

## Urgency of Teacher Personality Competency in Building Student Character

*Diba Aurellia*<sup>1</sup>, *Mafaz Al-Akmam*<sup>2</sup>, *Rara Ayu*<sup>3</sup>, *Siti Nurhasanah*<sup>4</sup>, *Utomo*<sup>5</sup>  
*Kohar Pradesa*<sup>6</sup>

<sup>1</sup>Universitas Nusa Putra, [diba.aurellia\\_pgsd20@nusaputra.ac.id](mailto:diba.aurellia_pgsd20@nusaputra.ac.id)

<sup>2</sup>Universitas Nusa Putra, [mafaz.al-akmam\\_pgsd20@nusaputra.ac.id](mailto:mafaz.al-akmam_pgsd20@nusaputra.ac.id)

<sup>3</sup>Universitas Nusa Putra, [rara.ayu\\_pgsd20@nusaputra.ac.id](mailto:rara.ayu_pgsd20@nusaputra.ac.id)

<sup>4</sup>Universitas Nusa Putra, [siti.nurhasanah\\_pgsd20@nusaputra.ac.id](mailto:siti.nurhasanah_pgsd20@nusaputra.ac.id)

**Abstract:** This study aims to make teachers better understand and be aware of their personality competencies. So, students can imitate or imitate the teacher's personality and can build student character through these personality competencies. In addition, the teacher's personality competence is also very influential as a determinant of how the classroom atmosphere is created. If a teacher has good personality competencies, then a good atmosphere will be created and the character of students is strong. The development of student character greatly affects the quality of good education. So, nowadays the construction of student brothers must be further improved. The research method used is literature review by examining various journal references related to the personal competence of teachers and character building of students. This literature review is by reviewing various journal references related to teacher personality competencies. The results showed that teacher competence was closely related to the character development of students. Where there are four teacher competencies including personality competence, social competence, professional competence and pedagogical competence. What can be used as a foundation in building student character is the teacher's personality competence. There are five pillars of character that must be built by students, namely, religious, national, independent, mutual cooperation and integrity. These pillars can be achieved if a teacher sets himself as an example. So that the teacher's personality determines whether the pillars of character can be implemented properly or not.

**Keywords:** education, personality competence, character building

\* Corresponding author's e-mail: [mafaz.al-akmam\\_pgsd20@nusaputra.ac.id](mailto:mafaz.al-akmam_pgsd20@nusaputra.ac.id)

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## INTRODUCTION

determines the success or failure of a The teacher is someone who plays a learning process. Teacher personality has a role in and learning habits of students. What is meant by personality here includes: knowledge, skills, attitudes, ideals and also perceptions that teachers have about other people. The characteristics of teachers who are liked by students are teachers who are democratic, kind, patient, fair, consistent, open, helpful, humorous, good at learning materials, flexible, and have a good interest in their students (Darajat, 2005: 17 ). Educational subjects or commonly referred to as "educators" as explained by W.J.S Poerwadarminta are people who educate (Noer, 1999: 65). This understanding gives the impression that educators are people who carry out activities in the field of education.

Personality is a factor that is very influential on the success of a teacher as a development of human resources, so every professional teacher is faced with understanding how the personality characteristics of themselves are needed as role models for their students.

Constitutionally, teachers should have the appropriate personality in Pancasila and the 1945 Constitution who believe in and have devotion to God Almighty, besides that they must have qualifications as teaching staff.

In the Indonesian context, besides being well-known as teacher, it is also known as educator. Educators are tasked with the duties carried out by the teacher. Education

education and at the same time direct and cumulative influence on the life

is very important for every human being to perfect himself continuously. Education is not only the process of transferring knowledge possessed by teachers to students but also forming a good personality. In fact, Ki Hadjar Dewantara has initiated character, moral and cultural education with three education centers starting from the family environment, the school environment and the social environment. The school environment (teachers) currently has a very big role in shaping the character of students. The role of teachers in the world of modern education is increasingly complex, not only as teachers, academic educators but also as character, moral and cultural educators for their students.

Therefore, apart from teacher personality, character education is very important for teachers to understand and learn. School is a vehicle for character education development for students. Teachers as educators have a very big responsibility in producing a generation with character, culture, and morals. Teachers are role models for students and have a very big role in shaping the character of students. Teachers not only master in the academic field but also character education which will be the basis or basis for building quality character that will help the nation's children, who do not ignore social values such as tolerance, mutual

cooperation, mutual assistance and respect. Character education will give birth to a superior person who not only has cognitive abilities but has a character that is capable of realizing success.

