

Social Personality of Upi Social Studies Students After Entering the Merdeka Campus Program

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Abstrak

There are various forms of social personality based on the opinion of Carl Rogers, then arranged systematically in this study which has a focus on three aspects of social personality attitudes, namely leadership, tolerance, and empathy. All three are related to the social competence of social studies teachers who have an urgency to develop a social personality, especially for students so that later they can adapt in the school and community environment even though they have different backgrounds and can become professional social studies teachers in the future. The approach used in this study is a qualitative approach and case study method, so the data collected comes from research results by conducting observations, interviews, and documentation. The researcher analyzed the social personality conditions of UPI 2019 IPS Education Teaching Campus students which are related to the social competence of IPS teachers after participating in the Teaching Campus program with service placements who have different cultural backgrounds. The social personality of UPI 2019 IPS Education students after participating in the Teaching Campus program at a service center that has a different cultural background has appeared in three aspects of attitude, namely leadership, tolerance, and empathy so that students are able to adapt. In addition, there is a link between social personality and the social competence of social studies teachers so that students are equipped to become prospective professional social studies teachers. The results of this research are used as material in the field of education to continue to provide innovation on the sustainability of the Merdeka Campus program, especially the Teaching Campus so that students born from the program are able to spread benefits more broadly with higher quality social personality attitudes.

Kata Kunci: Merdeka Campus Program; Social Personality; Social Competence of Social Studies Teacher

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INTRODUCTION

A quality education system is fundamentally not only providing knowledge transfer and writing a sheet of grades on students' exam results. More than that, a quality education system is able to provide provisions for professional advancement, including in terms of personality. Personality is a characteristic possessed by an individual towards behavior patterns and includes social personality which is the ability to adapt to the environment (Fatwikingasih, 2020, p. 4). The personality of an individual is a complexity or matters regarding identity that must be appreciated because it is situational which is influenced by feelings, or experiences possessed by each individual (Yusuf LN et al., 2008, p.11). In accordance with this understanding, personality cannot be separated from an individual.

More than that, an individual is a creature that has various complex personality types, one of which is social personality.

Social personality is the basic human capital to live life. This is because there are activities that always involve relationships between people in social life. Therefore, capital is needed in the form of social personality in order to create good relations in society (Ulya et al., 2021, p. 1115). Characteristics of individuals who have a high social personality starting from individuals who have a healthy personality in accordance with the opinion of Carl Rogers (Harahap, 2020, p. 327) that is :

1. Be tolerant of anyone and anything that happens in life.
2. Able to think positively.
3. Be able to accept yourself and others.
4. Spontaneity and Creativity.
5. Have limitations regarding things that cannot be interfered with (*privacy*).
6. Autonomy; leadership and teamwork.
7. Be sincere and candid with other people.
8. Have good sense of humor.
9. Visionary; have a clear direction in life.
10. Have an open attitude in life.

There are various forms of social personality based on the opinion of Carl Rogers, then arranged systematically in this study which has a focus on three aspects of social personality attitudes, namely; leadership, tolerance, and empathy. As for the leadership aspect, this study uses the theory of transformational leadership (Hutahaeen, 2021, p. 52). In the aspect of tolerance, this study uses the theory of the limits of educational tolerance which is in accordance with Immanuel Kant's opinion (1724-1804) dalam *Regarding Education* (Kewuel et al., 2017, p. ix). Meanwhile, in the aspect of empathy, this study uses Goleman's theory (Fithriyana, 2019, p. 45). These three theories emphasize the importance of creating character-based education to develop social personality, especially for students so that later students can adapt well in the school and community environment even though they have different backgrounds.

The adaptation process certainly requires a good social personality attitude. However, there are still some behaviors that do not reflect social personality attitudes in adapting to society. For example, there is a lack of empathy, this is because students tend to be individualistic which results in a lack of social sensitivity to see, observe, adapt, and build the community around them.

