

An Analysis of the Influence of the Sailing Period on the Lecturers' Social Competence at the Polytechnic of Marine Science Makassar

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Abstract: *This study aims at determining the lecturers' social competence at Polytechnic of Marine Science Makassar in terms of sailing period. This study was an ex-post facto study because the lecturers at Polytechnic of Marine Science Makassar who were used as research subjects had individual characteristics related to the level of sailing experience and the level of social competence. There were 51 samples selected using purposive random sampling. In this study, the sailing period is classified into three groups namely less than five years, five to ten years, and more than ten years. There are several aspects measured in terms of lecturers' social competence namely being inclusive and acting objectively, the ability to communicate empathically and politely, adaptability, the ability to communicate with the community. The data were collected using a questionnaire. The results of the research showed that the best sailing group in achieving social competence in Polytechnic of Marine Science Makassar is the group in which sailing periods is less than five years and the group in which the sailing period is five to ten years.*

Keywords: *Sailing Period; Social Competence; Marine Science; Lecturers' Competence*

Date of Submission: 12-01-2019

Date of acceptance: 27-01-2019

I. Introduction

Higher Education is a means to develop the quality of human resources in order to have high and strong competitiveness in facing global challenges. The demand for globalization requires all parties to be able to adapt including universities, in this case, Polytechnic of Marine Science Makassar in order to compete with other universities. Efforts to increase strong competitiveness should be accompanied by increased competency for graduates (alumni), educational staff, especially for lecturers at Polytechnic of Marine Science Makassar.

The Act of the Republic of Indonesia Number, 14 of 2005 concerning Teachers and Lecturers Article 1 paragraph (1) expressly states that competence is a set of knowledge, skills, and behaviors that must be owned lived and mastered by teachers or lecturers in carrying out professional duties. Thus, to achieve success in work, competency must be possessed by someone in accordance with his profession. Professionals do not only mean experts but also must have expertise in the field of work in accordance with the knowledge they have.

One of the professional educators is lecturer where his main task is to transform, develop and disseminate science, technology, and art through education, research and community service. Therefore, the competence of a lecturer is highly required.

Four competencies need to be owned by lecturers to always improve their abilities, namely, pedagogical competence, professional competence, social competence, and personality competencies (Kunandar & Si, 2007). The pedagogical competence is competence with limits on the ability of the process of developing courses in the curriculum, development of teaching materials, and designing learning strategies. The professional competence is limited on the abilities that grow in an integrated manner of knowledge owned about specific fields of science, skills to apply mastered knowledge and natural positive attitudes to advance, improve and develop them in a sustainable way, and accompanied by a strong determination to make them happen in everyday life. Social competence is the ability to conduct social relations with students, colleagues, employees and the community to support education. The personality competence is limited on some values, commitments, and professional ethics that influence all forms of lecturer behaviour towards students, work colleagues, family and society, and influence learning motivation, students, including professional self-development (Suarjana & Yintayani, 2017).

A professional lecturer must have competence in carrying out his duties. Soraya (2018) Professional lecturers are competent lecturers to carry out their duties professionally. The competence of a lecturer is very influential in improving the ability of students. This is in line with the research conducted by (Mediawati, 2010). She found that students learning motivation and lecturers competence have a positive and significant impact either partially or simultaneously to students' learning performance.

The main task of Polytechnic of Marine Science Makassar is to organize vocational education programs in the field of sailing. It is based on the regulation (Minister of Transportation, 2014) concerning the Organization and work procedures. In addition, there are some objectives of Polytechnic of Marine Science Makassar. First, the cadets become members of society in the field of shipping who have professional skills in the field of Nautics, engineering, and management of Sea and Harbor Transportation. Second, the cadets can disseminate science in the sea transportation sub-sector and can strive to implement it to improve community welfare and to enrich national culture. Third, the cadets can develop the application of science in the sea transportation sub-sector. These objectives are based on the Regulation ((Minister of Transportation, 2015) concerning the Statute of Polytechnic of Marine Science Makassar.

