

# Implementation of Compassion Value in Teacher Education System to Improve Students' Social Competency

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**ABSTRACT:** This research aims to know the implementation of compassion value in teacher education system to improve students' social competency. This research used literature study method, which is looking for relevant theoretical references according to the identified case or problem. The result of compassion value implementation discussion showed there are seven points which are resulted by habituation (culture), such as: (1) developing innovation works, involved in scientific works (seminar or conference for instance), as well as actively devoting themselves to society. (2) Playing an active role in other activities rather than merely in learning process school and society held. (3) An ability to deliver aspiration about the progress, difficulties, and learners' potentials to their parents, either in formal meeting or not, among teachers, parents, and their peers. (4) Able to communicate with the society in around as well as doing their roles in social activities in society. (5) Contribute to school development and having achievements which impacting school reputation in positive ways. (6) Having broad views about social problems through following actual updates in both press and electronics media, as well as able to compel the learners to actively participate within it. (7) Helping and encouraging each learner to always think critically towards a certain social event or problem which is happening in society.

## 1. INTRODUCTION

Introduction institutions education of teaching staff is a container producing candidates professional teachers .The quality of teachers attention should be given to the process of accepted as a student by looking very closely, starting from services by the administrative office, lecturers teaching , curriculum, place learn to insight students to education , and a means of supporting (Azar , 2009 ).

This is because burden lecture with a load college solid ve narrowed space for the students were to develop his personality as a candidate teachers who able to respond to social environment creative.

Fauzi Annur, (2016) in M. Furqon Hidayatullah, (2010:15), said that

education is one of the most powerful on the progress of a nation .Time progress which is very fast and that raises problems new must be finished soon .For that the problem of education is a matter of what is really crucial and urgent to be discussed intensively and sustainable .Because only through quality education, civilization a society and nation will go. Until now education system in our country still more essentialist / academic cognitive, as the written and oral than stressed character education thing is educational institutions staff.

Education in developing a nation, but needed human resources smart, but also moral intelligence. Individuals having intellect intellectual high however unscrupulous will cause was the fatal and can hurt the other education. Challenging

today to produce high quality human resources and tough harder.

Fauzi other ( 2016) in Dharma Kesuma, ( 2011: 8 ) to solve it required education they can develop potential individual and form generation ethical and having the character noble. Where education must be lead to the development of various a human character Indonesia, not only limited to academic education ).

Social situation and the culture the us today was getting serious, destruction moral values, The emergence of injustice, and dishonesty, lack of solidarity, even intolerance resulting in the matter of compassion ( think ) defense , have occurred in education institutions our staff .This requires us to question the extent to which the agency able to answer and responsive to various problems in the community ( Yohanes Purnomo edi , 2015 ) .Write there are another how the implementation of the value of compassion in the system teacher training to increase the competency social students.

## 2. CONTENTS

The faculty of teachers college Pelita Harapan University expectations as staff educational institutions which stood since 2009 and has produced four the graduates until 2016. The this graduates across the country in schools inside and outside lamp hope education foundation. During college, they have been given with various ability to support their professional as a teacher ( Imanuel AW dkk, 2015). Those implementation of compassion in improving social competence students teacher cadet.

Yohanes Purnomo ( 2015 ) in Hamalik ( 2004 , hal.36 ) stated that the process of learning and learning outcomes students determined not only by the school, a pattern, the structure, and the contents of the curriculum used, but also determined by the teacher competencies and how they teach. This means there must be an

attempt to prepares the teacher cadet in order to really be a professional teacher at a later date .In addition to teaching tasks , a professional teacher should be having good image in the community, with show it to the public that they were worthy of being a role model in the community, so that a professional teacher must have adequate competence , so that it can be run their role to the learning process in order to fulfill the vision of education, as well as preparing students actively and proactively to respond to the challenges the days of an ever-changing.

The challenges of education who keeps the changing, indispensable value of planting defense (compassion ) at an institute of learning staff to students teacher cadet, the students were learn to feel together and deep what others feel, especially for students who would be trained. Compassion is the heart attitude arising from god work in person, capable of sharing to do something against suffering and difficulties faced by fellow. A heart compassion ) need willingness to sacrifice and make it in action simple, warm friendly (Yohanes Purnomo Edi, 2015 ). The implementation of value compassion is getting urged applied bearing a great variety of unmannerly non educational who has possessing educational institutions as it care selfishness, bullying even intolerance occurring in education world, because this is because burden and dense lecture with amount to lecture solid vet narrowed students to develop his personality as a candidate teachers who able to respond to social environment creative.

