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Teacher Personality Competence In Building The Character Of Students

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Abstract: This study aims to determine and analyze the teacher's personality competence in fostering the character of students. This research is qualitative research with a case study method. The results of this study indicate that the teacher's personality competence at schools is good. Teachers already understand the competence of a teacher's personality. Mastery of personality competency indicators has been carried out in accordance with what is stipulated by the government in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers, that at least the personality competencies that must be possessed by a teacher include faith and piety, noble character, wisdom and wisdom, democratic, steady personality, stable and mature, authoritative, honest, sportsmanship, be a role model for students, evaluate themselves and develop themselves independently and sustainably. Most teachers already have these personality competencies, and then they try to continue to develop their personality competencies in order to become professional teachers in carrying out their duties and responsibilities.

Keywords: Teacher, Personality, Competence, Character, Students.

Introduction

Education is not just transferring knowledge to students but is expected to create human resources in a professional, character, skilled and independent manner. Education is a role that determines the development and progress of a nation. In this context, the teacher is one of the components that determine the success of education. Education is unconsciously the beginning of laying the foundation for cultural values in this world, a process that is expected so that the educational process can be directed and have a purpose. It is hoped that education can direct students to the optimal point of their abilities.

In a discussion about maintaining the integrity of the nation's character development. Indonesia's young generation in the midst of a wave of globalization, Meutia Hatta said that various aspects of human life have so far escaped the development of the character of the human body and soul. Often generations are focused on economic development and physical-material orientation. According to (Muslich, 2011) that with such a character, it is not surprising that the younger generation thrives on materialism, corrupt practices, collusion and nepotism and other less commendable behaviors.

Not only that, rampant acts of violence (bullying) often occur in schools, for example students who often abuse their friends, isolate a friend and make enemies, mock, threaten and take their friends' belongings forcibly. And we only see violence like that done by his own friends when in fact the source of violence in schools is caused by various things. According to (Arifudin, 2022) that character is the behaviors that exist in humans that are influenced by the circumstances that shape them.

Based on Law number 20 of 2003 that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, it aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. To realize this goal, the teacher has an important role, because the teacher is a human figure who has duties and responsibilities related to the things listed in the national education goals.

In carrying out their duties, a teacher or an educator will be ideal if they have the skills or competencies. Competence in question is the ability, skill and knowledge to do a certain job or

to perform a task as required. There are several skills/competencies that must be possessed by a teacher as an educator, including: pedagogical skills, personality skills, professional skills, and social skills. Article 8 of the Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers states that: Teachers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have the ability to realize national education goals. More specifically, teacher competence is stated in Article 10 paragraph 1, namely: Teacher competence as referred to in Article 8 includes pedagogic competence, personality competence, social competence, and professional competence obtained through professional education. Furthermore, it is stated in the Minister of Religion of the Republic of Indonesia Number 16 of 2010 concerning the management of religious education in schools in Article 16 paragraph 1 it is stated that religious education teachers must have pedagogic, personality, social, professional, and leadership competencies.

According (Dahlan, 2018) argues that personality competence is an individual's ability to bring up behavior that is a reflection of himself, good or bad personality competence can be measured from his behavior in life. Meanwhile, according to (Musfah, 2015) that personality competence is a personal competence that reflects a steady, stable, mature, wise, authoritative personality, becomes an example for students and has noble character.

These skills become competency standards which are usually called teacher competencies that must be possessed and implemented by educators, without which an educator is not worthy of being categorized as an ideal educator. Both the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers Article 10 paragraph 1 and the Minister of Religion of the Republic of Indonesia Number 16 of 2010 concerning the Management of Religious Education in Schools Article 16 paragraph 1, it can be clearly understood that the desire to create an ideal teacher through the implementation of teacher competence is clear. competent teachers can become qualified and professional teachers.