Teachers have a very important role in determining the success of education. Professional teachers are expected to produce quality graduates. In the teaching and learning process, the teacher has a duty to encourage, guide and provide learning facilities for students to achieve goals. The teacher has the responsibility to see everything that happens in the classroom to help the development process of students. As an educator, teachers must educate by providing direction and motivation for achieving short-term and long-term goals. The teacher as a guide, namely the teacher provides assistance to each individual to achieve the self-understanding and self-direction needed to make maximum adjustments to the school. The teacher as a role model, a teacher must be a good role model for their students. Good in behavior, personality, words, and so on. Thus, personality competence is closely related. By building student character.

Government Regulation Number 19 of 2005 Article 28 paragraph (3) concerning National Education Standards contains four competencies that must be possessed by a teacher, namely pedagogical competence, personality competence, professional competence, and social competence. Lack of competence possessed by teachers as educators, of course, results in a lack of

character building in students. In the learning process the teacher acts as a facilitator, initiator, and motivator. After all, the teacher is a person who is seen and imitated by students (modeling). Thus, the teacher must be able to be a good example for students. The four competencies must be continuously developed by the teacher in a balanced manner so that the learning process can run well and learning objectives can be achieved.

The problems that arise are that the majority of teachers are still focused on cultivating students' knowledge and skills by developing various innovative learning models. The competence that teachers continue to hone is still limited to their pedagogical competence. How the material should be able to be taught to students makes the teacher forget about its role as a pilot. In fact, the Teacher Competency Test prioritizes pedagogic and professional competence. As for the development and strengthening of personality competencies, it seems as if they are returned to the individual teachers.

Character will be formed when students have direction and also see good examples. At school, it is the teacher who has to give an example of the character that is instilled in students. Barinto (2012: 6) explains that teachers are role models for their students who must have attitudes and personality that can be used as role models for idols in all aspects of their lives. Thus, personality competencies should not be forgotten to be developed by a teacher.

The goal to be achieved is to find out what personality competencies the teacher needs to have in the Development of Strengthening Character Education.

### **LITERATURE REVIEW**

Wahyuni, Uri. 2014. The Role of Teachers in Forming Character.

The role of the teacher in character education very important in shaping the character of students which includes exemplary, inspirational, motivator, dynamist, and evaluator in education. can be said that can be a teacher who plays a role in shape the character of students because they can carry out the five roles of the teacher in shaping the character of students the. The most basic thing is the example needed by the teacher is in the form of concentration in carrying out religious orders and staying away from His prohibitions; concern to the fate of the poor persistence in achieving individual achievements and social; resilience in the face challenges, obstacles and temptations; and speed in moving and actualizing.

In addition, teachers' intelligence is also needed in reading, using, and develop opportunities productively and competitive; character values formed on students, namely religious, honest, disciplined, responsibility, hard work, creative, independent, curiosity, fond of reading, tolerance, love peaceful, democratic, communicative, respectful achievement, nationalism, love for the country, care for the environment, care for social, and integrity; factor supporters in

shaping the character of students is the teacher has understood correctly regarding educational concepts and applications character, school facilities and infrastructure support in learning and process character education, and teachers play an active role in character education while the factors the obstacle is the students have bad character and factors family, community environmental factorsless supportive.

### **METHODOLOGY**

The research method used is literature review by examining various journal references related to the personal competence of teachers and character building of students. There are lots of journals that can be used as references and used as samples on how to apply teacher personality competencies and build student character.

### **DISCUSSION**

After we analyzed and reviewed various available sources, regarding the role of teacher personality competence in building student character, the results we got were that the personality competencies shown by a teacher were in the form of:

- a) A person who is mature, patient, fair and fun.
- b) Shows a democratic and responsible attitude.
- c) Presenting oneself as an honest, noble, polite person and can be used as an example for students and society.