With this Regulation of the Minister of Transportation, PIP Makassar as one of the higher education institutions has an education and training program that not only takes place in the classroom but also implemented through sailing education and training. Students obtain the education and training at some levels diploma IV, Seafarers Training III Formation, Advanced Seafarers Training, and Seafarers Skills Training. With this level of education and training for students, lecturers are also involved through mentoring during the sailing period carried out by students (cadets). It stated in the ministry rules that has been stated in the PIP policy.

Through lecturer mentoring activities toward the students in the level of education and training the cadets, the sailing period is obtained that consist less than five years, from 5 to 10 years, and more than ten years. The lecturers' sailing period in this education and training is a work experience that can improve their competence. This is in accordance with the results of research conducted by Seniati (2010) which gives the conclusion that the working period has a positive and significant direct influence on the competence of lecturers in universities. It means that (1) the higher the age of the lecturer the lecturer works at the university, and the higher the class of lecturer rank, the higher the commitment of the lecturer to the university; (2) the higher the attention and desire of the lecturer to help others, the higher the commitment of the lecturer to the university; (3) the more positive perceptions of lecturers on the situation and events in the faculty and university, the higher the lecturer satisfaction with his work; and (4) the higher the job satisfaction of the lecturer, the higher the commitment of the lecturer to the university.

Variations in the sailing experience of Makassar Shipping Science Polytechnic lecturers significantly affect work productivity. It is because the sailing experience is work experience. Thus, it is assumed that the more years a person works, the more knowledge can be gained. Work experience is part of work training, and the increasing training in work will increase one's productivity.

The sailing period of the students at Polytechnic of Marine Science Makassar can improve professional competence and skills, as well as research conducted by Arisandy (2013) which states that work skills and experience simultaneously have a positive and significant effect on the career development of Education staff in Donggala District. In addition, the results of research conducted by Abidin (2018) show that competence and working period have a positive and significant effect both partially and simultaneously to the work productivity of employees at PT Alfa Retailindo in Makassar with a very strong correlation. The lecturers at Polytechnic of Marine Science Makassar in terms of education level vary. It is shown in Table 1 below.

Table1. Education Level and Lecturers' Position at Polytechnic of Marine Science Makassar

Field of study	Education Level				Functional Position				Certification		Total	
	D-IV	Bachelor Degree	Master Degree	Doctorate Degree	EA	L	AP	P	Yes	No		
Nautics	7	9	18	-	4	12	9	9	15	19	34	
Technic	3	15	13	-	3	14	5	9	8	13	31	
Port Management	7	23	16	2	2	9	9	28	12	36	48	
									Total	78	35	113

EA= Expert Assistant L=Lector AP= Associate Professor P= Practitioner

The table above shows that the percentage of the education level of the lecturers at Marine Science Makassar in the level of master degree is higher than bachelor degree and diploma IV. It indicates that the lecturers have self-development motivation because increasing education will add insight and knowledge that can ultimately improve competence as educators. The ability and skills of lecturers in managing the learning process are partly derived from education. Thus, lecturers have more opportunities to develop their competencies. Therefore, the higher the academic qualifications of a lecturer, the higher the basic competencies he has.

In addition to variations in educational background, lecturers at Polytechnic of Marine Science Makassar also varied in terms of their teaching experience and sailing experience. The teaching experience obtained by a lecturer in the past can make future learning, and it is in line with the expression that experience is the best teacher. Someone will be able to implement new experiences based on experience. In the research

report (Erlinayanti, 2012) it is stated that the educational background is not only the factor affecting lecturer competence. However, the teacher experience can also influence the competence of an educator.

Variations in the sailing experience of lecturers at Polytechnic of Marine Science Makassar significantly affect work productivity. It is because the sailing experience is work experience. Thus, it is assumed that the more years a person works, the more knowledge is gained. Work experience is part of work training. The increasing training in work will increase one's productivity. Widyarningsih (2012) in his research showed that work experience had a positive and significant effect on work productivity.

The sailing experience is the work experience of someone working on a boat that shows the length of work on a ship according to the type of ship and the type of voyage that has been experienced. The sailing experience shows the ability of marine competence. The Directorate of Sea Transportation issued the sailing experience as the Administration of the Indonesian Republic Government. As stated in the 1978 Conversion of Training and Certification Standards for Watch-keeping for Seafarers (STCW) and its amendments, the government or executor of maritime education and training must ensure that the implementation and assessment of maritime education and training is carried out in accordance with the competency standards determined by STCW Code in 1995 and every education and training activity must be supported by a quality standard system. As a provision, the sailing experience of lecturers, especially for lecturers with maritime competencies varies. The higher the competency of the sea, the higher the competency should be in the teaching and learning process in the classroom.

