Achieving Social Competence for Prospective Teachers: Campus Teaching Experience and Communication Ability

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Abstract

One part of the Independent Campus Learning Program (MBKM) is the Teaching Campus Program. Teaching Campus is a program initiated by the Ministry of Education and Culture to serve the academic community in schools. This program provides students with the experience of being part of the teaching and learning process in the classroom. This research aims to determine the influence of the Teaching Campus Program and communication skills in improving the social competence of prospective teachers. This research uses quantitative research methods with a correlational design. The research sample consisted of 59 students from the Faculty of Teacher Training and Education using the combined sampling method. The data analysis technique uses multiple regression with the help of SPSS 26 for Windows. The results of the research show that (1) the Teaching Campus Program influences the social competence of prospective teachers with a significance value of $0.038 < 0.05$, (2) communication skills influence the social competence of prospective teachers with a significance value of $0.000 < 0.05$, (3) the Campus Program Teaching and communication skills influence the social competence of prospective teachers with a significance value of $0.000 < 0.005$.

Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation, and state (Law -Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System). Quality education will only be possible with professional teachers. Indonesian education, in realizing educational goals, has gone through various development processes, including the curriculum development aspect (Nur et al., 2023). According to Soeprapto (2013), "Education, mainly formal Education, is one of the essential processes in social and national life. Educated human resources as a result of Education will have a significant influence on the development of social and national life.

The Ministry of Education and Culture (Kemendikbud) provides an Independent Learning- Free Campus (MBKM) policy to students through the Campus Program Teaching. Independent Learning- Free Campus (MBKM) is a breakthrough new initiative initiated by the Ministry of Education and Culture in 2020, hoping to give freedom to students following their abilities and aspirations. The learning process is implemented with independence, which means every student is given independence in the following learning process (Azizah & Prasetiyo, 2023). Freedom to learn It means during learning. Participants can construct their understanding in various ways, with no existing restraint, and carry out to the needs of students (Kemendikbud & Tohir, 2020). this program is policies implemented at the college level to prepare the young generation to face global competition and the world of work. Implementation of the MBKM program is grouped into eight types of learning programs outside Campus. One of them is a campus program Teaching.

The Ministry of Education and Culture (Kemendikbud) provides the Independent Learning-Independent Campus (MBKM) policy to students through the Teaching Campus Program. Merdeka Belajar-Kampus Merdeka (MBKM) is a breakthrough initiated by the Ministry of Education and Culture in 2020 with the hope of giving students the freedom to learn according to their abilities and aspirations. In the learning process, it is implemented independently, which means that each student is given the freedom to participate in the learning process (Azizah & Prasetiyo, 2023). Freedom to learn means that during learning, students can construct their understanding in various ways, without restraint, and carry out according to the student's needs (Kemendikbud & Tohir, 2020). This program is a policy implemented at the tertiary level to prepare the young generation to face global competition and the world of work. The implementation of the MBKM program is grouped into eight types of off-campus learning programs, one of which is the Teaching Campus program.

In the Teaching Campus program, students have the responsibility to help the school in many ways, namely the learning process, technology adaptation, and administration. In addition, students have the responsibility to improve student

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character and increase student interest in learning during their assignments (Nofita et al., 2022). This program is one of the government's flagship programs for overcoming current problems in higher Education, namely employment absorption and the relevance of graduates to the industrial world (Antoni & Harahap, 2019). The Teaching Campus Program is a real effort to advance primary Education (Hikmawati, 2022). The placement school admitted that it was helped a lot by the presence of students in the areas of teaching programs, technology adaptation, and school administration (Nofita et al., 2022)

Student competency increases gradually after participating in the Teaching Campus Program. Essential life skills and skills such as adaptive attitudes, emotional maturity, and communication skills are soft skills that are developed (Hikmawati, 2022). The impact of the MBKM program on students is to improve soft skills in the form of communication skills, career adaptability, leadership, innovation, and collaboration (Kuncoro et al., 2022). Soft skills can be defined as abilities, skills, traits, attitudes, behavior, and character related to personality and emotional intelligence and have become habits (Hikmawati, 2022). In this way, graduating students will be ready to face competition on a national and international scale (Surtikanti et al., 2022)

Karti Soeharto (1995:22) said that communication skills are abilities possessed by a teacher who can create communication between teachers and students in learning activities that are by the learning objectives. The teacher's success in delivering material depends on the smooth interaction between the teacher and his students. Poor communication has consequences for the message conveyed by the teacher (Asnawi, 2002, p. 1).

