



The Role of Teacher Communication and Adaptation as the Main Issues in Achieving Social Competence

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Abstract

This study examines the challenges of teacher communication and adaptation in developing students' social competence based on Law No. 14 of 2005. Through a qualitative method with a library research approach, researchers analyzed various literature sources including journals, books, and education policy documents. The results of the study revealed three findings, namely effective teacher communication is the key to forming students' social competence, teacher adaptation to student diversity and learning technology is still a major obstacle, there is a gap between the demands of the law and implementation in the field, especially in the application of interactive learning methods. The conclusion of the study shows that improving the quality of teacher training, strengthening collaborative learning, and optimizing educational technology are needed to overcome these challenges.

Keywords: Social competence; Communication; Adaptation.

INTRODUCTION

National education aims to develop students' potential holistically, including the development of social competence, as mandated by Law Number 14 of 2005 concerning Teachers and Lecturers. This law explicitly states that teachers must possess pedagogical, personal, social, and professional competencies. However, in practice, various challenges related to teachers' communication and adaptation skills, which impact students' social competence, are still found.

Some findings in the field indicate that many teachers still face difficulties in implementing teaching approaches that encourage social interaction among students. However, Law No. 14 of 2005 Article 20 paragraph (3) emphasizes the importance of teachers' ability to communicate effectively with students. In practice, teaching methods are still often dominated by a one-way approach, which provides little room for students to develop collaboration and communication skills.

In addition, the rapid development of educational technology also requires teachers to adapt by using digital learning media to facilitate students' social

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interactions (Noviana, 2025). This is in line with the mandate of Article 20 paragraph (1) regarding the development of sustainable professional competence, but many teachers still face difficulties in utilizing technology to create interactive learning.

Another challenge arises in the context of student background diversity. Law No. 14 of 2005 Article 10 paragraph (1) states that teachers must be able to interact effectively with students from various backgrounds. However, there are still cases where teachers are less able to manage the dynamics of a heterogeneous classroom, which impacts the creation of a conducive learning environment for the development of students' social competencies (Gusnita & Annisa, 2025).

Based on the above description, it is clear that the communication and adaptation skills of teachers play an important role in achieving students' social competencies. This research is important to identify the challenges faced by teachers while also formulating strategies to enhance teachers' communication and adaptation skills in accordance with the mandate of Law No. 14 of 2005, thereby supporting the realization of holistic national education goals.

RESEARCH METHOD

This research uses a qualitative approach with the library research method to analyze communication issues and teacher adaptation in achieving students' social competencies. Through literature study, the researcher collects and analyzes various written sources such as textbooks, scientific journals, legislation (specifically Law No. 14 of 2005 on Teachers and Lecturers), as well as official documents related to education. The data obtained is then critically examined using content analysis techniques to identify patterns, themes, and relationships between concepts related to the research problem. The advantage of this method lies in its ability to provide a deep understanding of the phenomenon being studied through the exploration of various theoretical perspectives and existing empirical findings, while also allowing researchers to synthesize various thoughts and policies relevant to the research topic. The analysis results are expected to provide theoretical and practical recommendations to enhance teachers' communication and adaptation skills in accordance with legal requirements and the needs of 21st-century learning.

RESULTS AND DISCUSSION

The Role of Teacher Communication Competence in Meeting Social Competence Standards According to Law No. 14 of 2005

In the Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers, social competence is defined as one of the four main competencies that must be possessed by every professional teacher. This social competence includes the ability of teachers to communicate and interact effectively and efficiently with students, fellow educators, educational staff, parents or guardians of students, and the wider community. In this framework, communication competence becomes a very vital aspect because it is the core of social competence itself. The communication referred to here is not merely the ability to convey messages, but also encompasses aspects of openness,

empathy, clarity, and politeness in interactions, both verbal and written (Pasaribu & Matsum, 2024). Teachers who possess good communication skills will be better able to understand the needs and characteristics of students, create harmonious relationships within the school environment, and serve as a bridge between the school and the community in achieving holistic educational goals.

