

TEACHER PERSONALITY COMPETENCIES AS CHARACTER MODEL OF ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

This research was conducted because of the many cases that occurred regarding moral decline committed by teachers as educators. The formulation of the problem in this study is how the teacher's personality competence is an example of the character of elementary school students. The purpose of this study was to describe the personality competencies of teachers as character models of elementary school students. The research method used was a survey with quantitative descriptive analysis. To collecting data, we used closed and open-ended questionnaires. The sample of this study used non-probability volunteer sampling with a total of 94 teachers and 344 students as respondents. To validating the instrument, we used expert judgment. This research data analysis using descriptive analysis. The results of this study indicate that: the teacher's personality competence is in the very high category. This proves that the teacher has mastered the aspects of personality competencies that must be possessed by the teacher. Through the teacher's mastery of the teacher's personality competence, it shows that the teacher has a very important role to develop the character of elementary school students.

Keywords: *teacher personality; character; elementary school student*

INTRODUCTION

One of the main factors determining the quality of education is the teacher. Teachers play an important role in the world of education, because teachers are educators who are responsible for the education and development of students. As stated in Republic Indonesia Law No 14 in 2005 concerning Teachers and Lecturers, which reads "*Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education*". With the sentence, the teacher is a professional educator, explaining that the teacher has a big duty and responsibility as a professional educator to guide, educate, teach, and train students in improving the quality of education.

The educational process will not run if there are only students without a teacher, because the teacher deals directly with students in the class through the learning process. In the teacher “hands”, the qualities and personalities of the students are develop. Therefore, it is necessary to have a teacher who has high responsibility and competence in carrying out his duties as a professional educator. In the world of education, it is not only students who are required to develop their potential, but the role of the teacher is also required to have competence. Competence is the skill, knowledge and attitudes of the individuals that are demonstrated, so that it is beneficial for themselves and their environment. These three aspects are interrelated and influence each other. Teacher competence according to Republic Indonesia Law No 14 in 2005 regarding Teachers and Lecturers stated that “*Competence is a set of knowledge, skills, and behaviors that teachers or lecturers must possess, live, and master in carrying out their duties*” (Heriyansyah, 2018).

Based on some of the theoretical explanations, it can be concluded that competence is a person's ability to carry out a task or job. With the competence of a person can carry out and complete his job properly. A person can also use competence (power/authority) to make a decision. Competence includes three aspects, namely knowledge, skills and attitudes (Rahardjo, 2014; Shabir, 2015; Wardoyo, 2015; Pahrudin, et al., 2016; Fathorrahman, 2017; Jamaludin & Pawirosumarto, 2017; Pianda, 2018).

Teacher competence is related to professionalism. Professional teachers are competent teachers. Every teacher is required to have four teacher competencies, namely pedagogical competence, personality competence, social competence, and professional competence. Personality competence is one of the competencies that a teacher must have. The personality characteristics of a teacher are an important factor for student success. Therefore, teachers are required to have a good personality so that they can be used as an role “character” model for all people; peers, society, especially for students. Because, children at the elementary school really need an example that will be imitated by them. At this level, children are still in the early stages of character building.

Teachers are professions/positions that must require special expertise in the field of education. To become a teacher, it is required some special skills that must have someone and not from just anyone outside the field of education. The key that every teacher must have is competence. Competence is a set of knowledge and skills of teachers in carrying out their professional duties as educators so that educational goals can be achieved properly.

From several theoretical explanations regarding teacher competence, it can be concluded that teacher competence is the ability of a teacher to carry out his obligations. The ability that must be mastered by the teacher is not only in the cognitive or scientific aspects, but the teacher must also have an affective or attitude aspect and a psychomotor or skill aspect (Koswara & Rasto, 2016; Uno & Lamatenggo, 2016; Agustin & Nafiah, 2019). There are four teacher competencies that must be possessed, namely pedagogical competence, personality competence, social competence and professional competence. Teachers must have pedagogical competencies such as having knowledge of learning and human behavior, and being able to design and implement learning. Personality competencies, such as being stable, stable, mature, wise and dignified, are role models for students, peers, and society, and have noble character. Social competence, including the ability of teachers to communicate and interact effectively with students, fellow educators, education staff, parents/guardians and the community. Professional competence, including having teaching technical skills, mastering the subject matter broadly and deeply. The following is a description of the competencies that must be possessed by teachers according to the explanation listed in Republic Indonesia Law No 14 in 2005 concerning Teachers and Lecturers.