In this section, we will present and describe again the results that we have written in the previous section. The teacher as a kind, patient, fair and pleasant person has been shown through attitudes that the students like and will be an example for their students. Jamil in (Widiyaningsih, 2015) states that teachers are required to act in accordance with legal and social norms. Do not let an educator do anything that is not praiseworthy, unprofessional, or even acts indecent or not good. The adult attitude of a teacher is reflected in his stability in controlling various emotions. In order to control a teacher's emotions, mental training is needed so that the teacher is not easily ignited by emotions. The fair personality of the teacher is shown through how the teacher acts that do not discriminate against their students. Because when a teacher is unfair, it will cause many problems and students' lack of trust in their teacher. The teacher's comforting attitude can be reflected when a teacher is able to make or bring the classroom atmosphere to life, so that students are comfortable and happy to learn. The pleasant attitude of a teacher will make students feel bored and feel at home in the classroom, so that learning will run well without any significant obstacles.

The teacher shows a democratic attitude and high responsibility. A teacher's democratic attitude will affect his quality as a teacher. The democratic attitude of teachers is usually shown by being open to everything that is inside and outside the classroom. This

attitude will greatly influence students to be open about existing problems. A sense of responsibility shows that someone is doing their job very professionally. A teacher must have a high sense of responsibility, because this will show the attitude of a good teacher. When a teacher has a high sense of responsibility, then when he is in class, in front of students, in his community will feel responsible for what he has, he will be more introspective if his profession as a teacher or educator must be.

Present yourself as an honest, noble, polite and role model for students and society. According to Jamil in (Widiyaningsih, 2015) states that in Javanese terms, teacher means "digugu lan imitated". The word imitated means being imitated or in another sense being imitated. As a role model, the teacher becomes the focus of the students in their movements. Teachers must have noble character because of their role as advisors. A teacher's first and foremost intention is not oriented to the world but the hereafter. With sincere intentions, the teacher will act in accordance with the norms of religion, faith and piety, be honest, sincere, helpful and face problems patiently.

### Character Building Process

The teacher is one of the determinants of quality in education. As we know, the teacher is someone who is in direct contact with students, the teacher plays an important role in conveying science and technology

indicators and instilling various kinds of positive values in life in their students. It is on the teacher's shoulder that high quality students will be born both cognitive, psychomotor, affective and spiritual. (Alimin, 2016).

In general, classroom teachers emphasize 5 characters that reinforce the main values, namely religious, nationalist, independent, mutual cooperation, and integrity. Examples of religious values are being faithful, pious, clean, tolerant, and loving the environment. Love for the country, the spirit of nationality, and respect for diversity are examples of the application of nationalist values. Hard work, creative, disciplined, courageous, and learner are the application of independent values. In applying the values of mutual cooperation, it includes cooperation, solidarity, mutual help, and kinship. In instilling a character with integrity values, for example, is the formation of characters who have honesty, exemplary, politeness, and love the truth.

In emphasizing character, teachers should emphasize more on national and historical values. Teachers can emphasize character by presenting historical films of the heroes' struggles which will foster an attitude of nationalism and love for the homeland in a student. In addition to cultivating an attitude of nationalism and love for the country, the teacher must also instill discipline in a student. In instilling discipline, classroom teachers adhere to humanism from the theory of Ki Hadjar Dewantara. Ki Hadjar Dewantara has long thought in terms of

character education. Honing intelligence is really good, because it can build good and strong character, so that it can manifest personality (*persoonlijkheid*) and character (soul based on spiritual law). (Haryanto, 2011).

As for the disciplines that the teacher must instill, from small things to big things, such as: Being on time when entering class, doing homework, doing good assignments in class, doing pickets according to schedule, obeying school rules, etc. When these things are violated, the teacher is expected to give punishment to students with useful punishments, such as: throwing out trash that looks scattered, memorizing Pancasila, memorizing multiplication, etc.

Character is interpreted as a way of thinking and behaving that is unique to each individual to live and work together, both within the sphere of family, society, nation, and state. Individuals with good character are individuals who can make decisions and are ready to take responsibility for any consequences of their decisions. Character can be considered as values of human behavior related to God Almighty, oneself, fellow humans, the environment, and nationality which are manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, law, manners, culture, customs, and ethics. Character is behavior that appears in everyday life in behaving or acting. (Samani & Haryanto, 2011). The good character has to do with knowing the good, loving the

good, and doing the good. These three ideals are closely related. A person is born in a state of ignorance, the primitive impulses in him may command or control his common sense. Thus, the effect that accompanies one's upbringing and education will be able to direct tendencies, feelings, and passions to be harmonious with the guidance of reason and also religious teachings. (Sudrajat, 2011).