The real problems in everyday life, especially for students regarding aspects of leadership, tolerance, and empathy, namely; lack of student courage in leading a group to achieve a common goal or vision, lack of empathy, mutual respect, responsibility, and mutual respect for the various differences that exist among students in the scope of association, be it between friends, between students and lecturers, and with all campus residents that often happens is an example that these problems still cannot be resolved properly (Yani & Darmayanti, 2020, p. 51).

Based on these problems, it is very important to create a generation of students with individual quality who have high social personality so that they are able to adapt in the community environment so that support is needed from many factors, including internal factors, namely socialization that comes from the family and also external factors, namely the educational/school environment and society. . These factors in the form of family, school and community are referred to as the tricenter of education which was introduced by Ki Hajar Dewantara. Every education center can have the opportunity to make a big contribution in educational activities (Bariyah, 2019, p. 237).

These factors can be realized by the existence of various programs that were born, one of which is the Independent Campus program by the Indonesian Ministry of Education and Culture in 2020 which was created as a means of developing social personality for students

who take part in it. According to the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Mr. Nadiem Makarim, the basic concept of choosing the concept of independent learning is rooted in the philosophy of K.H. Dewantara with the main focus on independence and autonomy. Merdeka Learning Merdeka Campus (MBKM) is considered relevant and suitable for use in the era of democracy.

The concept of independence and autonomy here can be applied to the education system, such as in the higher education system, where students choose eight independent learning programs offered by the ministry, and students have the opportunity to take extra courses in one semester or the like. up to 20 semester credit units (SKS) (Fuadi & Aswita, 2021, p. 604). The implementation of this program is also expected to be able to encourage students to improve their skills and passion (Artiningrum et al., 2013, p. 42), so as to form optimistic students, namely individuals with a strong desire to accept and go through all challenges in the future with high adaptability, rational thinking, and able to control themselves well. Based on the various benefits that have been described, UPI IPS Education students are very enthusiastic about registering for the program with detailed evidence of the number of students who have participated in the program as follows:

1. Campus Teaches Batch 2 = 14 Students
2. Campus Teaches Batch 3 = 26 Students
3. Campus Teaches Batch 4 = 1 Student

As for the entire 2019 UPI IPS Education students who participated in a number of 41 students. Student enthusiasm based on these data shows the usefulness of the Merdeka Campus program in shaping student social personality, especially in the aspects of leadership, tolerance and empathy which are very influential for students. This is also supported by several previous studies. For example, in research conducted by Fairuzzia et al, it was proved that the Merdeka Campus program can improve all three aspects of students' social personality. Based on the results of research on one of the research subjects, it was explained that there were benefits in the program, namely increased self-confidence so that they were able to lead themselves and others in order to spread benefits. In addition, there was an increase in understanding and respecting others (growth of tolerance and empathy) which was gained from teaching experience in a new environment for six months. (Fairuzzia et al., 2022, p. 419).

The results of previous research are in accordance with the expectations contained in the launch of the Merdeka Campus program as a visualization of educational progress because in it students are given open opportunities to add insight and competence, increase the achievement of hard skills or soft skills, interact directly in the community field; with the widest possible space for learning action, not limited to just sitting in the classroom, but can explore other universities, villages, communities, industrial research centers, and other places of service that have been provided (Susilawati, 2021) (Arsyad et al., 2022, p. 89).

Students are expected to be able to take part in at least one to two programs during the active lecture period. Broadly speaking, students are expected to have high social personality capabilities including having three main characteristics, namely leadership, tolerance, and empathy.

On the other hand, the usefulness of implementing the Teaching Campus program in emphasizing social personality for students is also inseparable from the importance of teacher competence in the social competence aspect of 2019 Social Studies Education students. Based on RI Law No. 14 of 2005 concerning teachers and lecturers article 1, paragraph 10, which explained that competency is a set of knowledge, skills, and behavior of a teacher or lecturer that must be possessed, internalized and mastered in carrying out (Mazrur et al., 2022, p. 282). These competencies consist of personal competence, pedagogic competence, social competence, and professional competence. In the research of this study, the researchers focused on discussing the social competence of social studies teachers so that they were relevant to the social personality of the students to be studied. The teacher's social competence