National education does not only emphasize the cognitive aspects (intelligence, knowledge), but is also required to develop affective aspects (spiritual, personality, and character) and psychomotor (creative, independent, and skills). In the affective aspect, character becomes one of the focuses of discussion and teaching carried out by a teacher because character is a reflection of each person's self, so its existence and quality are highly demanded in every human being. In order to achieve good character qualities in everyone, especially the future generations of young people, it is necessary to have sustainable and serious character development from all parties, both from the family and educational institutions which are the main forum for fostering the character of every human being. . Character building is something that must be prioritized in any learning process in an educational institution, whether it is an educational institution for the education department or for the ministry of religion, all of which prioritize the achievement of good character qualities of students. Character building is the beginning of the creation of an ideal community environment, such as the creation of a safe and comfortable situation, a calm and peaceful atmosphere, mutual cooperation, mutual assistance and so on. Therefore, character building of students becomes central in the learning process.

Elementary school students are still very vulnerable to doing negative things, such as arriving late, meeting teachers without greeting, speaking rudely to friends, teachers or parents, the behavior that these students do is not only harming themselves and their parents, but also harming themselves and their parents. harm and pollute especially teachers.

The behavior of children who are still students, especially at the basic education level, needs attention. Parents are expected to be able to supervise the interactions of their children when students are at home, while teachers or educators are expected to always be able and without getting tired of instilling good values to shape the character of each student and inhibit and eliminate the possibility of things happening. negative self-students in the community. Considering the importance of the teacher's role as an educator for each student in the cognitive,

affective and psychomotor aspects which are expected to be of good quality. So educators must and are required to have competence in themselves to teach and foster the character of students with professional competence, pedagogic competence, social competence and personality competence that will improve their profession. One of the important competencies that must be possessed by educators in fostering the character of students is personality competence. Personal competence is a skill or ability that must be possessed by someone, especially a teacher. Teachers or educators are highly required to have personality competencies with good quality. This is because, the teacher is an important element in educational institutions and in the learning process, especially in formal educational institutions.

A Teacher or Educator must have academic qualifications. Academic qualifications are the minimum education that must be met by an educator. This minimum education is evidenced by a diploma or certificate of expertise in accordance with the provisions of the applicable legislation. As explained in Permendiknas Number 16 of 2007 concerning the standard of teacher academic qualifications, considering that the personal qualifications of teachers are very important, every teacher must have a minimum educational academic qualification of diploma four (D-IV) or bachelor (S1) in the field of education in accordance with the level of the institution.

Educators must be able to display exemplary in every situation and condition or circumstances in their interactions with students. Character education with this example is very important, because everyone has a tendency to absorb a behavior from the behavior displayed by others, especially an educator as a person who is close to him in the educational environment. An educator who has good personality competence is expected to be a central factor in fostering the character of students. Therefore, it is hoped that educators will be able to improve the quality of their character first, so that in the end, educators are able to display the best character in front of students, and become the right model in the learning process and character building of students. Considering that the teacher's personality competence is very important

according to the description above, the researchers are interested in conducting a study entitled teacher's personality competence in fostering the character of students.

Implementation Method

This study seeks to analyze and describe the teacher's personality competence in fostering the character of students at SDIT Miftahul Ulum. The type of research used in this research is a case study method. According to (Rahayu, 2020) that a case study is an empirical research that investigates a particular symptom or phenomenon in a real-life setting. The results of this study were collected with primary data and secondary data.

The approach used in this research is a qualitative approach. Bogdan and Taylor in (Bahri, 2021) stated that a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. According to (Apiyani, 2022) that the way is by transcribing the data, then coding on the notes in the field and interpreting the data to obtain conclusions.

Determination of appropriate data collection techniques will determine the scientific truth of a study. The data collection techniques used in this study are:

1. Observation

Observation is part of the direct research process on the phenomena to be studied (Hanafiah, 2021). With this method, researchers can see and feel directly the atmosphere and condition of the research subject. The things observed in this study are about the competence of the teacher's personality in fostering the character of students.

2. Interview

The interview technique in this study is a structured interview, namely interviews conducted using various standard guidelines that have been set, the questions are arranged according to the information needs and any questions needed to uncover any empirical data (Hanafiah, 2022).