Communication competence also becomes a primary tool for teachers to build constructive relationships with students who have diverse cultural, social, and economic backgrounds. In the context of learning, effective communication enables teachers to convey lesson material clearly, manage the classroom in a conducive manner, and provide motivation that sparks students' enthusiasm for learning. Inclusive and empathetic communication also greatly helps in creating a comfortable learning atmosphere, where every student feels valued and heard (Mazrur, Surawan, & Yuliani, 2022). Moreover, through communicative interactions, teachers can early detect various obstacles or problems faced by students, both in academic and socio-emotional aspects, and thus provide appropriate responses or solutions. This shows that communication competence is not only a tool for delivering lessons but also a means to build strong emotional relationships between teachers and students, which ultimately supports the comprehensive development of students' character and personality (Ahmad, 2019).

On the other hand, in interacting with fellow educators and educational staff, teachers are required to be able to build solid cooperation, respect differing opinions, and uphold professional ethics. Interpersonal communication skills are crucial for the success of teamwork in designing and implementing integrated and synergistic learning activities. Similarly, in relationships with students' parents, teachers must possess communication skills that can bridge the differences in perspectives between the school and home environments. With open and informative communication, teachers can actively involve parents in the child's education process, thereby creating a positive synergy in supporting the development of the students (Zumrotun, 2024). In a broader context, communication skills also determine the extent to which a teacher can fulfill their role as an agent of social change in the community. A communicative teacher who can convey educational ideas persuasively will find it easier to build public trust in educational institutions and encourage active community participation in supporting educational programs.

Therefore, in accordance with the mandate of Law No. 14 of 2005, the fulfillment of social competence standards by a teacher highly depends on the extent to which they can develop and apply communication competence in every aspect of their interactions, both inside and outside the school environment. In practice, this competence needs to be continuously improved through training, self-reflection, strengthening professional ethics, and contextual learning that adapts to the ever-evolving social dynamics of society (Barokah et al., 2025). Teachers who can balance academic abilities and social-communicative skills will be more effective in fulfilling their roles as educators, mentors, and role models for students. Thus, mastery of communication competence is not only a formal requirement but also an essential need in realizing a humanistic,

inclusive, and sustainable education in accordance with the noble values of national education.

The Gap in Teacher Adaptation that Hinders the Achievement of Social Competence

In the ever-evolving era of education, teachers are faced with various challenges that demand high adaptability, particularly in terms of technology, student diversity, and the social dynamics of society. Unfortunately, not all teachers are able to optimally adapt to these changes, which then creates a gap in achieving social competencies as mandated by Law No. 14 of 2005. One of the most striking forms of disparity is the limitation of teachers in utilizing information and communication technology in the learning process and social interactions within the school environment (Samsuddin, 2025). Many teachers, especially the older generation, still feel technologically challenged (gaptek) or are less familiar with digital learning platforms such as Learning Management Systems (LMS), educational social media, or online communication applications that serve as bridges for interaction with students and parents. As a result, the communication process becomes rigid, limited, and ineffective in reaching students who are accustomed to living in a digital environment (Zahara, Sari, Siregar, Hasibuan, & Misharyani, 2025). This certainly hinders teachers' ability to build close, relevant, and responsive relationships with the needs of today's students.

In addition to technological challenges, gaps are also evident in the aspect of adapting to student diversity. Students come from very diverse backgrounds, both in terms of culture, socio-economic status, learning styles, as well as academic abilities and psychological conditions (Triyunita, Yana, & Bachtiar, 2025). Some teachers still apply a uniform approach to communication and learning, without considering the individual characteristics of the students. As a result, disharmony arises in classroom interactions, where some students feel misunderstood, neglected, or even marginalized from the learning process. The lack of teachers' ability to adjust their communication style and pedagogical approach to the specific needs of students leads to a failure in building positive, inclusive, and educational social relationships. In fact, the success of a teacher's social competence is greatly determined by the extent to which they can build empathy, appreciation for differences, and communication that accommodates diversity.

In addition, the continuously evolving social dynamics in society also require teachers to be sensitive and able to adjust their attitudes and communication to the developing values and social issues (Darmawan, Issalillah, Retnowati, & Mataputun, 2021). These challenges often go unnoticed by some teachers, who may still be fixated on traditional communication patterns and approaches that are no longer relevant to the current situation. For example, issues such as gender equality, disability inclusion, interfaith tolerance, and bullying require social sensitivity and specific communication skills that not all teachers possess. The inability to read these social changes causes teachers to lose sensitivity in building healthy and constructive interactions with students and the community (Philosophy et al., 2025). In the long term, this results in a

decline in trust and social closeness between teachers and their surrounding environment.