itself, based on Buchari Alma's opinion (in Wibowo and Hamrin, 2012: 124), is the teacher's ability to communicate and interact effectively both in the school environment and outside the school environment (Rahmawati & Indah, 2018, p. 388). So, students really need this social competence to be able to adapt in the school environment and in society with a different cultural background from the culture of origin of the students participating in the Merdeka Campus Teaching Campus. However, based on the results of preliminary observations that have been made, the social competence of social studies teachers has been seen in Campus Teaching students, namely by having effective communication skills in the midst of differences in the cultural backgrounds of students and schools. This can be a provision for prospective social studies teachers in the future.

Based on the background stated above, the formulation of the problem in this study is 1) How is the social personality in terms of leadership, tolerance, and empathy for UPI 2019 IPS Education Teaching Campus students after participating in the Merdeka Campus program? 2) What is the social competence of social studies teachers at UPI's Social Sciences Teaching Campus Education after participating in the Merdeka Campus program? While the purpose of this study was to analyze the social personality attitudes of students which are in line with the social competence of social studies teachers as preparation for becoming professional teachers in the future through the Merdeka Campus program.

LITERATURE REVIEW

Personality is the whole aspect of an individual in interacting with other individuals. In addition, personality can also be defined as a person's trait that can be measured. Based on psychology, there are several personality theories from various psychologists.

According to Carl Rogers' theory (in Habsy 2022), personality is defined as an individual process that receives external objects and experiences that are felt, then makes sense of what has been received. This meaning will provide motivation to actualize oneself as an effort to develop personality (Sutisna, 2022, p. 3).

Rogers' theory is based on "life force" which is also known as the actualization process tendency (Semuun, 2021, p. 17). The actualization tendency is defined as the motivation within each individual which aims to develop all existing potential to the fullest. Therefore, humans not only have a goal to survive, but also to get the best out of life.

Based on this interpretation, it can be concluded that personality is a characteristic or characteristic of human behavior patterns that can be influenced by the awareness of the soul and the surrounding environment to interact and as a basis for self-development in the form of a social personality that is formed by examples such as individual behavior patterns towards individuals, others, individual attitudes when interacting and having disagreements, competitive attitudes, ego control, cooperation, leadership, tolerance or respect for differences, and empathy for others.

The importance of having a good social personality such as being able to appreciate and respect others through words, actions and behavior (Latuserimala & Salong, 2021, p. 2). In addition, with patience we can empathize with other people's feelings or protect them so that no one feels offended. Therefore, to have an attitude of tolerance, we can put ourselves and society on the right path so as to create a harmonious and balanced atmosphere.

3. Method, Data, and Analysis

The approach used in this research is a qualitative approach with the case study method. According to Creswell (2019), the case study method is an attempt to understand a case, a particular person, and a situation in depth (Creswell, 2019, p. 19). The research time starts from December 2022 to January 2023. The data sources in this study are primary and secondary data obtained from research techniques in the form of observation, interviews, and documentation. Primary data was taken from the results of observations and interviews with informants who were UPI 2019 IPS education students participating in the Teaching Campus and their colleagues. Meanwhile, secondary data was taken from the final report on Campus

Teaching activities for students who were the subject of the study. The stages of this research are selecting themes, topics, and cases; literature reading; formulation of focus and problem; exposure to the aims and benefits of research; designing research methods; processing and analysis of data; and finally the research report. In this study, researchers tried to provide an analysis of how the social personality conditions of UPI Teaching Campus Education Social Sciences class of 2019 after participating in one of the Merdeka Campus programs received service placements in schools with different cultural backgrounds from the student's original culture which distinguished them from students participating in the Teaching Campus others so that students must adapt in the school and community environment which is packaged in three main attitudes, namely leadership, tolerance, and empathy along with the social competence of the social studies teacher owned by the student.