Table 1. Teacher's Competence

| Competence | Indicator |
|--------------------------------|--|
| Pedagogic Competence | <ul style="list-style-type: none"> • Understanding of students • Design and implementation of learning • Evaluation of learning outcomes • Development of students to actualize their various potentials |
| Personality Competence | <ul style="list-style-type: none"> • Great • Stable • Adults • Wise and authoritative • Be a role model for students • Have a noble character |
| Professional Competence | Mastery of learning materials broadly and deeply which allows them to guide students to meet the competency standards set by BSNP |
| Social Competence | Communicate and socialize effectively by: |
| | <ul style="list-style-type: none"> • Learners • Fellow educators • Education staff • Parents / guardians of students, and the surrounding community |

From the explanation of the experts theory regarding the personality competence that has been described, it can be concluded that personality competence is how a teacher behaves. Teachers can use their personality abilities by providing an example of spiritual attitudes and good emotional attitudes to students, fellow teachers and society. Personality competence is seen as a major factor in the interaction between teachers and students. By using an emotional approach, it is hoped that the teacher can instill moral and moral values in students. A person who is a teacher must be able to master personality competencies as an educator, such as being steady, stable, mature, wise, noble, dignified, religious, and being a role model for everyone (Rofa'ah, 2016; Pianda, 2018; Wandini & Abdurakhman, 2018; Wijaya, 2018).

To become a professional teacher, each individual teacher must have the four teacher competencies, including pedagogical competence, personality competence, social competence, and professional competence. Personality competencies are included in the competencies that must be possessed by teachers. As educators, they must provide a good example for students, peers and the community. Because the teacher figure is used as an example or an example for fellow education personnel and the community, especially for their students. In order to better understand the explanation of personality competence, below are some views or theories from experts. The following is a description of the teacher personality competency standards according to the explanation listed in Indonesia Educational Minister Statute No. 16 in 2007 about Academic Qualification Standard and Teacher Competence.

Table 2. Teacher Personality Competency Standards

| No | Teachers Core Competence | Elementary Teacher Competence |
|----|---|---|
| 1. | Acting in accordance with the religious, legal, social and national cultural norms of Indonesia. | 1.1 Respect students regardless of their beliefs, ethnicity, customs, area of origin, and gender. |
| | | 1.2 Act in accordance with the religious norms adopted, laws and social norms that apply in society, as well as Indonesia's diverse national culture. |
| 2. | Presenting oneself as an honest, noble character, and role model for students and society. | 2.1 Behave honestly, decisively, and humanely. |
| | | 2.2 Behave that reflects piety and noble morals. |
| | | 2.3 Behavior that can be emulated by students and members of the surrounding community. |
| 3. | Presenting oneself as a person who is stable, stable, mature, wise, and authoritative. | 3.1 Present yourself as a person that steady and stable. |
| | | 3.2 Present themselves as a mature person, wise, and authoritative. |
| 4. | Demonstrates a work ethic, high responsibility, a sense of pride in being a teacher, and self-confidence. | 4.1 Shows the work ethic and high responsibility. |
| | | 4.2 Proud to be a teacher and believe in yourself. |
| | | 4.3 Work independently in a professional manner. |
| 5. | Uphold the code of ethics of the teaching profession. | 5.1 Understand the code of ethics for the teaching profession. |
| | | 5.2 Implementing the code of ethics for the teaching profession. |
| | | 5.3 Behave in accordance with the teacher's code of ethics. |

Based on the theoretical opinion regarding the characteristics of teacher personality competence, it can be concluded that there are five characteristics of teacher personality competence, namely the motive is the consistency of thinking about what is desired so that it causes a personality. Beliefs are physical characteristics and consistent responses to certain information or situations. Self-concept is a value that is believed to be true that a person has. Knowledge is information in a certain area that is owned by a person. And, the ability to perform certain physical or mental tasks (Jamaludin & Pawirosumarto, 2017; Pianda, 2018).