Work productivity is theoretically oriented and generally leads to professionalism competencies. However, the competence of a lecturer and teacher is not only in professional competence but also in pedagogical competence, personality competence, and of course social competence.

The Law of the Republic of Indonesia (Indonesia, 2005) Number 14 of 2005 concerning Teachers and Lecturers Article 1 paragraph (1) which expressly states that competence is a set of knowledge, skills, and behaviours that must be possessed, internalized and mastered by the teacher or lecturer in carrying out professional duties. Thus, to achieve success in work, competency must be possessed by someone in accordance with his profession. Professionals do not only mean experts but also must have expertise in the field of work in accordance with the knowledge they have.

In terms of competence, lecturers as professional educators are required to have pedagogical competence, professional competence, social competence, and personal competence. The limitations of these four competencies can be described as follows. First, pedagogical competence is the competence that limits on the ability of the process of developing courses in the curriculum, development of teaching materials, and designing learning strategies. Second, professional competence is limited to abilities that grow in an integrated manner of knowledge owned about specific fields of science, skills to apply mastered knowledge and natural positive attitudes to advance, improving and sustainably developing them, and accompanied by a strong determination to make them happen in everyday life. Third, social competence is the ability to conduct social relations with students, colleagues, employees and the community to support education. Fourth, personality competence is limited to the restrictions on many values, commitments, and professional ethics that influence all forms of lecturer behaviour towards students, work colleagues, family and society, and learning motivation, students, including professional self-development.

Lecturers must have the skills which are related to teaching and learning interactions between educators and students in the classroom. It means that lecturers must have the ability to explain the material, carry out learning methods, provide questions, answer questions, manage classes, and conduct evaluations. In addition, lecturers must also have the ability and skills to master the subject matter in depth, intact and comprehensive. However, lecturers are not enough just to have mastery of the material formally, but also must have the ability to other scientific material that has relevance to a particular field.

Demands for various competencies encourage lecturers to improve their abilities, especially pedagogy, professional, social, and personality. Therefore, these four competencies affect the quality of education management processes, educational processes, and outcomes. It means that in the process of education, its achievements depend on the design and learning process professionally. Lecturers as instructors are the creators of student learning conditions that are designed deliberately, systematically and continuously. Meanwhile, the students as subjects of learning are those who enjoy the learning conditions created by lecturers. The combination of these two elements (lecturers and students) creates educational interaction by utilizing teaching materials as the medium. Therefore, the learning process is a living activity, full of value and always has a purpose for education.

However, based on the academic system concepts and regulations in Polytechnic of Marine Science Makassar, a lecturer should not only play as a lecturer in the class but also he should be given a sailing experience. Therefore, it can affect the competence of the lecturer, especially on social competence. Rokib (2009) reveals that social competence is the ability of lecturers to understand themselves as an integral part of society and able to develop tasks as members of society and citizens. Social competency also means that a

lecturer must not discriminate between students although they have different economic, social, and cultural backgrounds. A lecturer must be able to be objective wherever he is. Lecturer social competence has points that include the obligation of a lecturer to be applied in daily life. Social competence is the ability of the lecturer as part of the community, which at least has the competence to 1) communicate verbally, in writing, and gesture, 2) use communication and information technology functionally, 3) interact effectively with students, fellow educators, education personnel, parents/guardians of students, and 4) socially interact with the surrounding community.

According to Alma (2013), social competence is the ability of teachers to communicate and interact effectively with the school environment and outside the school environment. In addition, Wibowo and Hamrin (2012), a teacher must try to develop communication with parents of students so that two-way communication is established continuously. With the existence of two-way communication, students can be monitored better and can develop their character more effectively as well. Arikunto (1990) also gives his arguments regarding social competence. He stated that social competence must be owned by a teacher, in which the teacher must have the ability to communicate with students, fellow teachers, principals, and the surrounding community.