According to Pawit (2013:20), the educational information conveyed is not communicative, or perhaps because what is conveyed or communicated is not educational information. It could be that the teacher delivering educational material has too high a level of reasoning, maybe the delivery is not coherent, uses the wrong communication method, and so on. Thus, if, in the learning process, students cannot achieve the goals set by the teacher, then it is not solely the student's fault. It could be that the teacher is less communicative in delivering the material or uses the wrong learning method so that students find it challenging to understand what is being conveyed. Teacher.

Dianto (2019) stated that withdrawal, social prejudice, and ethnocentrism are communication obstacles, especially in intercultural communication. Meanwhile, Malik & Putri (2023)revealed that communication barriers that can influence the effectiveness of intercultural communication are cultural barriers (individualistic), psycho-cultural barriers (stereotypes, ethnocentrism, prejudice), and environmental barriers (physical environment, situation, situational norms and rules, psychological environment). Apart from that, there are also socio-cultural barriers that are indicated to influence the effectiveness of intercultural communication.

Teachers who have good social competence will also result in communication between teachers and students running well (Sutisna & Widodo, 2020). However, in reality, teachers pay less attention to social competence. This is proven in the learning process of teachers and students who are less effective in interacting; teachers mainly explain material with monotonous intonation, and students are rarely allowed to express their opinions and ask questions (Muspiroh, 2015). Many teachers experience limitations in communication, which means that the material presented in front of the class cannot be understood well by students, even though the material has been well mastered and delivered using methods that have been prepared optimally. Therefore, good teacher communication skills will realize effective learning implementation. This is marked by increasing student learning outcomes (Haswin, 2020).

Another social competency problem is when teachers have to try to establish communication with introverted students while also requiring teachers to understand the characteristics of students. Students who are closed and have problems with their learning are considered inaccessible, and a more selective and appropriate approach is needed to provide solutions (Dewi, 2018).

Teachers must master four competencies in order to achieve success in the world of Education. These competencies are stated in Article 10 Paragraph (1) of Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, namely pedagogical, personal, social, and professional competencies. Social competency is critical in the implementation of learning because social competency is an ability that is possessed. by teachers so that they can interact and communicate optimally with students, other teachers, parents of students, and the surrounding community (Republic of Indonesia, 2005).

This research is relevant to current conditions where almost all universities in Indonesia have supported and implemented the MBKM program so that students can take part in the program, and both students and universities can control and evaluate the program. The difference is that this research only focuses on the Teaching Campus Program and does not thoroughly discuss MBKM. Looking at the explanation above, truly competent educational staff are needed to optimize communication skills further to increase teachers' social competence. Professional teachers must be prepared thoughtfully through a systematic and comprehensive educational process so that students studying at school are not disadvantaged by learning services managed by educators who do not master the teaching materials well, are unable to develop an exciting learning process, and are not able to measure the achievement of student learning outcomes.

Literature Review

1. Teacher Social Competence

   According to Suraji I (2012), social competence is a teacher's ability related to the teacher's role as an educator and learning agent. Based on Law Number 14 of 2005 concerning Teachers and Lecturers, the explanatory part of Article 10 Paragraph (1) reads: social competence is the teacher's ability to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and local communities. Indicators of social competency variables according to Government Regulation of the Republic of Indonesia Number 74 of 2008, namely (1) communicate verbally, write, and sign, (2) use communication and information technology functionally, (3) interact effectively with students and fellow educators, education staff, parents, or guardians of students, (4) socialize politely with the surrounding community, (5) apply the principles of brotherhood and a spirit of togetherness. From the statements above, it can be concluded that social competence is the ability of a teacher as an educator to communicate and interact with students effectively and efficiently in social situations.