A teacher is required to have a personality, because he is an example for students, teachers and society. If a teacher has a bad personality, how can he be an example for others. Therefore, teachers as educators must have a good personality, such as discipline, dignity, steady and stable, responsibility, and so on. In the following, there is an explanation of the personality that must be possessed by the teacher. From the opinion regarding the personality that must be possessed by the teacher (Pahrudin, et al., 2016; Tabi'in, 2016; Heriyansyah, 2018), it can be concluded that the personality that must be possessed by the teacher is faithful and pious, authoritative, steady and stable, wise, independent full of responsibility, discipline,

and self-evaluation and development. Having faith and piety means that a teacher must act in accordance with religious norms so that students can become role models. Being dignified means that a teacher can have a positive influence on students. Steady and stable means a teacher must have consistency in acting in accordance with applicable norms, both legal norms or social norms. Wise means that teachers must act based on the benefit of students and society. Independent full responsibility means that a teacher must be able to be responsible for the tasks that have been given to him. Discipline means that in carrying out its duties a teacher must be disciplined, both in time discipline, dress and others. Self-evaluation and development means that a teacher must be able to assess himself or introspect himself and he must also be able to develop self-potential.

Each individual has a different character, because character shows a person's personal characteristics. Character is a real and distinct trait shown by individuals. If someone is dishonest, cruel, and other bad behavior then that person has bad character. Conversely, if someone acts according to moral principles it is called good / noble character. Therefore, a person's character can be judged by others, whether he has good or bad character. Based on the understanding of character that has been put forward by experts (Muslich, 2018; Agustin & Nafiah, 2019), it can be concluded that character is a personal characteristic of a person that refers to knowledge, skills, behavior and attitudes, habits, likes / dislikes, values, and thought patterns. Through character, a person has a way of thinking and behaving to live and work together, both within the sphere of family, society, nation and country. Having strong morals and character will make it easier for humans to live a social life, making them help each other, helping each other, so as to create a prosperous and safe environment from crimes and violence.

Character values that need to be instilled in children are universal values in which all religions, traditions and cultures must uphold these values. These universal values must be able to become the glue for all members of society even though they have different cultural, ethnic and religious backgrounds. The following is an explanation of the character values. From some of the opinions (Setiardi, 2016; Siswanta, 2017; Indonesia Educational Minister Statute No 20 in 2018) it can be explained that there are nine pillars of character that can be taught to children, namely the character of God's love and all of His creation (love Allah, trust, reverence, loyalty), responsibility, discipline and independence (responsibility, excellence, self reliance, discipline, orderliness), honesty/trustworthiness, diplomatic (trustworthiness, reliability, honesty), respect and courtesy (respect, courtesy, obedience), generous, like to help and mutual cooperation (compassion, caring, empathy, generosity, moderation, cooperation), self-confidence and hard work (confidence, assertiveness, courage, determination and enthusiasm), justice and leadership (justice, fairness, mercy, leadership), kindness and humility (kindness, friendliness, humility, modesty), and tolerance and love of peace (tolerance, flexibility, peacefulness, unity).

There are so many cases that show moral decline carried out by teachers as educators. This can be seen from the acts of violence committed by a number of teachers in several school institutions, both in the form of physical and psychological violence. In addition, there are still many cases that occur in the world of education regarding acts of sexual harassment by teachers against their students. Teachers who are supposed to display a good personality, instead they commit actions that violate the personality that should be owned as educational personnel, such as violence and immoral acts committed by teachers. This is a problem that occurs in the teacher's personality that must be fixed and get more attention. The teacher's charisma as an model person, but now slowly begins to fade as cases or problems arise by the teacher himself.

In acting one must think about the feelings of others and oneself. Because the actions taken are related to oneself and others, the individual must have good character. According to Maxwell in Alhamdu (2018: 6) which explains that a good character is more than just a word, but a choice that is built little by little, with thoughts, words, deeds, habits, courage, hard effort, and even formed from the difficulties of life. That is, good character does not exist and grows by itself, but must be cultivated and shaped, so that it becomes a habit that characterizes and differentiates one individual or community from other individuals or other communities. In a good character there are components in it, this is explained by the theory according to Muslich in Suparno (2018: 63), he emphasizes the importance of three components of good character, namely moral knowing or knowledge of moral, moral feeling or feelings about morals, and moral action or moral actions.