A lecturer must be able to be objective wherever he is. Lecturer social competence has points that include the obligation of a lecturer to be applied in daily life. Social competence is the ability of the lecturer as part of the community, which at least has the competence to 1) communicate verbally, in writing, and gesture, 2) use communication and information technology functionally, 3) interact effectively with students, fellow educators, education personnel, parents of students, and 4) socially interact with the surrounding community.

If the competency achievement of a lecturer especially about social competence is associated with sailing experience which is one of the obligations of lecturers, the consequence is that the problem arises whether the diversity of variations of lecturers' competence at Polytechnic of Marine Science Makassar can lead to diversity in social competence. Based on this phenomenon, the problem statement is "is there a difference in the lecturers' social competence at Polytechnic of Marine Science Makassar in terms of the sailing period?".

If the achievement of the lecturers' competence especially about social competence is associated with sailing experience which is one of the obligations of the lecturers at Polytechnic of Marine Science Makassar, the consequence is that the problem arises whether the diversity of the lecturers at Polytechnic of Marine Science Makassar can lead to diversity in social competence. Based on this problem, the researcher is interested to find out whether there is a difference in the social competence of the lecturers at Polytechnic of Marine Science Makassar in terms of the sailing period or not.

II. Method

This study was an ex-post facto study because the lecturers at Polytechnic of Marine Science Makassar who were used as research subjects had individual characteristics related to the level of sailing experience and the level of social competence. Geographically, this research was carried out at Polytechnic of Marine Science Makassar, *Jalan Tentara Pelajar No.173, Kelurahan Molimongantua, Wajo District, Makassar City, South Sulawesi Province.*

The population with the distribution of education level, teaching work period and sailing period in the ship can be seen in the following table.

Table2. Population and Sample

Sailing Experience		
< 5 years	5-10 years	>10 years
14	28	9

Source: Research Data

The variables examined in this study were the independent and the dependent variable. The independent variable was the sailing experience (X1). The dependent variable was social competence (Y1). Sailing experience was the length (in years) of the lecturer in nautical studies and the field of technical studies (lecturers with shipping competency diplomas) who work on board both before becoming lecturers and after becoming lecturers at Polytechnic of Marine Science Makassar. In this study, the lecturers' sailing experience was divided into three parts. First, the sailing experience was less than five years. Second, the sailing experience was 5 to 10 years. Third, the sailing experience was more than ten years.

Social competence in this study was the competence of lecturers at Polytechnic of Marine Science Makassar which related to the ability of lecturers to interact with students and people around themselves which was the average score of cadets evaluating the management of teaching and learning processes of the lecturers.

There were two instruments used in this study. The first instrument was sailing experience and the second instrument was social competence. In order to collect data on the sailing experience of lecturers at Polytechnic of Marine Science Makassar, the researcher used questionnaires in sailing experience which was expressed in units of years. The sailing experience was divided into three categories, namely: (1) Code for

lecturers with less than five years of sailing experience, (2) Code for lecturers with five to ten years sailing experience, and (3) Code for lecturers with more than ten years sailing experience. Moreover, the researcher also used questionnaires for social competency instruments with a scale of 1 - 5 filled by cadets. The indicators can be seen in the following table 3.

Table3. Aspects and indicators of social competence

Aspect	Indicators
Objective	Being inclusive and acting objectively
Empathy	Being able to communicate empathetically and politely
Adaptation Ability	Being able to adapt
Professional community	Being able to communicate with the professional community

The instruments used in this study were validated in order to determine the results of validation using the Product Moment Correlation formula with Deviation. Mathematically, the formula is written as follows.

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Product Moment Correlation Equations with Deviation can also be obtained more efficiently by using the Microsoft Excel application by using the Pearson function using the general form of Pearson functions. It can be seen in the following form.

$$= \text{Pearson}(\text{Array1};\text{Array2})$$

The results of data analysis in determining the coefficient of validity were then matched with the validity criteria of the evaluation tool, namely.