3. Documentation

Documentation is one of the data collection techniques through existing written documents or records (Nasser, 2021). Documentation comes from the word document, which means written

items. In carrying out the documentation method, researchers investigate written objects, such as books, magazines, meeting minutes, and diaries. According to Moleong in (VF Musyadad, 2022) that the documentation method is a way of collecting information or data through testing archives and documents. Documentation strategy is also a data collection technique proposed to research subjects. The method of data collection using the documentation method was carried out to obtain data about the state of the institution (object of research), namely the competence of the teacher's personality in fostering the character of students. Muhadjir in (Tanjung, 2022) states that data analysis is an activity of conducting, searching and compiling records of findings systematically through observations and interviews so that researchers focus on the research they are studying. After that, make a finding material for others, edit, classify, and present it.

Results And Discussion

The teacher as an important component in education has a major contribution to the process and achievement of student success. The task of the teacher as a teacher and educator who not only conveys knowledge, but is also an active intermediary for high and noble moral values and norms for the provision of society. As an educator he has a great responsibility in realizing what is the goal of education, in accordance with national education which aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen. In carrying out his duties and obligations, a teacher in addition to mastering knowledge, must also have other competencies that support the achievement of educational goals. One of these competencies is personality competence.

Personal competence is the ability to believe and be pious, have noble character, be wise and wise, democratic, have a strong, stable and mature personality, be authoritative, honest, sportive, be a role model for students and the community, objectively evaluate their own performance and develop themselves independently and sustainable.

Personal competence must be possessed by the teacher in managing his character and behavior in carrying out his daily duties and obligations as an educator. Teachers are required to have certain characteristics with these traits. It is hoped that all behavior can be imitated properly. No matter how much knowledge you have, it will mean nothing if the teacher cannot be imitated by his character and actions.

Thus, the teacher's personality will determine the success or failure of students in the implementation of learning. The success of students can be seen from the learning outcomes they do and in accordance with the motivation of students in learning. The character development of students will be seen if the teacher can display a good personality in him. Because the teacher's personality can create an emotional connection in students who will motivate him to be a good teacher as an example to continue learning in achieving his goals and the teacher's personality can be imitated by students in their lives.

In accordance with the data analysis technique chosen by the researcher, namely using descriptive qualitative data analysis techniques, namely the explanation of the role of teacher personality competence in increasing students' learning motivation by analyzing the data that researchers have collected from interviews and observations during researchers conducting research in the field. Below are the results of the analysis according to the researchers:

Teacher Personality

Teacher personality competence is the teacher's ability to manage personality that must be possessed by every teacher in the implementation of the learning process he does. Personal competence at SDIT Miftahul Ulum can be said to have been in accordance with the teacher's personality competency indicators as determined by the government. According to (Wibowo, 2017) who argues that a teacher must make an effort to realize the personality of the identity so that children have the main character. Therefore, teachers are required to have adequate personality competencies in developing character.

Most of the teachers at SDIT Miftahul Ulum have met these indicators, but there are also teachers who still have not fulfilled them. As the

teacher's personality competence that has been determined by the government, at least the teacher must include several personalities, namely: 1) Faithful and pious, 2) Noble character, 3) Wise and wise, 4) Democratic, 5) steady, stable and mature personality, 6) Authoritative, 7) Honest, 8) Sporting, 9) Becoming a role model for students, 10) Self-evaluating, and 11) Developing yourself independently and sustainably.

Based on the personality competency indicators that have been set by the government above, therefore the personality competencies possessed by teachers at SDIT Miftahul Ulum have met these indicators. It can be seen that the teachers have understood and have these personality competencies in carrying out their daily duties and responsibilities. The teachers already have the ability to have faith and piety, which can be seen in the implementation of the learning process with a sincere heart and in educating students according to religious teachings.