RESULT AND DISCUSSION

Social Personality in the Aspect of Leadership, Tolerance, and Empathy of Campus Students Teaching Social Sciences Education UPI 2019 after Participating in the Merdeka Campus Program

The diversity of Indonesian society, especially from the cultural aspect, is an urgency, the need to instill the ability to be able to adapt and accept all differences so that relations that occur between communities can remain harmonious in accordance with the Indonesian nation's motto, namely *Bhinneka Tunggal Ika*, which means although they are different, they are still one. The ability to accept these differences must be possessed by all Indonesian people, including students. Therefore, a good attitude in social personality is needed so that students can adapt in the midst of a diverse society.

Based on the research objectives to analyze social personality in the aspects of leadership, tolerance, and empathy for students after participating in the Teaching Campus program, the results of the study indicate that the research subjects as UPI 2019 IPS Education students participating in the Teaching Campus have social personality attitudes that have emerged after experiencing an adaptation process in places of service with different cultural backgrounds. This makes students able to practice their social personality attitudes, especially in the aspects of leadership, tolerance, and empathy.

The birth of the Teaching Campus program has proven to be a training ground that contains character education in which it teaches the introduction of moral values to become a foundation for doing something that makes individuals ready to face all kinds of obstacles. (Abiyuna & Sapriya, 2018, p. 23). This also proves conformity with other theoretical studies that social personality attitudes are influenced by educational institutions and the community where students serve so that students who take part in the program can feel its usefulness, especially in improving the quality of social personality possessed by students.

The discussion of the details of student social personality in three aspects of attitude is as follows:

a. Leadership

Leadership attitudes can be observed from the daily behavior of individuals when they are able to manage themselves or in a group. The concept of leadership is very important in order to grow the social personality of students to live in society. The attitude of leadership itself is how a person influences a group of individuals to achieve common goals by placing special attention during the leadership process (Northouse, 2021, p.13).

Based on this, research subjects can prove that leadership attitudes can be grown through a learning process while in the field to adapt to new places with different cultural backgrounds which of course have their own challenges to overcome. Through these challenges, research subjects as students participating in the Teaching Campus program can learn to manage themselves and their teammates so that they can be accepted and adapt to the school community and the surrounding community. For example, when research subjects are able to take care of and provide for themselves when they are in a community service, then

lead a team in working on a work program, and are trained to be able to speak in front of the class in teaching students. This is in accordance with the statement that being a leader starts from the daily life of how you can organize the right actions in overcoming a problem (Nugroho, 2019, p. 11).

In the aspect of leadership, the research findings indicate that the research subjects are in accordance with the indicators based on the study of transformational leadership theory (Hutahaean, 2021, p. 52) which consists of: (1) Ability to make decisions. (2) Communication Skills. (3) Responsibility. (4) Ability to control the team.

a) First Indicator

The first indicator, namely decision making, is a set of abilities to sort out one of several things correctly and is influenced by personality and environmental factors of an individual (Blacksmith et al., 2019, p. 310). The results of the study showed that students after participating in the Teaching Campus program were able to become individuals who could consider things competently. This is evidenced by the ability of research subjects when they decide to accept placement offers that are far away and have different cultural backgrounds, but research subjects still choose to take the offer and are ultimately able to be responsible for the decisions taken by completing dedication to the end and dedication to the school maximally. Not only that, after the Teaching Campus program ended the research subjects applied these abilities to the teaching practice program in the seventh semester by jointly implementing tutors at teaching practice placement schools to decide on teaching materials that were creative and in accordance with the needs of students at school.

b) Second Indicator

The second indicator is communication, communication skills are skills needed by prospective teachers in the process of conveying ideas, information, and brainstorming activities conveyed to students so that learning objectives can be achieved if student teacher candidates are able to communicate effectively (Makiyah et al., 2021, p. 1). The results of the study showed that students after participating in the Teaching Campus program became more courageous in demonstrating communication skills or public speaking. This is evidenced by the ability of the research subjects when they dared to become leaders of teaching practices after participating in the Teaching Campus program. In carrying out these practices, students are more flexible and interactive, especially when teaching students in class and when carrying out a work program because they have been trained in the Teaching Campus program they have undertaken.