Table4. Coefficients and Criteria for Validity

Coefficient of Validity	Criteria
0.80 – 1.00	Very High
0.60 – 0.80	High
0.40 – 0.60	Fair
0.20 – 0.40	Low
0.00 – 0.20	Very Low
< 0.00	Invalid

(Tanwey, 2003)

Furthermore, in order to determine the level of the reliability coefficient, the researchers used the following formulas (Arikunto, 2013: 107):

$$r_{11} = \frac{2r_{11}}{1 + r_{11}}$$

Meanwhile, the level of reliability was based on the coefficient and validity criteria.

Table5. Coefficients and Criteria for Instrument Reliability

Reliability Coefficient	Criteria
>= 0.80	High Reliability
0.40 - < 0.80	Fair Reliability
< 0.40	Low Reliability

It can also be found by comparing the results of reliability analysis with r Table with a provision that if the reliability coefficient is greater than r-table, the reliability coefficient is considered reliable and vice versa.

The data analyses used in the research were descriptive statistical and inferential analysis. Descriptive statistical analysis used was the analysis of mean percentage, maximum score, minimum score, and standard deviation. Meanwhile, the inferential analysis was using the comparative analysis technique using SPSS application.

III. Results

The results of the research analysis between the sailing period and social competencies were obtained by using the SPSS application. It shows the results of the descriptive analysis, variance homogeneity, ANOVA analysis, post hoc test, and homogeneous subsets.

3.1. Descriptive analysis

The results of the descriptive analysis between the sailing period and the social competencies of the lecturers at Polytechnic of Marine Science Makassar are shown in the following table.

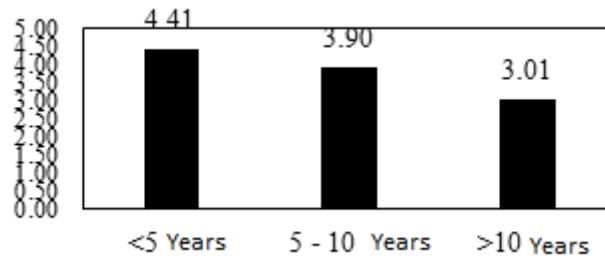
Table6. Descriptive Analysis between Sailing Period and Social Competence

Sailing Period	N	Average Score	Std. Deviation	Score	
				Minimal	Maximal
< 5 Years	14	4.33	0.24	3.98	4.84
5 – 10 Years	28	3.90	0.41	3.24	4.69
> 10 Years	9	3.01	0.48	2.11	3.41
Total		3.86	0.58	2.11	4.84

From the results of data analysis, it can be seen that the average score for the sailing period which is less than five years is 4.33 in which the standard deviation is 0.24, the minimum score is 3.98, and the maximum score is 4.84. The average score for a sailing period which is from 5 to 10 is 3.90 in which the standard deviation is 0.41, the minimum score is 3.24, and the maximum score is 4.69. The average score for the sailing period which is more than ten years is 3.01 in which the standard deviation is 0.48, the minimum score is 2.11, and the maximum score is 3.41.

In the form of a graph, the difference in the average score of the lecturers' social competence at Polytechnic of Marine Science Makassar in terms of the sailing period between less than five years, 5 to 10 years and more than ten years, is presented in figure 1.

Figure1. Average Social Competence Score based on Sailing Period



3.2. Analysis of Homogeneity of Variance

The results of the analysis of variance homogeneity between sailing periods and the lecturers' social competencies at Polytechnic of Marine Science Makassar are shown in Table 7.

Table7. Results of analysis of variance homogeneity among sailing periods

Levene Statistic	df1	df2	Significances
3.05	2	48	0.57

To test the results of the analysis of variance homogeneity, hypotheses are proposed, as follows:

H0: The three population variants are identical (homogeneous)

Ha: The three variants are not identical

From the analysis of the Test of Homogeneity of variances, it can be seen that the Levene Statistic number is 3.05 while the probability or significance is 0.57. The probability value that is 0.57 is higher than the value of the significance level that is 0.05 (5%). It means that the null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is accepted. Therefore, it is concluded that the three population variants are identical (homogeneous).

3.3. ANOVA analysis

The results for ANOVA analysis can be shown in the following table. It is about the analysis between the sailing period and the lecturers' social competence at Polytechnic of Marine Science Makassar.

