

## The Relationship Between Akidah Akhlak Teacher's Personality Competence and Moral Development of MAN Dairi Students

Linna Maha<sup>1\*</sup>, Romauli Nainggolan<sup>2</sup>, Leni Kesumawati<sup>3</sup>

Universitas Muhammadiyah Sumatera Utara<sup>\*1, 2, 3</sup>

<sup>\*1</sup>email: [linnamaha17@gmail.com](mailto:linnamaha17@gmail.com)

<sup>2</sup>email: [romaulinainggoan77@gmail.com](mailto:romaulinainggoan77@gmail.com)

<sup>3</sup>email: [lenikesumawati@gmail.com](mailto:lenikesumawati@gmail.com)

**Abstract:** This research aims to determine the personality competency of moral belief teachers, student morals and the relationship between the personality competency of moral belief teachers and student morals at MAN Dairi. The population in this study was all class X students, totaling 214 students. Sampling was carried out using a random sampling technique of 40 students. This research was conducted qualitatively using a case study approach. Data collection was carried out using library research and field research using thorough observation and interview techniques with teachers in the Aqidah Akhlak field of study and questionnaires distributed to students. The results of this research indicate that the personality competence of the moral aqidah teacher has a positive and significant influence on the morale of MAN Dairi students

**Keywords:** Competence; Personality of the Moral Creed Teacher; Students Morale

**Abstrak:** Penelitian ini bertujuan untuk mengetahui kompetensi kepribadian guru akidah akhlak, moral siswa dan hubungan kompetensi kepribadian guru akidah akhlak dengan moral siswa di MAN Dairi. Populasi dalam penelitian ini adalah keseluruhan siswa kelas X yang berjumlah 214 siswa. Penarikan sampel dilakukan dengan teknik random sampling sebanyak 40 siswa. Penelitian ini dilakukan secara kualitatif dengan menggunakan pendekatan studi kasus. Pengumpulan data dilakukan dengan penelitian kepustakaan dan penelitian lapangan dengan teknik observasi dan wawancara secara menyeluruh dengan guru bidang studi Akidah Akhlak dan angket yang dibagikan kepada siswa. Hasil penelitian ini menunjukkan bahwa kompetensi kepribadian guru akidah akhlak membawa pengaruh yang positif dan signifikan terhadap moral siswa

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## A. Introduction

Education is a crucial factor in achieving happiness in both worldly life and the hereafter. This also applies to religious and moral education, as morality is one of the measures of a person who adheres to religious values. Madrasahs or schools are essential components in the teaching and learning process, playing a significant role in shaping potential human resources for development. Therefore, teachers must actively and professionally continue their duties as educators.

Teachers are not only instructors and educators but also guides who direct and mentor students in learning and other aspects. Every educator naturally aims to succeed in the teaching and learning process and provide the best for their students. This success can be seen in changes in the behavior and attitudes of the students as they mature. Therefore, moral education is heavily emphasized for children, both before and after they enter school, especially for students at MAN Dairi.

Teaching is an effort to bring about desired changes. These changes are reflected in the behavior or morals of students, covering cognitive, affective, and psychomotor aspects, which are the main focus in guiding individual students' potential. This change is usually achieved by a teacher by considering and orienting towards the differences among students (individualized instruction), which is crucial in developing and exploring students' potential. "Teachers as educators must acknowledge individual differences in the learning process to achieve their goals" (Suryasubroto, 2002).

Learning is an active process that does not happen automatically but requires time, effort, and encouragement from various parties to foster active learning. External factors that are planned and touch on students' psychological aspects are needed to achieve optimal results, as high achievement can only be attained through hard work and dedication. Moral education for students requires particular wisdom, as alongside acquiring knowledge, students are also expected to be motivated by teachers to apply it in their daily lives. Thus, the educational institution can produce intellectuals with noble

hearts who contribute to national development, leading to happiness in both this world and the hereafter. To shape students' morals, teachers are not only expected to impart knowledge (transfer of knowledge) but also to serve as spiritual fathers, offering moral guidance and advice to their students with ethical knowledge.

## **B. Method**

This research was conducted at MAN Dairi. The sample in this study consists of 40 individuals. This type of research is quantitative and descriptive in nature. The data collection process in this study employs techniques to obtain accurate and reliable information, ensuring that the research is complete with clear data. The data analysis technique used in this study involves processing data obtained from literature and field data. The data analysis technique used in this research is statistical analysis.

