600$

H1: $p \geq 0.600$

$$K = \frac{n}{N}$$

$$K = \frac{3793}{20 \times 4 \times 57} = 0.831$$

So, from the calculations that have been made, student resilience is classified as very good with a score of 0.83. Furthermore, to find out how much influence teachers' social competence has on student resilience, the following are presented the results of testing the third hypothesis:

Hypothesis test 3

H0 : There was no significant influence on teachers' social competence on student resilience at St. Francis Xaverius Kema Catholic High School.

H1 : There is a significant influence on teachers' social competence on student resilience at St. Francis Xaverius Kema Catholic High School.

The statistical hypothesis is as follows:

H0: $r_{xy} = 0$

H1: $r_{xy} \neq 0$

A simple linear regression analysis has been performed, showing the results in the following Figure 3.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	259.134	1	259.134	4.512	.038 ^b
	Residual	3159.006	55	57.436		
	Total	3418.140	56			

a. Dependent Variable: RESILIENSI SISWA
 b. Predictors: (Constant), KOMPETENSI SOSIAL GURU

Figure 3. Simple regression test.

The Anovab table presents a *Fcal value* of 4.512 with a sig. of 0.038 ($p < 0.05$). So, this regression model is suitable for use in predicting variable X, meaning that there is an influence of teachers' social competence on student resilience.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.275 ^a	.075	.059	7.579

a. Predictors: (Constant), KOMPETENSI SOSIAL GURU

Figure 4. Model summary.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	33.545	15.568		2.155	.036
	KOMPETENSI SOSIAL GURU	.456	.215	.275	2.124	.038

a. Dependent Variable: RESILIENSI SISWA

Figure 5. Simple regression coefficient.

The *summary model table b* shows a correlation value (R) of 0.275 and a coefficient of determination (R^2) of 0.075. This means that teachers' social competence explains about 7.5% of the variation in student resilience. This figure is obtained by calculating:

$$Kd = r \times 100\%^2$$

$$Kd = 0.275 \times 100\%^2$$

$$Kd = 7.5\%$$

The proposal from the abel guidelines for the interpretation of the determination coefficient can be seen in the calculation of the coefficient interval value of 7.5% with the category having a very low influence.

5. Comparison

Teachers' social competence refers to the capacity of teachers to communicate and interact in an effective and efficient way with students, fellow teachers and parents, and the community environment. Based on the findings of the results of this first hypothesis with a value obtained of 0.90. It shows that the variable X of teachers' social competence is categorized as very good, which means that teachers' social competence is very influential for education and social relations at St. Francis Xavierius Kema Catholic High School.

According to Nashori and Saputro (2021), student resilience refers to the capacity of students to remain strong when facing challenges and to be able to adapt in a positive way to difficulties or move on from problems.

Based on the findings of the results of this second hypothesis, the value obtained is 0.83. It shows that the Y variable of student resilience is categorized as very good, which means that student resilience is able to survive in facing problems at St. Francis Xavier Kema Catholic High School. The grades obtained show that students are able to adjust, remain resilient, and intelligent in facing problems, have forward-thinking self-efficacy and are able to find the right solution when facing problems.

Based on research by Fauziah & Suwandi (2021), teachers who have adequate social skills will influence their attitudes and behaviors in communicating and interacting with students, peers, and the community around the school.

The findings of the third hypothesis test explain that teachers' social competence has a significant influence on student resilience, even at a very low level. This means that the impact is relatively limited, possibly caused by other supporting factors such as pedagogic competence, family conditions, peer support, and students' personal experiences that also help shape their resilience.

From the regression results regarding teachers' social competence and very low student resilience, it occurred because there were possible other factors that affected student resilience such as the existence of *other X* variables that were not directly studied and not considered. Of the other factors that may have an influence, the social competence of teachers is the most influential. The results of this study provide practical implications for teachers who need to improve their social competence. Schools also need to provide support to teachers to improve their social competence.

6. Conclusion

The social competence of teachers at St. Francis Xavierius Kema Catholic High School is included in the very good category with a score of 0.90, for student resilience at St. Francis Xavierius Kema Catholic High School is included in the very good category with a value of 0.83 which means that the teacher's social competence has an influence on student resilience at St. Francis Xavierius Kema Catholic High School by 7.5% and is in the very low category.

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