Table8. The results of ANOVA analysis between the sailing period and social competence

Source of Variance	Sum of Squares	df	Mean Square	Sig.
Between groups	9.69	2	4.85	0.00
In groups	7.29	48	0.15	
Total	16.99	50		

To test the results of the ANOVA analysis, the hypothesis is proposed, as follows:

H0: There is no difference in social competence between sailing periods which is less than five years, five to 10 years and more than ten years.

Ha: There are differences in social competence between sailing periods which is less than five years, between 5 to 10 years, and more than ten years.

Testing the hypothesis proposed above is based on the significance value of the analysis results of the SPSS application and based on the probability value or significance of the results of the SPSS application analysis. The ANOVA table above shows that the probability value or its significance is 0.00 which is less than 0.05. Thus, the null hypothesis (H0) is rejected, and Ha (alternative hypothesis) is accepted. It shows that there are significant differences in social competence between sailing periods which is less than five years, 5 to 10 years, and more than ten years.

3.4. Analysis of Different Sailing Groups

The results of homogeneous subsets analysis are carried out if the results of the ANOVA analysis showed a significant difference between the period of sailing with the social competencies of the Makassar PIP lecturers, and the results of the analysis of different groups are shown in Table 9.

Table9. Analysis of Homogeneous subsets between Sailing Period and Social Competence

Sailing Period	N	Subset for alpha = 0.05		
		1	2	3
> 10 Years	9	3,01		
5 – 10 Years	28		3,90	
< 5 Years	14			4,33

From the results of the homogeneous subsets analysis above, it can be seen that in subset one there are only sailing groups which are more than ten years in which the average score is 4.33. It means the sailing period which is ten years differs from other sailing groups. Meanwhile, in subset two there is one group of sailing periods that is between 5 years and ten years in which the average score is 3.90. In subset three there is one group which is less than five years in which the average score is 3.01. Therefore, the three sailing groups differ from one another.

Table10. Results of the post hoc Analysis Test between Sailing Period and Lecturer Competence

	(I) Sailing Period Group	(J) Sailing Period Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	<5 Years	5-10 Years	-.2721*	.06246	.000	-.4196	-.1245
		>10 Years	-.1725	.08153	.089	-.3651	.0200
	5-10 Years	<5 Years	.2721*	.06246	.000	.1245	.4196
		>10 Years	.0995	.07312	.363	-.0732	.2722
	>10 Years	<5 Years	.1725	.08153	.089	-.0200	.3651
		5-10 Years	-.0995	.07312	.363	-.2722	.0732

From table 10 above, the difference of the mean in the group sailing period which is less than five years and the group sailing period which is from 5 to 10 years is -0.27. The group sailing period which is less than five years is lower as much as 0.27 points than the group sailing period which is from 5 to 10 years. There is a difference between the mean between the group sailing period which is less than five years and the group sailing period which is more than ten years, and the difference is -0.17. The group sailing period which is less than five years is lower as much as 0.17 points than the sailing period which is more than ten years. There is a difference between the mean between the group sailing period which is from 5 to 10 years and the group sailing period which is more than ten years, and the difference is -0.09. The group sailing period which is from 5 to 10 years is lower as much as 0.09 points than the sailing period which is more than ten years.

IV. Discussion

Based on the results of the research and analysis carried out on the results of the research using ANOVA analysis and t-test between the lecturers social competencies at Polytechnic of Marine Science Makassar based on: 1) the sailing period group which is less than 5 years, from 5 years to 10 years, and more than 10 years, 2) teaching experience group which is less than 5 years, from 5 years to 10 years, and more than 10 years, and 3) education level groups, it shows a different analysis results based on the groups.

These results were obtained from responses from cadets or students at Polytechnic of Marine Science Makassar in which some indicators are regarding the lecturers' social competence. The first is taking non-discriminatory actions. The second is showing courtesy in communication. The third is showing empathy in the learning environment. The fourth is interacting with cadets. The fifth is interacting with parents or guardians of cadets. The sixth is doing communication with other professions. The seventh is communicating with other professions. The social attitude of lecturers characterized by behaviour in life, and they must reflect several things. First, they must be non-discriminatory in work. Second, they have politeness in communication and

attitude. Third, they have an empathetic attitude in the campus environment. Fourth, they have to interact directly with students. Fifth, they have the opportunity to interact with parents. Sixth, they have more time on campus. With only 5 years less experience they have more time with a much longer sailing period and communicating with fellow professions and other professions.