The teacher's personality with noble character can be seen by the teacher's soft, friendly speech and polite way of dressing. The indicators of wise and wise personality competencies show that teachers do not speak harshly to students and teachers do not feel proud of the knowledge they have, because they feel that there are still many other things that need to be improved. A steady, stable, mature and authoritative personality shows that in making every decision chosen by the teacher is one of the characteristics of these indicators, teachers try to find the best solution in overcoming every problem faced both in the learning process and outside the learning process. For example, in overcoming problems in the learning process the teacher looks for the right strategy or method to use.

It is also seen that the teacher's personality is honest and sportsmanship in providing assessments that are objectively given to students and according to the abilities of each student, not based on the relationship or closeness between the teacher and students. The teacher is also open to students in the learning process except for the teacher's personal affairs. The ability to be an example for students can also be seen from the way the teacher speaks and the teacher's behavior is followed by the students. Therefore,

teachers try to be good role models for students, because basically the personality of students is a reflection of the personality of the teacher.

In the implementation of learning the teacher also often evaluates what he has done during the learning process, usually teachers carry out enrichment and remedial work so that they know whether or not their learning is successful, besides that they also ask other teachers about weaknesses or problems. their strengths in carrying out the learning process. And to achieve their satisfaction with what they do, they really need to do self-development such as learning more about the abilities that a teacher must have, attending training provided by the government to them and other things that can develop their abilities. them further.

Thus, the teachers at SDIT Miftahul Ulum already have indicators of these personality competencies. Although they do not fully own it, at least there are some indicators that they already have. There are also teachers who are still lacking in implementing personality competencies properly. In terms of understanding personality competencies, they have understood it, but in terms of implementation, they feel they still need to improve it further so that they become quality teachers in educating students and have a good image for a teacher.

Character of Learners

According to FW Foerster as quoted (Sofyan, 2020) there are four basic characteristics in character education, namely First, interior regularity where every action is measured based on a hierarchy of values and becomes a normative guide for each action. Second, coherence gives courage, makes a person firm on principles, not easily swayed by new situations or afraid of risk, coherence is the basis that builds trust in one another, lack of coherence undermines one's credibility. Third, autonomy where a person internalizes the rules from the outside to become personal values, this can be seen through an assessment of personal decisions without being influenced or pressured by other parties. Fourth, firmness and loyalty, constancy is a person's endurance in realizing what is considered good, and loyalty is the basis for respect for the chosen commitment.

Based on the above, the characters that are carried out by students towards teachers and friends and their environment, can be seen as follows: Smile to everyone, especially friends at school; Maintain good relationships or have to live in harmony with friends and teachers; Always do good to friends; Greet each other with teachers and friends wherever you meet, especially at school; Helping and loving friends and forgiving each other; Visiting friends who are sick and praying for them, always throwing trash in its place, keeping the class clean. Come on time and always obey what the teacher ordered. Discussing the theory and seeing it in the field, there is no difference from the statements of some teachers. Every child tends to see the attitude and behavior of the teacher, the competence of the teacher's personality is very influential on the character of students because the teacher is a role model for students.

Teacher's personality competence in fostering the character of students

According to (Rochman, 2016) who argues that personality competence has a very large influence on the personal growth and development of students and has a very important role and function in shaping the child's personality in order to prepare and develop human resources, prosper society and advance the nation and state.

The study above shows that the implementation of teacher personality competence in schools can be interpreted as a planned and serious implementation of the knowledge, skills, values and attitudes that teachers must possess in order to form a personality that acts in accordance with Indonesian religious, social and national cultural norms. Presenting an honest, noble, and role model for students. Present yourself as a person who is steady, stable, wise, and authoritative. Demonstrate work ethic, high responsibility, pride in being a teacher and self-confidence. Uphold the code of ethics for the teaching profession.

Conclusion

The teacher's personality competence plays a very important role in improving the character development of SDIT Miftahul Ulum students.

This can be seen from the importance of the teacher's personality in the implementation of the learning process. Students will be more motivated when they like and love the figure of his teacher who has a good personality, when his students have liked and loved his teacher then he will also love his learning which can then lead to good behavior for students because of his admiration for the teacher figure. The character development of students can be seen from the presence of students who come on time and the activeness of students in life at school and outside of school.

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