2. Campus Teach

   The Independent Learning Program has meaning in all areas of Education, whether students, students, teachers or lecturers. Freedom to Learn from the Minister of Education and Culture Nadiem Makarim is based on Ki Hajar Dewantara's philosophy of freedom and independence (Hidayat & Patmisari, 2023). The Teaching Campus is a program that provides students with the opportunity to study outside the classroom for one semester by becoming partners with teachers to innovate in developing creative and innovative strategies and learning models in target educational units, with a focus on improving literacy and numeracy skills among students at target schools (Diktristek, 2022). With the Teaching Campus Program, it can improve students' soft skills and increase literacy and numeracy among students. Students are also required to help the school in learning, administration, and technology adaptation. Students will develop their creativity to help learn with the knowledge they have gained during lectures.

3. Ability to Communicate

   Yosal Iriantara & Usep Syaripudi (2013:6) reveal that communication can be explained as a process of conveying messages/information from the sender of the message (communicator) to the recipient of the message (communicant) with a specific aim or purpose. Afrilianingsih (2016)argues that "communication skills are a person's ability to convey messages or send messages to other people or message recipients. Kinanti et al. (2021) state that communication skills are a process of conveying messages containing related content. Apart from that, Pratiwi et al. (2022) stated that communication skills are needed both in conveying ideas and sharing knowledge. From the statement above, it can be concluded that the definition of communication skills is an ability in the process of conveying internal information containing messages, ideas, and ideas from the communicator to the communicator.

Method

The type of research in this research is quantitative with a correlational design. Data analysis used multiple regression analysis with SPSS ver 26 for Windows software. Hypothesis testing was carried out using multiple linear regression prerequisite tests. Researchers used a correlational design because this research will test the influence of the Campus Teaching Program (X_1) and Communication Ability (X_2) on the Social Competence variable (Y).

Table 1. Diagram Variable
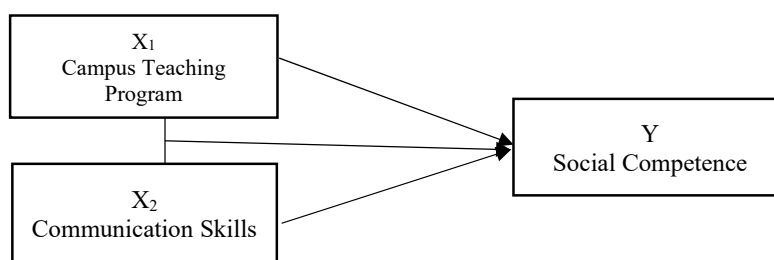
The research subject selection technique uses a combined sampling method, among others, namely Quota Sampling, which is a technique for determining samples from a population that has certain characteristics up to the desired number (quota) (Sugiyono, 2016:85), Purposive Sampling, this technique means a technique for determining samples with certain

considerations (Sugiyono, 2016: 85), meaning that sampling is based on previously known population characteristics, and Proportional Sampling, is data collection by considering the population size so that you can know how many people will be taken as respondents (Sugiyono, 2019: 118). The sample in this research was students from the Faculty of Teacher Training and Education, Muhammadiyah University of Surakarta, with 59 samples from students who took part in the Class 4, 5, and 6 Teaching Campus Program. Data collection in this research used a closed questionnaire/questionnaire using a Likert scale. The validity and reliability of the data were obtained based on the test results of 59 respondents. The instrument is prepared based on indicators of the Social Competency variable according to Government Regulation of the Republic of Indonesia Number 74 of 2008, namely (1) communicate verbally, write, and sign, (2) use communication and information technology functionally, (3) interact effectively with students, fellow educators, educational staff, parents or guardians of students, (4) interact politely with the surrounding community, (5) apply the principles of brotherhood and a spirit of togetherness. Furthermore, the indicators for the Teaching Campus Program variables are (1) teaching, (2) helping with technology adaptation, and (3) helping school administration. The indicator variables for communication skills are (1) being able to express ideas and thoughts effectively, (2) being able to listen effectively, (3) being able to convey information well, and (5) using excellent and compelling language.

Based on the results of the validity test, 59 of the 59 statement items were declared valid. The results of the validity and reliability test of the Teaching Campus Program were 9 out of 9 statement items declared valid and reliable with a Cronbach Alpha of 0.926. The communication ability variable, with a total of 12 statements, was declared valid and reliable overall with a Cronbach Alpha of 0.961. Information on teacher competency with 16 statements stated as valid and reliable with a Cronbach Alpha of 0.950.