The results of social competence analysis based on sailing period are indicated by numbers in the form of average scores obtained by lecturers. In the group analysis of the sailing period which is less than 5 years, from 5 years to 10 years, and more than 10 years, it is showed that there are significant differences or in other words that the sailing group has an influence in increasing the social potential of the lecturers at Polytechnic of Marine Science Makassar. The average score of the sailing period which is less than five years is 4.33. The average score of the sailing period which is from 5 years to 10 years is 3.90. The average score of the sailing period which is more than ten years is 3.01. From table 7, it can be concluded as follows.

< 5 Years	≠	5 – 10 Years
< 5 Years	≠	> 10 Years
5 – 10 Years	≠	> 10 Years

Therefore, it can be interpreted that there is a difference in the lecturers' social competency at Polytechnic of Marine Science Makassar between the sailing period group which is less than five years, from 5 to 10 years, and more than ten years.

The best sailing group in achieving lecturers' social competence at Polytechnic of Marine Science Makassar is a group in which the sailing period is less than five years and the group in which the sailing period is from 5 to 10 years.

These results indicate that the lecturers at Polytechnic of Marine Science Makassar in terms of achieving social competence with the sailing period which is less than five years is the best if it is compared to other sailing periods. Therefore, it can be stated that lecturers in which their sailing period is less than five years have more social attitudes. The social attitude of a lecturer is characterized by behaviour in life, which must reflect several things such as non-discriminatory in work, having politeness in communication, having an empathetic attitude in the campus environment, interacting directly with students, having the opportunity to interact with parents or guardians. It is because they have more time on campus with only five years less experience. In addition, they have more time with a much more extended sailing period and communicating with fellow professions and other professions.

All kinds of competence also influence students' achievement. Hakim (2015) found that lecturer competencies, namely pedagogical, professional, personality and social competence partially or simultaneously had an effect on learning achievement. If the four lecturer competencies are applied simultaneously in the learning process, it shows a significant impact on academic achievement (Astuty, 2015). In addition, simultaneously pedagogical, professional, personal and social competencies influence the learning outcomes (Irianto, 2015).

Based on the previous finding, it can be stated that all of the competencies should be owned by a lecture including social competence. However, this study found that the lecturers who have sailing period which is more than 10 years have a low social competence. On the other hand, the sailing skill is also required to teach cadets or students.

The sailing period that is too long affects the social attitude of a lecturer. This statement is in line with Adam's opinion (Martani & Adiyanti, 1991). He stated that social competence has a close relationship with social adjustment and the quality of interpersonal interactions. The environment of the ship is very limited so that it is added to the organizational hierarchy. Building social competencies in environmental groups can be started by building interactions among children, interactions that are built begin by playing simple things, such as role-playing, obeying the rules in the group, so that social competence will be built. Meanwhile, the environment on the ship is limited to social interactions.

V. Conclusions

Based on the research carried out, conclusions can be drawn, namely: There are significant differences in the lecturers' competence in terms of sailing period, especially social competence. The longer the lecturer sails the lower the social competence of the lecturers at Polytechnic of Marine Science Makassar. Based on the results of the research obtained, it is expected that the leaders at Polytechnic of Marine Science Makassar can make policy in the context of developing the lectures' competence at Polytechnic of Marine Science Makassar, in particular:

1. To improve the lecturers' social competence at Polytechnic of Marine Science Makassar, it is recommended to improve the interaction between the campus environments including cadets, employees, and other lecturers without ignoring the boarding school education system.

2. For the next researcher, they can study the lecturers' professional competence on the level of the professional diploma of the marine area and the lecturers' education level at Polytechnic of Marine Science Makassar.
3. With the limitations of this research, it is expected that the next researcher can dig deeper related to the lecturer' competence at Polytechnic of Marine Science Makassar.

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Jumardin. "An Analysis of the Influence of the Sailing Period on the Lecturers' Social Competence at the Polytechnic of Marine Science Makassar." *IOSR Journal of Research & Method in Education (IOSR-JRME)* , vol. 9, no. 1, 2019, pp. 06-14.