

## **The Impact of Teacher Personality Competence on Class V Student Morals**

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**Abstract:** The goal of this study is to see how teacher personality competence affects student morale. A quantitative ex post facto approach is used in this method. This study was carried out in grade 5 at SD Muhammadiyah 14 Palembang. Questionnaires, interviews, and documentation were used to collect data for the study. The techniques used for data analysis are descriptive analysis and inferential analysis. The findings of this study suggest that a teacher's personality competence has an impact on students' morals. The lowest questionnaire score of the teacher's personality competency (X) is 45, and the highest score is 50, with a total sample (N) of 15 people (teachers). The lowest questionnaire score from student morals (Y) is 45, and the highest score is 50, with a total sample (N) of 25 people (students). The total value of variable X(X) is 1,205, the total value of variable Y(Y) is 1,212, the total value of variable X multiplied by variable Y (XY) is 58,412, the total value of variable X squared ( $X^2$ ) is 58,165, and the total value of variable Y squared ( $Y^2$ ) is 58,800. The value of the designation of the influence of variable X (teacher's personality competence) and variable Y (students' morals) obtained rcount of 0.99 can be classified as "high". As a result, the teacher's personality competence has a significant influence on the morals of grade 5 students at SD Muhammadiyah 14 Palembang.

**Keywords:** Morals, Personality Competence, Students, Teachers

### **INTRODUCTION**

Education is an effort made by people who have specific skills to help those who need expertise shape their personality as a life provision. Education as a conscious effort is required for the formation of human children in order to support their future role (Nihayah, 2020). Good education is education that takes place outside of schools or educational institutions. Education should have begun while the children were still at home. Education prioritizes students as the moral foundation for producing knowledgeable, insightful, and virtuous future generations (Husnazaen, Nashir & Sulistyowati, 2021). Education success is heavily influenced by several factors, one of which is the educator or teacher (Nuralam & Ridlo, 2021).

According to Article 3 of Law Number 20 of 2003 concerning the National Education System, the purpose of national education is to develop capabilities and form dignified national character and civilization in the framework of educating the nation's life, with the goal of developing the potential of students to become human beings who

believe and fear God Almighty, have a noble character, are healthy, knowledgeable, handsome, creative, independent, and become a democratic and responsible citizen (Kemendikbud, 2012).

The school as an educational institution to achieve educational goals. The educational functions and goals of national education are outlined in Article 3 of Law No. 20 of 2003 Concerning the National Education System, which states: National education functions to develop the capabilities and forms of dignified national character and civilization in the context of educating the nation's life, with the goal of developing the potential of students to become good human beings. Have a noble character, be healthy, knowledgeable, capable, and creative, and be a democratic and responsible citizen.

Educational institutions must be able to carry out teaching and learning activities in a systematic, directed, and long-term manner (Sidiq, 2023). One of the determining factors for high and low quality educational outcomes is the quality of the teaching staff. Personality abilities, welfare factors, work discipline, work motivation, and school facilities all have a strong influence on the teacher's strategic position to improve the quality of educational outcomes.

Talking about education quality is inextricably linked to increasing teacher competence. The most basic competency that a teacher must have in this case is personality competence, because if the teacher's competence is good, other competencies will be easier to achieve (Ramdhani *et al.*, 2023). The teacher is the central figure in the educational process at all levels, particularly at the institutional and instructional levels. Teachers can also have an impact on the development of high-quality learning processes and educational outcomes (Saparuddin, 2020). Education is only a slogan without teachers because the performance of those at the forefront, namely teachers, will ultimately determine all forms of policies and programs. The position of the teacher is critical in the world of education because the teacher is entrusted by students' parents to educate students to become fully human (Arisman, Getteng & Nuryamin, 2018).

The teacher is the focal point and starting point for all educational development, and the teacher is the key that contributes the most to student achievement. The teacher is a role model who must be taught and emulated, as well as an example for his students' personal and professional lives (Salmah, 2022). Teachers or educators are educational staff who are qualified as teachers, lecturers, counselors, tutors learning, widyaiswara, tutors, instructors, facilitators, and other designations according to their specificity, and participate in the implementation of education, according to Law No. 23 of 2003 concerning SISDIKNAS.