Result and Discussion

The characteristics of respondents can be seen from the most dominant study program, namely students of the Citizenship Education Study Program, with the number of respondents being 20 respondents or 33.9% of the total respondents. Judging from the Teaching Campus Program participants, the Class 6 Teaching Campus Program participants were the most dominant in filling out the questionnaire, namely 22 respondents or 37.3% of the total respondents. From the Campus Teaching Program participants in batches 4, 5, and 6, it can be seen that the most dominant age of the respondents was 59 people, namely 21 years old or 45.8% of the total respondents. Of the 59 respondents from the Teaching Campus Program students, the dominant population was active students, numbering 56 respondents or 94.9% of the total respondents, and dominated by women, numbering 46 respondents or 78%. The explanation can be seen in Figure 1 and Table 2.
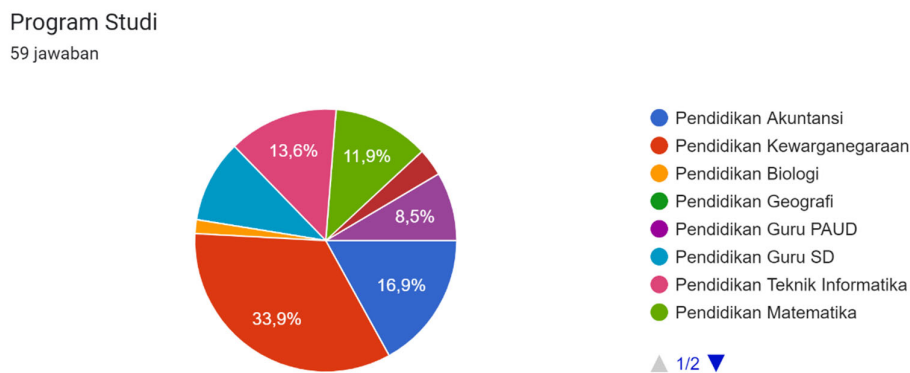

Figure 1. This is the caption of the figure located below the figure.

Table 2. Characteristics Respondent

No	Characteristics	Total	Percentage (%)
1	Campus Program Force Teach		
	Force 4	20	33.9%
	Force 5	17	28.8%
	Force 6	22	37.3%
	Total	59	100%

2	Age			
	19 years old		2	3.4%
	20 years		21	35.6%
	21 years old		27	45.8%
	22 years old		6	10.2%
	23 years old		2	3.4%
	25 years old		1	1.7%
	Total		59	100%
3	Student Status			
	Active		56	94.9%
	Paid leave		-	-
	Passed		3	5.1%
	Total		59	100%
	Gender			
	boy		13	22%
	Woman		46	78%
	Total		59	100%

Description Variable

This research has three data, namely about the Campus Teaching Program, communication skills, and social competence. From the results of the respondent's assessment, the magnitude of the respondent's answer for each variable can be explained as follows.

Teaching Campus Program Variables (X1)

Data for the Teaching Campus Program variable was obtained using a closed questionnaire with nine questions. The score used in the questionnaire has three alternative answers with a score range of 1-5 so that the parameter values can be identified as follows:

Table 2. Description Teaching Campus Program Variables (X_1)

No	Score Intervals	Category	Frequency	Percentage (%)
1.	$X < 21$	Low	0	0%
2.	$21 \leq 33$	Medium	5	8.5%
3.	$33 \leq$	High	54	91.5%
	Total		59	100%

Data from the Teaching Campus Program shows that the distribution of respondents in the high category dominates at 91.5%. In the medium category, it is 8.5%, and no respondents are in the low category (0%).

Communication Ability Variable (X2)

For the communication ability variable, data was obtained using a closed questionnaire with 12 question items. The score used in the questionnaire has three alternative answers with a score range of 1-5 so that the parameter values can be known as follows:

Table 3. Description Communication Ability Variable (X_2)

No	Score Intervals	Category	Frequency	Percentage (%)
1.	$X < 28$	Low	0	0%
2.	$28 \leq 44$	Medium	2	3.4%
3.	$44 \leq$	High	57	96.6%
	Total		59	100%

Based on data on communication skills, it shows that the distribution of respondents in the high category dominates at 96.6%. In the medium category, it is 3.5%, while no respondents are in the low category (0%).