c) Third Indicator

The third indicator is responsibility, this ability is an ability that exists in a person when he is able to carry out obligations with quality results regardless of whatever risks are borne and is able to have a positive impact on the social life of society (Musa et al., 2019, p. 161). The results of the study show that students after participating in the Teaching Campus program can change themselves to become more responsible individuals even though working in difficult places due to cultural differences. This is evidenced by the ability of research subjects to always strive for each work program to be carried out properly, and while carrying out these various programs or tasks, research subjects still pay attention to the norms that apply around the community where the service is held. In addition, the research subjects also dared to take big risks in order to be responsible for taking on the role of being chairman in the implementation of teaching practices in the following semester after participating in the Teaching Campus program.

d) Fourth Indicator

The fourth indicator is controlling a team, this ability is also interpreted as human resource management ability which is an important ability for leadership attitudes to be able to manage or utilize the potential of existing resources in order to achieve the goals set (Sinambela, 2021, p. 7). The results showed that students after participating in the Teaching Campus program were able to have the ability to control a team. This is evidenced by the

ability of research subjects to be able to solve every problem in the Teaching Campus team by deliberation for consensus. In addition, the research subjects also succeeded in becoming team leaders in teaching practice activities after the Teaching Campus program and their teammates could be managed properly so that the implementation of teaching practice activities ran smoothly until the end.

b. Tolerance

Indonesia, with its cultural diversity, makes people have to have a high attitude of tolerance in order to be able to interpret these various differences. The Teaching Campus Program is a place for research subjects as program participants to have an attitude of tolerance by doing community service for six months in places with different cultural backgrounds. Tolerance is not about respecting diversity but about recognizing the right of others to have different beliefs and practices, as long as they do not violate prevailing moral values. (Verkuyten & Killen, 2021, p. 53).

Based on this, research subjects can prove that an attitude of tolerance can be grown through the learning process while serving by seeing various new cultures and understanding the values and norms that apply in the place of community service. Through these service activities, research subjects as students participating in the Teaching Campus program can learn to accept all differences by considering these differences as a nation's wealth that must be maintained, not as a means of breaking unity. This can be seen from the willingness of research subjects to adapt by learning various new cultures that are accepted both in terms of language, art, manners, etc. during the service process. Therefore, the attitude of tolerance must always be maintained and watched out for because based on historical records, the Unitary State of the Republic of Indonesia is prone to conflicts because tolerance in various cultures in Indonesia is a sensitive matter. (Purwati et al., 2022, p. 3730).

In addition, the research subjects had attitudes that met the indicators according to the theoretical study of the limits of educational tolerance (Kewuel et al., 2017, p. ix) which consists of: (1) Appreciating others. (2) Accepting differences. (3) Respect for different backgrounds. (4) Do not impose will on others.

a) First Indicator

The first indicator is respect for others, which is the ability to show an individual in showing respect for the efforts made by oneself, then respecting the various points of view of others even though they disagree, and not arbitrarily towards other people who have differences with themselves. (Anastasya et al., 2022, p. 12). The results of the study show that students after participating in the Teaching Campus program are able to become individuals who can respect other people well. This is evidenced by the ability of the research subjects who, although at first felt difficulties due to existing cultural differences, especially in terms of language, this did not become a significant obstacle because in the end the research subjects still respected these differences by orderly complying with the rules or manners in the community where they serve, not cornering people with different cultures, and not hurting other people with their behavior.

b) Second Indicator

The second indicator is accepting differences, this ability is the attitude of an individual who can accept and understand the cultural differences that consist of *usage* (cara-cara), *folkways* (kebiasaan), *mores* (tata kelakuan), dan *customs* (adat istiadat) other people regardless of SARA or academic ability (Farida Hanum, 2005) (Najmina, 2018, p. 54). The results showed that students after participating in the Teaching Campus program showed an attitude of accepting differences in cultural backgrounds well. This is evidenced by the attitude of the research subjects who do not show condescension to the culture in their places of service, research subjects also always obey the prevailing customs, learn the regional language of the places of service well, and continue to have good cooperation with the school and the community for the success of the program.