Problems that occur because of the bad personality of the teacher, will be a problem for prospective teachers who will later work as educators. Because no one is used as a role “character” model for prospective teachers, for provisions when they become a real teacher. It is expected that with good teacher personality competences will be used as role models not only for students, peers, the community but for prospective teachers as well. For this reason, every prospective teacher is expected to understand how his personality character is, which is certainly very necessary as a role model for his students.

Based on the opinions of the experts, it can be concluded that to become figures/figures who can be used as role models not only from teachers, but also from parents and society. All three have an important role in developing character in children. The way that can be done by teachers in developing their own example is that the teacher has good qualities, such as a loving attitude, caring, fairness, tolerance and moral responsibility, students are taught narratives model, and teaches students to care about good moral values. To become a teacher who has praiseworthy behavior, he must be consistent with being able to maintain what he has done as an example to his students (Wardhani, 2017; Prasetyo et al., 2019).

Based on the results of observations of personality competence conducted by researchers in Sukamulya 1 State Elementary School, it is concluded that they already has teacher personality competence. Where they have represented a positive attitude that will influence student behavior by providing motivation and enthusiasm for learning to students in the learning process, helping to explain back to students if there are students who do not understand the material being taught. Based on the results of the pre-study that we did through observation and interviews, we conducted a qualitative research about teacher personality competencies as character model of elementary school students.

RESEARCH METHOD

Research Design

The research to be carried out is research using an internet-based survey method or approach. This means that it allows a much wider and much larger population to be accessed. A wider generalization can be obtained because the use of the internet comes from a wider and more diverse population. Due to voluntary participation (no coercion), greater authenticity of responses can be obtained. In conducting this survey research, researchers need a number of respondents who will be used as samples, then the researcher gives a questionnaire to the respondents in order to obtain research data or information. If the data and information provided by the respondent are complete enough, then the data and information will be discussed in the research discussion, then the research method that will be used by the researcher is quantitative descriptive analysis.

Setting

In this study, the researcher chose a cross-city/regency research location, without limiting the location of the respondents in filling out the questionnaire. The selection of locations is not limited due to the COVID-19 pandemic situation. Due to the current pandemic condition, for the convenience and safety of researchers and respondents, the questionnaire was filled using Google Form and in its distribution the researcher distributed the questionnaire link through the WhatsApp and Twitter applications. This is in line with the research conducted by Sari., et al (2020: 478) entitled Readiness for Mothers to Play with Children During the Covid-19 Pandemic, "Just at home", she explained that during the pandemic it was not possible to spread directly, so a questionnaire created using Google Form, distributed online via WhatsApp, Facebook, and Instagram. The time used by the researcher for this research was carried out for approximately 1 week by distributing questionnaires/questionnaires through the link that the researcher had previously created via Google Form.

Participant

The population that will be used in this research is elementary school teachers and students by filling out a questionnaire via Google Form which is distributed through the WhatsApp and Twitter applications. West Java and Banten are the provinces where the study population was initiated. The research used by researchers is internet-based survey research. So that the sampling is biased in sampling. That is, sampling bias is the main research survey based on the internet. Internet-mediated research soon became the subject of serious problems regarding data representativeness and data validity. Sampling is biased because in data collection, participation is voluntary (no coercion), or the respondent fills out the questionnaire because of the respondent's own will.

Data Collection

Data collection is a method used by researchers to obtain data from predetermined research samples. Technique to collect the data is the most important step in research, because the main purpose of research is to get data. Without looking at data techniques, researchers will not get data that meets the data standards set by Sugiyono (2017: 308). There are two types of data collected at that time, namely: 1) primary data is a data source that directly provides data to data collectors / observers or researchers. And then the data collected from this source is called primary data (Tokan, 2016: 75). Data obtained from primary data sources is the first source of research. The use of primary data in this study was carried out by means of researchers distributing questionnaires that had been made through the Google Form, then the Google Form link was distributed to teachers and elementary school students as a source of primary data. The questionnaire used by the researcher was an open-ended questionnaire and a closed-ended questionnaire. An open-ended questionnaire is a questionnaire presented in such a way that the respondent can provide entries according to their wishes and circumstances. Open questionnaires are conducted by giving respondents the freedom to answer questions/statements that have been provided in the questionnaire by the researcher. Meanwhile, a closed-ended questionnaire is a questionnaire that is presented in such a way that the respondent only has to give a check mark (✓) in the appropriate column or place. Closed-ended questionnaires are carried out by means of respondents only choosing alternative answers that are already available in the questionnaire. 2) secondary data sources are sources that do not directly provide data to data collectors. For example, through other people or through documents or other official sources (Tokan, 2016: 75). Documentation is a source of secondary data used by researchers. The documentation used by researchers in this study, namely library materials related to the issues/topics being discussed and