Social Competence Variable (Y)

The data filling out the questionnaire/questionnaire is closed for the social competency variable with 16 questions. The score used in the questionnaire has three alternative answers with a score range of 1-5 so that the parameter values can be identified as follows:

Table 4. Description Social Competence Variable (Y)

No	Score Intervals	Category	Frequency	Percentage (%)
1.	$X < 37.4$	Low	1	1.7%
2.	$37.4 \leq 58.6$	Medium	2	3.4%
3.	$58.6 \leq$	High	56	94.9%
	Total		59	100%

Based on social competency data, it shows that the distribution of respondents in the high category dominates at 94.9%. In the medium category, it is 3.4%, while respondents in the low category are 1.7%.

Normality Test

This normality test uses the One Sample Kolgomorov-Smirnov technique with SPSS for Windows 26 with a significance level of 0.05. The measurement criteria used are based on the Asymp value. Sig (2-tailed) is compared with the specified alpha value, namely 5%. If the value of Asymp. Sig(2-tailed) > 0.05, it can be concluded that the data comes from a normally distributed population. From the results of the Kolmogorov-Smirnov Test, the significance value is 0.036 < 0.05. Therefore, this shows that the residual value is not normally distributed.

Based on the Central Limit Theorem (CLT), the Central Limit Theorem is one of the most important theorems in statistics and probability. This theory is used almost everywhere where statistics is applied. The usefulness of the theorem lies in the simplicity of its definition. The central limit theorem states that if certain conditions are met, the mean distribution of several independent random variables approaches a normal distribution with the number of samples approaching infinity. In other words, it is not necessary to have much information about the actual distribution of the variables. With enough samples of them, their numbers can be normally distributed. The beauty of the central limit theorem lies in its simplicity. The following is the definition of the Central Limit Theorem (CLT): " Definition: The central limit theorem ("central limit theorem") is a theorem which states that the sampling distribution curve (for a sample size of 30 or more) will be centered on the population parameter value and will have all the properties of a normal distribution." (Hsia et al., 2015).

Multicollinearity Test

The results of the multicollinearity test show that each tolerance value is more than 0.10, namely the Teaching Campus Program variable 0.308 > 0.10 and the communication ability variable 0.308 > 0.10. Then, the Variance Inflation Factor (VIF) value is less than 10. Namely, the Teaching Campus Program variable is 3.249 < 10, and the communication ability variable is 3.249 < 10. Therefore, it can be concluded that there is no multicollinearity problem or is free from symptoms of multicollinearity. This can be seen in Table 5.

Table 5. Multicollinearity Test

Model		Collinearity Statistic	
		Tolerance	VIF
1	Campus Program Teach	,308	3,249
	Ability Communicate	,308	3,249

Heteroscedasticity Test

The results of the heteroscedasticity test in this research showed that the Teaching Campus Program variable (X_1) had a significance value of 0.052 > 0.05, and the communication ability variable (X_2) had a significance value of 0.563 > 0.05. This means that it can be concluded that the independent variables in this study do not experience symptoms of heteroscedasticity. This can be seen in Table 6.

Table 6. Heteroscedasticity Test

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	12,473	2,429		5.136	,000
	Campus Program Teach	-.191	,096	-.410	-1,982	,052
	Ability Communicate	-.046	,080	-.120	-.582	,563

Hypothesis Test

Table 7. Hypothesis Test

Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients Beta	t	Sig.
		B				
1	(Constant)	4,862	3,991		1,218	,228
	Campus Program Teach	,336	,158	,207	2,123	,038
	Ability Communicate	,990	,131	,735	7,549	,000

a. Dependent Variable: Social Competence

T Test

The t-test is used to test independent variables partially. The significance value of the Teaching Campus Program (X_1) is 0.038 < 0.05, with a t-count (2.123) more significant than t-table (2.003), so it can be concluded that H1 is accepted. This means there is a partial influence of the Teaching Campus Program on the social competence of prospective teachers. The t-test also shows the significance value of communication skills (X_2) of 0.000 < 0.05, with the t-count (7.549) being more significant than the t-table (2.003), so it can be concluded that H_2 is accepted. This means there is an influence between communication skills and the social competence of prospective teachers. The T-test results are determined based on Table 8.