Overall, the gap in teachers' adaptation to technology, student diversity, and social dynamics is a real obstacle in achieving ideal social competence. Without the ability to continuously learn and adapt to the changing times, the role of teachers as communicators, facilitators, and social guides will lose its meaning (Veronica Silaen, 2021). Therefore, it is important for every teacher to realize that mastery of technology, sensitivity to diversity, and social awareness are no longer options, but are integral parts of professionalism and ethical responsibility in the modern educational world.

Strategies to Improve Teachers' Communication and Adaptation Skills as the Core of Social Competence

To realize the ideal social competence as mandated in Law No. 14 of 2005, teachers need to possess good communication and adaptation skills in facing the ever-evolving dynamics of the education world. Strategies to improve communication and adaptation skills can be implemented through a systematic, sustainable, and contextual approach. First, teachers need to be provided with professional training that emphasizes interpersonal communication skills and pedagogical communication (Rahmah et al., 2023). This training should not only be theoretical but also practice-based with real-life scenarios in the educational environment. With training like this, teachers will become accustomed to building open, empathetic, and effective dialogs with students, parents, colleagues, and the wider community. Effective communication is essential in creating a conducive learning environment and building social trust among education stakeholders.

Second, improving teachers' adaptability can be achieved by strengthening technology literacy. In the current digital era, teachers are required not only to be tech-savvy but also to be able to creatively integrate it into the learning process and social communication (Azhar, Nurman, & Azhar, 2021). Schools and educational institutions need to provide access to training in the use of learning technologies such as Learning Management Systems (LMS), video conferencing platforms, and interactive educational applications that support both remote and hybrid learning. With adequate mastery of technology, teachers will be more flexible and relevant in communicating with digital generation students who have unique characteristics different from previous generations.

Third, teachers also need to enhance their capacity for empathy and understanding of student diversity. Strategies that can be implemented include cultural diversity workshops, inclusive classroom management training, and psychosocial support that trains teachers to be more sensitive to the social, cultural, economic, and psychological backgrounds of their students (Izzah, Nuraini, Abyan, & Syafi, 2025). This approach will foster an open and tolerant attitude in teachers, as well as encourage more humanistic communication and appreciation of differences. This is very important for creating an inclusive and democratic classroom atmosphere, where every student feels accepted and valued.

Furthermore, teachers also need to continuously practice self-reflection and social awareness. One effective strategy is through a teacher learning community forum, where educators can share experiences, discuss social challenges faced in schools, and collaboratively design solutions (Cikka, 2020). Activities such as clinical supervision, mentoring, and peer coaching can also accelerate the improvement of communication and adaptation skills through constructive direct feedback. Thus, teachers not only learn from theory but also from practice and real experiences.

Finally, to ensure the success of all these strategies, there needs to be policy support that favors the professional development of teachers (Rahayu, 2023). The government and educational institutions must provide sufficient space, time, and incentives for teachers to participate in various capacity-building programs. The overall strategy aims for teachers to become communicative, adaptive, and responsive to changes and the social needs of students. With proficient communication and adaptation skills, teachers not only fulfill their role as educators but also as mentors, facilitators, and social leaders capable of creating a harmonious, inclusive, and beneficial learning environment for the future of the nation's generation.

CONCLUSION

Social competence is an important aspect of teacher professionalism as regulated in Law No. 14 of 2005. This competence includes the ability to communicate effectively and build positive relationships with students, colleagues, parents, and the community. Communication competence is at the core of this because it greatly determines the success of interactions and the teaching and learning process. However, the achievement of social competence is often hindered by the adaptation gap among teachers, especially in facing technological advancements, the diversity of student characters, and rapidly changing social dynamics. The lack of technological mastery, insufficient understanding of students' backgrounds, and limited response to social issues make the social role of teachers not yet optimal. To address these challenges, strategies are needed that include communication training, strengthening digital literacy, developing inclusive learning, and professional collaboration. Thus, teachers can be better prepared to face the challenges of the times and perform their roles effectively as communicative, adaptive, and inspiring educators.

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