data/information obtained based on the results of the google form that have been filled in by respondents, namely teachers and elementary school students.

Data Analyses

The data analysis technique used by researchers is descriptive analysis. Descriptive analysis aims to replace/change a set of raw data that has not been processed into a form of data that is easier to understand in the form of more concise and clear information (Ashari, 2017: D-19). The data analysis process is carried out to get a score from each variable, so the researcher needs to take the steps below: 1) Calculating the ideal score by multiplying the number of items with the highest score listed on the questionnaire; 2) Calculating the lowest score by multiplying the number of items with the lowest score found on the questionnaire; 3) Determine the highest and lowest number of criterion scores; 4) Comparing the total score of the questionnaire results with the total score of the criteria; 5) Calculating the percentage; 6) How to determine the criterion level by calculating the value interval.

RESULTS AND DISCUSSION

This study has two variables, namely the teacher's personality competence and the character role model of elementary school students. Both variables are measured using a Likert scale. Furthermore, each variable is described in the form of a statement in a questionnaire consisting of a closed questionnaire and an open questionnaire. Where, the teacher's personality competence in a closed questionnaire of 15 items and an open questionnaire may be 5 items. Meanwhile, for the role model of elementary school students in the blind questionnaire 15 items. Each item has 5 answers, with 5 for the highest score and 1 for the lowest score. The highest total score that can be achieved on the teacher's personality competence is 75 and the character role model of elementary school students is 80. Below is an explanation of the statements for each variable.

Closed-ended questionnaire results, acquisition of questionnaire data in this study was filled in by 94 respondents who work as teachers. After the data is obtained based on the results of distributing questionnaires given to respondents, the data is processed into a percentage descriptive table so that it is easy to understand. The following is a description of the research results, which are divided into several criteria as follows.

In general, the percentage of teacher personality competencies obtained an average score of 87.26%. Based on this score, it can be said that the teacher's personality competence is included in the very high category. Aspects that fall into the very high category are religion, independence and integrity. For more details on the percentage of teacher personality competencies, see table 1.3

Table 3. Teacher Personality Competency Aspects

| No | Competency Aspects Teacher's Personality | Percentage (%) |
|-----------|---|-----------------------|
| 1 | Religious | 89,66% |
| 2 | Independence | 86,17% |
| 3 | Integrity | 85,95% |
| | Average | 87,26% |
| | Criteria | Very high |

Based on Table 3, it can be seen that the teacher's personality competence is at very high criteria with an average gain of 87.26%. Where, in the religious aspect it has a score of 89.65%. This shows that the religious aspect is included in the very high category. Furthermore, the aspect of independence has a score of 86.17%, this score is in the very high

category. And, for the last aspect, the integrity aspect has a score of 85.95%, which is included in the very high category.

Our finding about teacher as character role model is teaching story competency aspects religious teacher personality competency in Kabupaten Kuningan very high. It is similar with the research Tamuri (2007) about perceptions of the teaching of akhlaq in Malaysian secondary school the study claimed that school activities, religious activities and school regulations contributed positively to the development of students' akhlaq.

Our finding about teacher as character role model is teaching story competency aspects independence teacher personality competency in Kabupaten Kuningan very high. It is similar with the research Rifky (2020) teacher strategies in fostering learning independence. The results obtained show that the teacher is a role model who is imitated by students so that the teacher as an educator is obliged to meet the ideal teacher quality standards, forming an authoritative, disciplined, responsible, assertive and independent personality.

Our finding about teacher as character role model is teaching story competency aspects integrity teacher personality competency in Kabupaten Kuningan very high. It is similar with the research Anwar (2011) about personality competence of high school Islamic religious education teachers in West Bandung district shows the results of the ability of integrity of Islamic religious education teachers in West Bandung regency is high.