Table 8. T-test

		Unstandardized Coefficients			Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	4,862	3,991		1,218	,228
	Campus Programs Teach	,336	,158	,207	2,123	,038
	Ability Communicate	,990	,131	,735	7,549	

F Test

The F-test is used to test independent variables simultaneously. The significance value of the variables Campus Teaching Program (X_1), communication skills (X_2), and social competence (Y) was obtained as 0.000 < 0.05, with F-count (143.210) > F-table (3.16). This means that the Campus Teaching Program and communication skills simultaneously influence the social competence of prospective teachers. The F test results are determined based on Table 9.

Table 9. F-test

ANOVAa

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3456,020	2	1728,010	143,210	,000 [b]
	Residual	675,709	56	12,066		
	Total	4131,729	58			

Coefficient of Simultaneous Determination (R2)

The simultaneous coefficient of determination (R2) is used to determine the magnitude of the contribution of the independent variable to the dependent variable. The coefficient of determination (R2) with Adjusted R Square is 0.831, which means that the Campus Teaching Program and communication skills contribute 83.1% to the social competency variable. The remaining 16.9% was influenced by other factors not included in this research. R2 results are determined based on Table 10.

Table 10. Coefficient of Simultaneous Determination (R2) Campus Teaching Program and Communication Skills Towards Social Competence

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,915 [a]	,836	,831	3.47365

The coefficient of determination (R2) with an R Square Adjuster value of 0.664 means that the Teaching Campus Program can contribute 66.4% to the social competency variable of prospective teachers. This can be seen in Table 11.

Table 11. Coefficient of Simultaneous Determination (R2) Campus Teaching Program for Social Competence

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,819 [a]	,670	,664	4.89075

The coefficient of determination (R2) with an R Square Adjuster value of 0.820 means that the Teaching Campus Program can contribute 82.0% to the social competency variable of prospective teachers. This can be seen in Table 12.

Table 12. Coefficient of Simultaneous Determination (R2) of Communication Ability towards Social Competence

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,907 [a]	,823	,820	3.57892

Discussion and Findings

Based on the results of the data analysis, the discussion regarding the influence of the Teaching Campus Program and communication skills in improving the social competence of prospective teachers can be explained. The influence of the Teaching Campus Program on the social competence of prospective teachers shows a positive influence. The results of the analysis show that there is a positive and significant influence between the Teaching Campus Program variables on the social competence of prospective teachers. This is proven by the significant value of the Teaching Campus Program variable, namely 0.038 < 0.05, with the t-count (2.123) being more significant than the t-table (2.003), then H_1 is accepted. This means that students who participate in the Teaching Campus Program influence the social competence of prospective teachers. Therefore, it can be said that the higher the student participation in the Teaching Campus Program, the higher the level of student understanding of the social competence of prospective teachers.

This aligns with research by Hikmawati (2022), which states that student competence increases after participating in the Teaching Campus Program. Essential life skills and skills such as adaptive attitudes, emotional maturity, and communication skills are soft skills that are developed. This campus teaching program is essential and influential in improving students' competence, especially those with an educational background who will later become teachers. Therefore, it is essential to prepare competent teacher candidates. If prospective teachers are not prepared from an early age, it will affect the quality of Education later (Hikmawati, 2022). This program is one of the government's flagship programs for overcoming current problems in higher Education, namely employment absorption and the relevance of graduates to the industrial world (Antoni & Harahap, 2019). The Teaching Campus Program is a real effort to advance primary Education (Hikmawati, 2022). The placement school admitted that it was greatly helped by the presence of students in teaching programs, technology adaptation, and school administration (Nofita et al.,2022). In research and interviews

conducted by Azisah (2022) with all informants regarding the role of campus teaching programs in improving social competence, researchers can conclude that campus teaching plays a vital role in shaping the social competence of informants. This can be seen from a series of efforts made by the informants to create effective communication with students, teachers, and parents. During campus teaching program activities, informants strive to create effective communication with students as a form of effort to improve social competence.