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Linguistically, character is a character or habit. Meanwhile, according to psychologists, character is a belief system and habits that direct the actions of an individual. Therefore, if the knowledge of a person's character can be known, it can also be known how the individual will behave in certain conditions. From an understanding point of view, it means that character and morals do not have a significant difference. Both are defined as actions that occur without any further thought because they are already embedded in the mind, and in other words, both can be called habits.

(Haryati, 2017).

According to the Ministry of National Education (2010), character education is everything that teachers do, which is able to influence the character of students. Teachers help shape the character of students. This includes modeling how teachers behave, how teachers speak or deliver material, how teachers tolerate, and various other related things. Based on the grand design developed by the Ministry of National Education, psychologically and socially and culturally the formation of character in individuals is a function of all the potential of the human individual (cognitive, affective, active, and psychomotor) in the context of sociocultural interaction (in family, school, and society) and lasts a lifetime.

Ki Hadjar Dewantara's idea of education as described in (Samani & Hariyanto, 2011), he argues that education is an effort to promote the growth of character (inner strength, character), the child's mind, and body should not be separated in order to advance the perfection of children's life. This can be interpreted that according to Ki Hadjar Dewantara character education is an integral part that is very important in education.

We look at the idea of Ki Hadjar Dewantara who applies the among system described in the concept and model of character education (Samani & Hariyanto, 2011) which in full includes, *ing ngarsa sung tuladha* (if in front of giving an example), *ing madya mangun karsa* (if in the middle in the middle or together contributing ideas, the

meaning is that in addition to the teacher providing ideas, students are also encouraged to develop their initiatives or ideas), and tut wuri handayani (if behind keeping educational goals achieved and students are motivated and given psychological support for achieving educational goals) is actually full of character values. In brief, we can state if: Ing ngarsa sung tuladha, contains divine values that must be emulated, guidance which must be used as guidance. Ing madya mangun karsa, contains the value of creativity and the development of ideas. Tut wuri handayani, contains values that encourage students towards independence by monitoring, protecting, caring for, maintaining, providing assessments and suggestions for improvement, while providing freedom to reason and develop the character of students.

#### Strategies in the Implementation of Character Education

According to Sudrajat, 2011, the strategy for implementing character education in schools can be done in four ways, namely: (1) teaching, (2) modeling, (3) reinforcing, and (4) habituating. The effectiveness of character education is very much determined by the existence of teaching, modeling, reinforcing, and habituating which are carried out simultaneously and continuously. The approach to this strategy involves various components which are certainly related to one another, namely: (1) School, (2) Family, (3) Community.

1). The school component is certainly a field for students to build their character. When the school component will fully implement and implement the values of certain characters, then these values must be conveyed by a teacher through various kinds of direct learning or incorporate them into learning in subjects.

2). When the value has been conveyed, then the next thing to do is to imitate these values by all residents and school components such as from teachers, school principals, uks keepers, library keepers, etc. 3). After modeling, the next activity is to strengthen these values by structuring the environment and school activities. The environmental arrangement here is like installing pamphlets that provide support for the formation of good character in school.

4). After carrying out various kinds of activities above, the final step is to do habituation in the school environment by implementing various things such as disciplining clothes, disciplining time, good habits such as throwing garbage in its place, doing morning worship, etc. The above components can be carried out in a school environment, and its application is expected to be implemented in the family and community environment. The family component which includes character building while at home as well as community components which are more as a means of practice for student behavior in developing their character formation are expected to be well realized.

## CONCLUSION

Based on research with the method of reviewing various existing journals, it can be concluded that the teacher's personality competence towards student character development is very important. Personality competencies that must be possessed by a teacher include: Individuals who are mature, patient, fair, fun, democratic, full of responsibility and can provide an example to their students. In general, classroom teachers emphasize 5 characters that reinforce the main values, namely religious, nationalist, independent, mutual

cooperation, and integrity. In emphasizing character, teachers personally put more emphasis on nationality and history. In instilling discipline, classroom teachers adhere to humanism from the theory of Ki Hadjar Dewantara. According to Sudrajat, 2011, the strategy for implementing character education in schools can be done in four ways, namely: (1) teaching, (2) modeling, (3) reinforcing, and (4) habituating. Therefore, teachers must have competence in terms of personality that can be role models for students.

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