c) Third Indicator

The third indicator is respect for differences in background, this ability is an attitude of trying to eliminate the prominence of SARA in order to create justice in accordance with the rules or regulations that apply in society, but still united in the foundation of togetherness (Sofian Abdulatif, 2021, p. 105). The results of the study show that students after participating in the Teaching Campus program can learn to respect differences of background by understanding the driving and inhibiting factors in the process of respecting differences. Inhibiting factors such as limitations in learning different cultures are not an obstacle for research subjects to continue to apply the driving factor in the form of a high willingness to learn new cultures so that when they know and feel the new culture, there is an increase in love to respect different cultures and followed by the desire to preserve this culture by continuing to learn and establish good relations among fellow people at the place of service.

d) Fourth Indicator

The fourth indicator is not imposing their will on other people, the ability as a form of implementation of the 4th precept of Pancasila not to be selfish by feeling the most righteous and forcing their will on others in a decision, to be sincere with whatever the outcome of the decision is as long as it is based on common interests (Octavia & Rube'i, 2019, p. 154). The results of the study showed that after participating in the Teaching Campus program students were able to control their egos so as not to force their will in a decision, especially in the midst of cultural differences. This is evidenced by the ability of research subjects who always prioritize consensus deliberation. The research subjects also value any differences of opinion, whether in meetings with teachers or with teammates, especially when one of the research subjects becomes the head of teaching practice, the research subject always respects every opinion from its members and always listens to every input without cornering anyone's opinion.

c. Empathy

The existence of the Merdeka Campus program which placed the two research subjects in distant places and with different cultural backgrounds, required the research subjects to be able to adapt. The adaptation process is certainly not easy, but research subjects can do it by increasing empathy towards others even though they are in differences. This attitude of empathy shows the attitude of an individual to be able to feel and explore the emotional experiences felt by others so as to give birth to actions to actively cooperate and provide assistance to that person. (Gunawan & Huda, 2018, p. 467). An empathetic attitude is able to make research subjects always provide assistance regardless of the differences that exist in society.

Based on this, research subjects can prove that their empathy can be grown through the learning process while participating in the Teaching Campus program. Through this program, research subjects as students participating in the Teaching Campus program can see and learn to provide mutual assistance to one another both among fellow school members and within the community. The process of cultivating this attitude of empathy does not take long because the research subjects can adapt and socialize well so that the ability to empathize can be reflected in the behavior of the research subjects who always provide maximum assistance to the school and the surrounding community. Therefore, the increased empathy possessed by research subjects is in accordance with theoretical studies which show that empathy has a role as a basis for forming concern for others who are able to create harmony in social life.

The research subjects have attitudes that have met the indicators according to the theoretical study of Goleman's theory (Fithriyana, 2019, p. 45) which consists of: (1) Participating in feeling what others feel. (2) Active in helping others. (3) Take action on the problems being faced. (4) Emotional control in helping solve problems.

a) First Indicator

The first indicator is to feel what others feel, this ability is an ability that must be trained so that an individual can have compassion for other people who need help or are in trouble (Rismi et al., 2022, p. 16). The results showed that students after participating in the Teaching Campus program were able to become individuals who were more sensitive to being able to understand other people, even though there were cultural differences in places of service such as differences in language, this was not an obstacle because the research subjects always tried and were not afraid to ask questions first. This is evidenced by the ability of the research subjects who always provide assistance to the Teaching Campus team mates and also the teachers and students who experience difficulties either in working on work programs or in the learning process, the research subjects swiftly understand these problems and provide assistance to get out of problems encountered.

b) Second Indicator

The second indicator is being active in helping others, this ability is included in prosocial behavior which is a behavior to provide help to others both physically and psychologically without expecting anything in return, resulting in a positive impact for both parties (Solekhah et al., 2018, p. 87). The results showed that after participating in the Campus Teaching program, students showed an increased attitude to always help others. This is evidenced by the attitude of the research subjects who always help the teacher in class, especially for one of the research subjects with students with special needs, the research subjects as program students always help the teacher in the class to provide extra learning, besides that the research subjects also like to work together with school residents in maintaining the cleanliness and comfort of the school, as well as participating in various donation drives and volunteer community activities to teach in the village.