The implementation of compassion value is needed and supported by social competence , which is the ability to manage relationship between of social need a wide variety of skills , skill and of capacity in resolve problems that arise for personal relationships .Significance competence for social the teacher cadet can be felt in many the social context .One of them is by the stakeholders school , belong customers school , users school graduates , and community figures

that is a very influential in the process furtherance school .Significance also felt that the with colleagues in their school and the students his achievement are in the hands of teachers own .The students must be conducted by teachers to enter in society later on who need relationship with the community widespread ( Prof .Dr .Dede Rosyada , 2016 ).

Her faculty of education university lamp hope prepared teacher cadet having competence whole in education that is holistic to childbirth the implementation of compassion and competence social, so that the graduates having a way of thinking and jesting noble .Things done in an institution education of teaching staff Pelita Harapan University, in order to the implementation of compassion value in the system teacher training to increase the competency social students, among other:

- a. Care group: a group whereby any guide student lecturer between 15-25 whether academic or spiritual, in order to build them to recognize teachers and students another. Inside there are learning to open each other, telling problems and complimenting.
- b. Student of Work (SOW): This is the learning given to the students to work but without any wages. This is because the students are scholarship status and stay in the dormitory, so long as they are on campus after teaching and learning activities, it is recommended to follow SOW which is mandatory, with target of 2000 hours to be completed during the study period. They can work as a teacher, as well as even administration as a customer service.
- c. Gathering area: Entry in one community UPH-TC cannot be separated from the activity gathering. Where in the gathering consists of students who come from the same region, considering the UPH FIP students come from various regions throughout the archipelago. They gather between fellow members of the

region in a mutually agreed time, to get to know each other, to discuss the project or as a forum for the community in building closer relationships.

- d. Community Service : train students to be sensitive and recognize diverse communities
- e. Friday Night : spiritual spirits to motivate prospective teachers have compassion and social competence.

The above activities are mandatory, so that the prospective students are required to follow. Associated with the implementation of compassion value in teacher education system to improve student social competence has been done empirically by Imanuel Adhitya et al (2015) about the competence of alumni teacher of FIP-UPH economic education program based on the opinion of graduate users. The results of this study illustrate that by fostering good relations with the community, adapting on duty throughout the territory of the Republic of Indonesia which has a diversity of faith, social, and culture and build community based on grace, peace, hope, love illustrates that:

1. Implement research, develop innovation work, follow scientific activities (eg seminars or conferences), as well as active in carrying out community service.
2. An active role in activities outside of the learning organized by schools and communities.
3. Ability to convey information about the progress, difficulties, and potential learners to their parents, both in formal and informal meetings between teachers, parents, and peers.
4. Able to communicate with the surrounding community and play a role in social activities in the community.
5. Contribute to the development of schools and have achievements

that have a positive impact on the good reputation of the school.

6. Have a broad insight about social issues through the latest information updates in print and electronic media, and able to invite learners to participate actively in it.
7. Help and encourage each learner to always think critically about an event or social problems that occur in the community.

The study illustrates that the primary task of a professional teacher candidate in education is to help students recognize God, who practices the value of compassion to improve social competence in everyday life. A teacher's call is to guide his students in knowledge and sensitivity, which then leads them to make meaningful contributions to others (Brummelen, 2004, p.44). This means that a teacher not only helps the students to know the knowledge (knowledge) and life skills (life skills) alone, but also morally responsible to introduce a life of value in each student. A professional teacher is more than just passing on information to his students, but continues to encourage them to dynamically grow in a valuable life-value community, that is, the implementation of compassion values (Palmer, 1998, page 115). So that students can apply the concept of truth to be able to love others in real life.

### 3. CONCLUSION

Implementation of compassion value is increasingly urgently applied considering the various kinds of non-educational behaviors that have penetrated educational institutions such as ignorance, selfishness, bullying and even intolerance that occurs in the world of education, because this is due to the burden and the density of courses with the number of lectures very much Narrows the student to develop his personality as a potential teacher capable

of responding to a creative social environment.

Implementation of compassion values is needed and supported by social competence, ie the ability to manage community relationships that require various skills, skills and capacity in solving problems that occur in interpersonal relationships. The significance of social competence for prospective teachers can be felt in many social contexts. One is with school stakeholders, including school customers, graduate school users, and prominent public figures in the school progress process.

### 4. SUGGESTION

Educational Institute for Teaching Personnel is a container to produce prospective professional teachers, who pay attention to the quality of teachers and learning support facilities.

Load subjects with the number of credits must also consider the development of student personalities as prospective teachers so that the opportunity to implement compassion value in the teacher education system to improve students' social competence to achieve educational goals.

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