The number of respondents in this study were 94 people, with 58 male gender and 36 female gender. The following is a description of the results of the research regarding the percentage of teacher personality competence based on the gender of the respondent obtained from the questionnaire data and has been filled in by the teacher can be seen in Table 4.

Table 4. Teacher Personality Competencies Based on Gender

| No | Competency Aspects Teacher's Personality | Percentage | Percentage of |
|----|---|------------------|------------------|
| | | Man | Women |
| 1 | Religious | 88,33% | 90,48% |
| 2 | Independence | 85% | 86,89% |
| 3 | Integrity | 84,44% | 86,89% |
| | Average | 85,92% | 88,09% |
| | Criteria | Very High | Very High |

Based on Table 4., it can be explained that the acquisition of teacher personality competency scores based on gender has the same category. The percentage for male gender was 85.92%, while for female gender, it was 88.09%. With these scores, both of them fall into the very high category.

Respondents based on the age range numbered 94 people, where the age range of 21-30 years was 31 people, aged 31-40 years were 22 people, aged 41-50 were 26 people and aged 51-60 years were 15 people. The following is an explanation of the percentage of teacher personality competencies based on the age range of the respondents obtained from the results of the questionnaire filled out by the teacher, which can be seen in Table 5.

Table 5. Teacher Personality Competencies Based on Age Range

| No | Competency Aspects Teacher's Personality | Percentage 21-30 years | Percentage 31-40 years | Percentage 41-50 years | Percentage 51-60 years |
|----|---|---------------------------|---------------------------|---------------------------|---------------------------|
| 1 | Religious | 87,87% | 88,72% | 92,92% | 89,06% |
| 2 | Independence | 84,38% | 86% | 88,76% | 85,6% |
| 3 | Integrity | 83,61% | 85,27% | 88% | 88,26% |
| | Average | 85,29% | 86,66% | 89,89% | 87,64% |
| | Criteria | Very High | Very High | Very High | Very High |

Based on the data in Table 5, it can be seen that the acquisition of teacher personality competency scores based on age ranges has the same category. With the percentage for the age range 21-30 years having a score of 85.29%, 31-40 years old having a score of 86.66%, 41-50 years old having a score of 89.89%, and the age range 51-60 years having a score of 87,64%. From the results of these data, it shows that the four age ranges are included in the very high category.

The research data were obtained from the results of a questionnaire that had been filled in by 344 elementary students. After the researcher distributed the questionnaire to the respondents via Google Form, the researcher obtained the research data, then the data was processed into a descriptive table regarding the percentage of elementary school student character model so that it was easy to understand. Below is an explanation regarding the acquisition of the questionnaire data results in this study.

In general, the percentage of character model primary school students obtained an average of 84.48%. The results of the scores regarding the character model of elementary school students can be said that the role models of elementary school students fall into the very good category. The aspects that fall into the very good category are the aspects of discussing the importance of moral values together with students, giving comments about ethics personally, teaching students to care about moral values, and telling stories that can teach good values. The following is an explanation of each aspect of the character role models of elementary school students in Table 6.

Table 6. Elementary Student Character Model

| No | Aspects of the Teacher as Character Model | Percentage (%) |
|----|---|-------------------|
| 1 | Discuss the importance of moral values together with students | 83,77% |
| 2 | Give comments about ethics in a personal way | 85,63% |
| 3 | Teaching students to care about moral values | 84,09% |
| 4 | Tell stories that can teach good values | 84,41% |
| | Average | 84,48% |
| | Criteria | Very High |

Based on Table 6, it can be concluded that the role models of elementary school students are in the very high category with a score of 84.48%. The score is generated from the

calculation of each aspect of the research regarding the role model variables of elementary school students. For the first aspect, namely, discussing the importance of moral values together with students obtaining a score of 83.77%, which is included in the high category. The second aspect, which is giving comments about ethics in person, has a score of 85.63% and this score proves that the second aspect falls into the very high category. The third aspect, which teaches students to care about moral values, gets a score of 84.09%. The score belongs to the very high category. And, the last aspect, which is storytelling which can teach good values, gets a score of 84.41%, which is in the very high category. Based on the data collection in table 4.13, it proves that the role models of elementary school students from each aspect are found to be differences, where the four aspects are in the high and very high category.