The core of the overall educational process is the teaching and learning process, with the teacher as the primary role holder. Interaction in the teaching and learning process has a broad meaning, encompassing not only the relationship between teachers and students, but also educational interactions. Educational activities include efforts to instill attitudes and values in students who are studying as well as efforts to impart knowledge.

High intellectual abilities that are not matched by the development of teacher personality competencies will result in the creation of human-like robots. The teacher, as

one of the spearheads in the formation of student morals, plays an important role, because the teacher's image in the eyes of the child will be the benchmark for the students' attitude, both in and out of class. Exemplary arises from the nobility of a teacher's heart, which manifests itself in everyday life (Pratiwi, 2018).

The teacher is a role model for students and everyone who regards him as a teacher to be emulated. The teacher must have a noble character because he is an adviser for students and even parents, even though they do not have special training as advisors and do not expect to advise people in some cases (Mulyasa, 2013). A professional teacher has a positive personality and is a role model in all aspects of behavior and speech. When students are in school, teachers serve as role models for them (Safitri, Setiawati & Suryana, 2021). His life serves as a role model for students, pointing them in the right direction.

The teacher is not simply the person who stands in front of the class to impart knowledge. Teachers, on the other hand, are members of society who must be active in being free-spirited and creative in directing their students' development to become members of society as adults. In this sense, the teacher appears to have such a large task that must be completed by an educator, particularly the teacher. Aside from teaching in the classroom, the teacher must also assist mature students.

Good morals provide hope for everyone, including students, teachers, and parents. Students, on the other hand, will not learn morals if there are no or few good relationships between teachers and students, and vice versa. Because of knowledge transfer, messages conveyed by the teacher, whether orally, in writing, or through gestures, must be understood and understood by the students themselves.

A noble character is essential for a teacher because the teacher not only teaches knowledge but also instills values. Instilling values in students will be ineffective if they are only taught and not exemplified by their own behaviors (Barnawi dan Arifin, 2012).

Teachers must always be able to set a good example and have a positive impact on achieving optimal learning outcomes as educators. The primary goal of education is to produce people who believe in and fear God Almighty. Not only have the demands of the state's ideals become a necessity for every human being to be able to study knowledge, but having faith without knowledge is like being blind, and having knowledge without faith is like being lame.

In terms of morals and appearance, the teacher must be able to set a good example. The teacher's appearance also has a significant impact on students' personal mental attitudes, because the teacher serves as a role model for students, and all of their movements and actions are observed and even imitated by students (Abdullah, 2012). This is intended to help improve teaching and learning while also motivating students to do well in school. It has been outlined and programmed in a program scope that determines the various aspects expected so that students are easily motivated in teaching and learning activities if the example goes well and effectively. Thus, the teacher's example plays a critical role in promoting learning achievement, particularly in terms of student effectiveness and morale.

## METHODS

The author's research approach is positivistic, which means that it prioritizes factual aspects of knowledge, particularly scientific knowledge based on direct (empirical) observation. This is a quantitative research approach. Quantitative research methods can be defined as methods used to examine specific populations or samples; data collection employs research instruments; and data analysis is statistical with the goal of testing hypotheses. The emerging understanding among quantitative research developers is that researchers can deliberately change the world around them by conducting experiments. Observation, interviews, and questionnaires will be used in this study. The research objectives are more focused on demonstrating the relationship between variables, validating theories, making predictions, and generalizations. The theories proposed serve as a standard for determining whether a phenomenon is appropriate or not, and this is where the term ethical truth appears, a truth based on the researcher's theory. A quantitative approach, according to Tanzeh (2012) in his book, aims to test theories and build facts, show combinations of variables, provide statistical descriptions, estimate and predict results.