The influence of communication skills on the social competence of prospective teachers has a positive influence. The results of the analysis show that there is a positive and significant influence between the communication ability variable and the social competence of prospective teachers. This is proven by the significance value of the communication ability variable (X_2) of $0.000 < 0.05$, with the t-count (7.549) being more significant than the t-table (2.003), so H_2 is accepted. This means that communication skills can influence the social competence of prospective teachers. Therefore, it can be said that the higher the level of student communication skills, the higher the students' understanding of the social competence of prospective teachers.

Zahruddin (2015), in his research, states that communication skills are a person's knowledge, skills, and attitudes related to the communication they implement in carrying out their duties consistently. This is in line with research conducted by Soeharto (1995), who said that communication skills are the abilities possessed by a teacher who can create communication between teachers and students in learning activities that are by the learning objectives. In his research, Barida (2019) also revealed that communication skills are one of the social competencies that a teacher as an educator must have. Ahmad (2019), in his research, revealed that communication is a form of social competence for school teachers, showing that the core of social competence is how to communicate and socialize effectively, especially with students. Of course, it is hoped that teachers will be able to become motivators for their students to learn. This shows that the higher the student's communication skills, the higher the student's understanding of the social competence of prospective teachers. Based on research conducted by Paramita et al. (2020), which states the importance of communication in learning, teachers do not just convey material to students. Teachers must also prepare appropriate learning methods and strategies according to the children's character in the class and the teacher. Must interact with students by communicating effectively, empathetically, and politely. Teacher communication when carrying out teaching activities in the classroom dramatically influences the results received by students. Therefore, in this case, the author asked several questions to the teacher to determine the teacher's level of ability. Herawati (2016) also stated that teacher communication skills are critical because, through good communication, teachers can convey messages orally, in writing, and receive messages to create an atmosphere of mutual understanding, launch activities, raise teacher awareness, and motivate them to work. It is more challenging to achieve maximum results.

The joint influence of the Teaching Campus Program and social competence on the social competence of prospective teachers has a positive effect. Based on the results of the analysis, the significance value of the variables Teaching Campus Program (X_1), communication skills (X_2), and social competence (Y) was obtained as $0.000 < 0.05$, with F-count (143.210) > F-table (3.16), then H_3 is accepted. This means that the Campus Teaching Program and communication skills simultaneously influence the social competence of prospective teachers among students at the Faculty of Teacher Training and Education. The coefficient of determination (R^2) with an Adjuster R Square value of 0.831 means that the Campus Teaching Program and communication skills contribute 83.1% to the variable understanding of the social competence of prospective teachers.

Teachers must master four competencies in order to achieve success in the world of Education. These competencies are stated in Article 10 Paragraph (1) of Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, namely pedagogical, personal, social, and professional competencies. Social competence is essential in the implementation of learning because it is an ability possessed by teachers to interact and communicate optimally with students, other teachers, parents of students, and the community around them (Republic of Indonesia, 2005). Based on student perceptions, campus teaching programs not only provide classroom teaching experience but can also help improve students' collaboration abilities and soft skills, one of which is communication skills (Suwanti et al., 2022). The soft skills developed include basic life skills and skills such as adaptive attitudes, emotional maturity, and communication skills (Hikmawati, 2022). Armstrong (2006) and (Rakib et al., 2017) state that training or experience can help teachers develop their skills and levels of ability. Suyatno (2008) also stated that experience is activities carried out in the context of developing or increasing competence in carrying out duties as an educator, both at the sub-district, district/city, provincial, national, and international levels. The more teaching experience a teacher has, the better his or her ability to work (Eliyanto & Wibowo, 2013).

Conclusion

Based on research results related to the influence of the Teaching Campus Program and communication skills in improving the social competence of prospective teachers, conclusions can be drawn that are adapted to the problem formulation in this research. First, The Teaching Campus Program influences the social competence of prospective teachers. This is related to student participation in the Teaching Campus Program. One of the tasks of teaching is to help teachers in the learning process. Therefore, students must hone their competencies to understand and master teacher competencies, one of which is teacher social competency; second, communication skills influence the social competence of prospective teachers. This

shows that students who have sufficient communication skills can increase their understanding of social competence as prospective teachers; third, The Campus Teaching Program and communication skills influence the social competence of prospective teachers because, in their duties, students can hone and improve soft skills and hard skills, one of which can fulfill the teacher's social competence so that the level of student understanding increases. The teacher's social competence has an influence.

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