The role models of elementary school students found in this study obtained different results, adjusted according to the class classifications of students, from grade I to grade VI. Below is an explanation of the finding of elementary school student character role models based on the student's grade level.

Respondents used in this study amounted to 344 people, of which class I totaled 19 people, class II amounted to 52 people, class III amounted to 53 people, class IV amounted to 51 people, class V totaled 65 people and class VI totaled 104 people. After the researcher obtains the data that has been filled in by the respondent, then calculates the average percentage score of each aspect and is explained in the form of a descriptive table so that it is easy to understand.

The following is an explanation of the percentage of elementary school student character model based on the class obtained from the results of the questionnaire that the students have filled in can be seen in Table 7.

Table 7. Student Character Model By Class

| No | Aspects of Teachers as Characters Model | Percentage | | | | | |
|----|---|--------------|------------------|------------------|------------------|--------------|------------------|
| | | Class I | Class II | Class III | Class IV | Class V | Class VI |
| 1 | Discuss the importance of moral values together with students | 80% | 83,55% | 84,43% | 83,03% | 80,84% | 86,44% |
| 2 | Give comments about ethics in a personal way | 84,47% | 86,34% | 86,50% | 85,49% | 83,30% | 86,58% |
| 3 | Teaching students to care about moral values | 79,73% | 83,94% | 84,71% | 83,43% | 82,84% | 85,76% |
| 4 | Tell stories that can teach good values | 82,10% | 84,42% | 83,96% | 84,90% | 82,61% | 85,96% |
| | Average | 81,57 | 84,56 | 84,90 | 84,21 | 82,61 | 86,18 |
| | | % | % | % | % | % | % |
| | Criteria | High | Very High | Very High | Very High | High | Very High |

Based on the data in Table 7 above, it can be seen that the acquisition of model scores for elementary school students based on grade level has different categories, namely high and very high categories. Where, the class level that gets the very high category is class II with a score of 84.56%, class III with a score of 84.90, class IV with a score of 84.21% and VI having a score of 86.18%. Meanwhile, for the class level that obtained the high category, class I had a score of 81.57% and class V had a score of 82.61%.

Based on the results of an open questionnaire, it can be seen that the attitude of the teacher if students provide opinions, suggestions and criticism to him is to listen to students' opinions, give positive responses to students by smiling because they dare to express their opinions. The teacher also thanked the students for having the courage to express their opinion. In addition, the teacher also said that with students having an opinion, giving criticism and suggestions can be used as input to himself to become a better person.

Our finding about teacher as character role model is teaching story teacher competence as a role model for elementary school students, researchers can conclude that the teacher's personality competence is included in the very high category. It is similar with the research Nuranti, Muhamad, and Musfida (2019) shows that the teacher's strategy in shaping the character of students at Madrasah Ibtidaiyah Bustanul Ulum Kota Baru has been very good through daily integration including: exemplary, admonition, advising and conditioning the environment that shapes character education and integration through programmed habituation such as dhuha prayer and dzuhur prayer in congregation. Then Sutisna, Indraswati and Sobri (2019) also conducted research The results of his research explain that the implementation of character education in schools is a responsible task that must be carried out by all school members. However, teachers have a very important role in achieving character education programs and the success of a school program in implementing character education is seen from the extent to which teachers can be role models for students. So, to create students who have good character, a character teacher is needed.

CONCLUSION

Based on the results of research and discussion of teacher personality competencies as role models for elementary school students, researchers can conclude that teacher personality competencies fall into the very high category. This proves that the teacher has mastered the aspects of personality competencies that the teacher must have. From the research results, it shows that through teachers' understanding and mastery of the teacher's personality competencies, it has a very important role in shaping the character of elementary school students. So, the way that can be done by teachers to shape the character of elementary school students is through the example of the teacher himself. With the teacher having a good personality, students can make the teacher a role model for themselves and will produce good characteristics for elementary students as well. In addition, with good teacher personality competencies, it can be used as a recommendation for prospective teachers or novice teachers to learn and master aspects of personality competencies that must be possessed by teachers, so that they can be used as examples / role models for their students.

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