## RESULTS AND DISCUSSIONS

To determine the level of correlation between variable X and variable Y, the calculation results are tested using the Pearson product moment, namely:

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

$$r_{xy} = \frac{30 \cdot 58.412 - (1.205)(1.212)}{\sqrt{\{30 \cdot 58.165 - (1.205)^2\} \{30 \cdot 58.800 - (1.212)^2\}}}$$

$$r_{xy} = \frac{1.752.360 - 1.460.460}{\sqrt{\{1.744.950 - 1.452.025\} \{1.764.000 - 1.468.944\}}}$$

$$r_{xy} = \frac{291.900}{\sqrt{(292.925)(295.056)}}$$

$$r_{xy} = \frac{291.900}{\sqrt{86.429.278.800}}$$

$$r_{xy} = \frac{291.900}{293.998,5}$$

$$r_{xy} = 0,99$$

As a result, "there is an influence between variable x (teacher's personality competence) and variable y (student character)". Thus, it has been demonstrated that the effect of teacher personality competence on student morals, particularly in grade 5 SD Muhammadiyah 14 Palembang, is linear (positive) and has an influence on one another.

The guidelines for interpreting the correlation coefficient are as follows:

Table 1. Table of Correlation Coefficient Interpretation

The number of r values	Interpretation
1	2
Between 0.81 to 1.00	Tall
Between 0.61 to 0.80	Enough
Between 0.41 to 0.60	Rather low
Between 0.21 to 0.40	Low
Between 0.01 to 0.20	Very low (uncorrelated)

According to the table above, the correlation coefficient discovered is 0.99, which falls into the high category. As a result, the teacher's personality competence has an effect on the morals of grade 5 students at SD Muhammadiyah 14 Palembang.

The goal of this study is to determine the teacher's personality competence on the morals of students, particularly grade 5 students, at SD Muhammadiyah 14 Palembang. This section discusses the overall and individual results of research on teacher personality competence as the X variable and student morals as the Y variable. Based on the table regarding the lowest questionnaire score of the teacher's personality competency (X) which is 45 and the highest score is 50 with a total sample ( $\epsilon N$ ) of 15 people (teachers). And the table regarding the lowest questionnaire score from student morals (Y) is 45 and the highest score is 50 with a total sample ( $\epsilon N$ ) of 25 people (students). The total value of variable X ( $\epsilon X$ ) is 1,205, the total value of variable Y ( $\epsilon Y$ ) is 1,212, the total value of variable X multiplied by variable Y ( $\epsilon XY$ ) is 58,412, the total value of the squared variable X ( $\epsilon X_2$ ) is 58,165, and the total value of the squared variable Y ( $\epsilon Y_2$ ) is 58,800.

The data was then studied and analyzed using descriptive and inferential analysis techniques, specifically calculating the value of the correlation coefficient using the Pearson product moment formula as the value of indicating the influence of variable X (teacher personality competency) and variable Y (student morals) obtained rcount of 0.99 can be classified as "high." As a result, the teacher's personality competence has a significant influence on the morals of grade 5 students at SD Muhammadiyah 14 Palembang. This demonstrates that the hypothesis advanced in this study, that there is a positive and significant influence between the competence of the teacher's personality and the morals of grade 5 students at SD Muhammadiyah 14 Palembang, is accepted in the high category

## CONCLUSION

Based on the results of data analysis and discussion described in previous chapters, the following findings were obtained in this study: 1) The outstanding grade 5 teacher at SD Muhammadiyah 14 Palembang is in the top tier. The teacher first develops a good personality in himself, and then instills the values of akhlakul karimah in students by setting a good example in both words and deeds. 2) The morals of the 5th grade students at SD Muhammadiyah 14 Palembang were in the high category, according to the results of the study with 25 respondents, because the description of the morals that the 5th grade students paid attention to was good and Islamic. Although there are some students who frequently do things that are a little off the mark, and 3) The teacher's personality has an impact on the morals of grade 5 students at SD Muhammadiyah 14 Palembang. The

conclusion is that the research hypothesis has been tested using the testing criteria, namely L count L table then  $H_0 = \text{Accepted}$ , indicating that the teacher's personality has a significant influence on the morals of grade 5 students at SD Muhammadiyah 14 Palembang.

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