c) Third Indicator

The third indicator is taking action on the problem at hand, this ability is related to human nature as a social being who must have concern to help others through appropriate, regular and directed actions so that the goal of helping can be achieved properly without excessive action. hurting each other (Utami, Y. Arif Purnomo, 2019, pp. 50-51). The results of the study show that students after participating in the Teaching Campus program can take appropriate actions to help each other, both with teammates and school members. Research subjects become more aware of the right actions to help others, namely by first asking in detail the problems they are experiencing, giving peace to colleagues or people being helped so that they are clearer in thinking about problems, then solving problems with actions that have been mutually agreed upon. This was applied by research subjects when they were in the Teaching Campus program so there were rarely misunderstandings with teammates or the school because they understood each other and took appropriate action if problems occurred. In addition, one of the research subjects also applied this attitude when he became chairman in teaching practice in the following semester with the result of the birth of team cohesiveness that did not blame each other when a problem occurred.

d) Fourth Indicator

The fourth indicator is emotional control in helping to solve problems, this ability is needed by an individual as a form of self-control. So, in accordance with the opinion of Bhawe and Saini (2009: 3) which states that humans need to understand various ways of controlling their emotions in order to be able to adapt well to their environment (Fauzi & Sari, 2018, p. 3). This is in line with the process of research subjects to adapt in their new environment with different cultural backgrounds. The results showed that students after participating in the Teaching Campus program were able to control their emotions well when providing assistance to others. This was obtained because the research subject must be able to understand the various differences in the characteristics of the team and school members at the place of service, so that the research subject is able to deal with other people and maintain harmonious relations between people even with different cultural backgrounds. This attitude makes it easier for research subjects when they are involved in providing assistance to others because

they already have emotional stability so that they can produce rational decisions in solving problems.

Social Competency of Campus Student IPS Teachers Teaching IPS Education UPI 2019 after Participating in the Merdeka Campus Program

A teacher is a core component in determining the overall education system that must be given centralized attention. As the main element in the education system, teachers must have abilities and skills that are tailored to their respective teaching fields so that they can have the ability to easily convey knowledge to students. Therefore, as a professional teacher you cannot only be able to master knowledge in theory, but must also be balanced with social and communication skills to be able to convey knowledge in a unique, creative and appropriate way to students so that learning objectives can be achieved optimally. The skills needed are certainly related to one of the components of the teacher's professional competence, namely social competence.

Based on the objectives of the two studies to analyze the social competence of student social studies teachers after participating in the Teaching Campus program, the results of the study indicated that the research subjects as UPI 2019 IPS Education students participating in the Teaching Campus appeared to have attitudes in accordance with social competency indicators as prospective social studies professional teachers. This is in accordance with the four indicators according to Janawi (2011: 135) (Rahmawati & Indah, 2018, p. 389) which consist of: (1) Having an inclusive attitude to act objectively. (2) Able to adapt in the environment where the service is held and in the community environment. (3) Effective communication skills. (4) Have a polite attitude in communicating.

These indicators are closely related to social personality because social personality is the foundation for forming the social competence of social studies teachers. The existence of an attitude that has been embedded in students of the Teaching Campus program is evidence of the birth of the Teaching Campus program in accordance with theoretical studies that this program can improve students' abilities, especially for education students in supporting careers as prospective teachers (Directorate General of Higher Education, Ministry of Education and Culture, 2020, p. 14).

As for the discussion of the details of the social competence of Social Sciences teachers, students participating in the Teaching Campus program in four indicators, namely as follows:

a. First Indicator

The first indicator is having an inclusive attitude to act objectively, this ability is an attitude to be able to see positive things from existing diversity or differences and to be an encouragement for someone to study differences more deeply without putting anyone in a corner (Faridi, 2020, p. 121). This ability is useful for a teacher who sees various differences in the characteristics of students in the class every day. The results of the study show that after participating in the Campus Teaching program students appear to have an inclusive attitude in dealing with differences so that they can behave objectively without discriminating against one another. For example, when working together to make learning tools with teachers or in working on work programs, research subjects always receive suggestions from teammates or teachers even though they have different cultural backgrounds, and still help each other to achieve common goals. In addition, when in class the subject of research can be a teacher who does not discriminate between students' opinions when discussing so that each student gets equal rights and opportunities in learning without discriminatory treatment.

b. Second Indicator

The second indicator is being able to adapt in the service environment and in the community environment, this ability is also known as self-adjustment ability which is an attempt to build and maintain resilience as a form of strength possessed by an individual in openness to adjust to various differences (Susiati et al., 2022, p. 155). This ability is needed by research subjects who get places of service with different cultural backgrounds. The results of

the study show that after participating in the Campus Teaching program, students already have the ability to adapt in the school and community environment. The research subjects don't adapt right away, but require a process that starts with good socialization to want to mingle with the community or school members. When in the field, even with different cultural constraints it is not an obstacle for the research subject to continue to ask questions and ask for help when they need something so that this makes the research subject well received in their new environment. Through this attitude, the research subject can gain a lot of new insights about the culture in the place of service, be it in terms of language, customs, regional food, and other things that make the research subject appreciate all the differences that exist.

c. Third Indicator

The third indicator is effective communication skills, this communication is a type of communication that can provide convenience so that the message conveyed by the sender of the message can be well understood by the recipient of the message so that it can lead to satisfaction that influences attitudes in an effort to improve social relations between senders and recipients of messages (Suprpto, 2018, p. 17). This ability becomes the basis for students as prospective professional social studies teachers so that they can convey learning according to the goals set. The results showed that after participating in the Campus Teaching program, students already had effective communication skills. Research subjects can be good listeners for teammates and also tutors when jointly formulating a solution to a problem. In addition, research subjects can also communicate according to the character and age of the other person because of course the approach used will be different when talking to someone who is older or younger. For example, when communicating with teachers, they must be more polite and not patronizing, when communicating with teammates, they must respect each other's different views without dropping them, and when communicating with students in class, they must be able to protect students so that they can be directed without being pushy. This is applied by research subjects so that communication runs without offending any party and the message conveyed can be well received so that the purpose of the communication process carried out can be achieved.

d. Fourth Indicator

The fourth indicator is having a polite attitude in communicating, this attitude is a form of communication that is gentle, honest, as it is based on facts without manipulation, which of course creates harmony because comfort is born between the two communicating parties and no one feels disadvantaged (Sari, 2020, p. 130). This ability is a derivative of effective communication skills and is interrelated because communication will work effectively if the message is conveyed politely. The results of the study showed that after participating in the Campus Teaching program, students already had polite communication skills. Research subjects always speak by looking at the other person to match their characteristics, don't use a high tone or harsh language, and don't just cut off the conversation because they respect the message or information conveyed by the other person. In addition, the research subjects also apply and teach polite communication in class with students and give warnings if there are students who do not communicate politely through good reprimands so that they can be accepted by students.

CONCLUSION

Based on the results of research conducted by the author, it can be concluded that the provision of social personality is needed to build and instill attitudes in students towards adaptability in environments with various different backgrounds. The social personality of UPI 2019 IPS Education students after participating in the Merdeka Campus program, namely the Teaching Campus, has emerged and is applied which focuses on three aspects of attitude, namely leadership, tolerance, and empathy. Therefore, students are able to adapt during the assignment period and these three aspects of attitude are always embedded after the program is finished. In addition, there is a link between social personality and the social competence of

social studies teachers so that students are equipped to become professional social studies teacher candidates because they already have one of the skill components of teacher professional competence so that students are ready to enter the world of work. The existence of these various benefits makes the Independent Campus Teaching Campus program also need to be further developed so that more and more students feel its benefits.

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