## **C. Research Results and Discussion**

### **1. Definition of Teacher's Personality Competence**

In the field of education, teachers play a crucial role in achieving national educational goals. Government Regulation No. 19 of 2005 concerning National Education Standards, Chapter VI, Article 28, paragraph 1, states that "educators must have academic qualifications and competencies, be physically and mentally healthy, and have the ability to achieve national education goals." Competence refers to skills and abilities. It is a set of knowledge, behavior, and skills that a teacher must possess to achieve the learning objectives in education.

Competence is the adequate mastery of knowledge, skills, and abilities required by a person's position (Roestiyah, 2006). Competence is the ability of an individual who possesses knowledge, skills, values, and attitudes that are reflected in habitual thinking and acting" (E. Mulyasa, 2007).

From the above explanations, it can be concluded that competence refers to an individual's ability, which includes knowledge, skills, and attitudes that can be realized in tangible work outcomes that benefit oneself and the environment, according to standards set and recognized by institutions/governments. According to Jalaludin, personality is "the quality of an individual's entire behavior. Personality is an abstract

matter, which can only be observed through appearance, actions, speech, manner of dressing, and how one faces every problem" (Jalaludin, 2005). A teacher must have a good personality because they serve as a role model for students and the school community. Moral issues cannot be merely discussed but must be realized in concrete actions.

In the Quran, Surah Asy-Syam, verses 7-10, mention the soul, personality, or self. It means: "And the soul and He who proportioned it, and inspired it with discernment of its wickedness and its righteousness, he has succeeded who purifies it, and he has failed who corrupts it." The verse explains that Allah has instilled both good and bad tendencies in humans from birth. Then, in later stages, humans are given the choice to cultivate those tendencies. Based on the above understanding, a teacher's personality competence is the personal ability that an educator or teacher must possess in performing their professional duties to realize their work accurately and effectively.

## **2. Teacher's Personality Competence**

In Law No. 14 of 2015 on Teachers and Lecturers, Article 1 states, "Competence is a set of knowledge, skills, and behaviors that teachers and lecturers must possess, internalize, and master in carrying out their professional duties. Teachers are professional educators tasked with educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education within the formal, basic, and secondary education pathways." As role models, teachers are required to have personalities that are idolized, making all aspects of their behavior a positive figure. It is hoped that this will foster teacher independence in carrying out their duties and consistently build a strong work ethic. The government has formulated teacher competencies as explained in Government Regulation No. 19 of 2005 concerning national education standards, namely: pedagogical competence, personality competence, social competence, and professional competence.

### **1) Pedagogical Competence**

The teacher's ability to manage student learning includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their potential.

2) **Personality Competence**

Personal ability that reflects a mature, disciplined, wise, authoritative, stable personality with noble character, serving as a good example for students.

3) **Social Competence**

The educator's ability, as part of the community, to communicate and interact effectively and efficiently with students, fellow educators, educational staff, parents/guardians of students, and the surrounding community.

4) **Professional Competence**

A set of knowledge, skills, abilities, and expertise possessed by an educator, teacher, and student counselor to carry out their duties and responsibilities effectively in the teaching and learning process. A professional educator is not only theoretically competent but also possesses practical skills and a good attitude in performing their profession. This professional competence is important to ensure the quality of work and public trust in the profession.

**3. Indicators of Teacher's Personality Competence**

In general, personality competence describes the attitudes, behavior, and personality of teachers that are worthy of being emulated by students, supporting a good and effective learning process. The teacher's personality greatly influences their role as an educator and mentor for their students, not just in delivering content but in embodying their entire personality. As mentioned in Surah Al-Ahzab, verse 21, which means: "Indeed, in the Messenger of Allah, you have an excellent example for anyone whose hope is in Allah and the Last Day, and who remembers Allah often." This verse explains that Allah sets the example of the noble character of the Prophet Muhammad. Likewise, a teacher must be a good role model, possess noble character, be gentle and compassionate, and have wisdom and knowledge in educating. Personality competence refers to the personal abilities that a teacher must possess in performing their profession. Indicators of teacher personality include:

- 1) A firm, stable, and mature personality. A teacher must be consistent in acting according to legal, social, and ethical norms. Teachers are expected to behave well, not easily provoked by negative influences, and maintain professionalism.

- 2) A disciplined, wise, and authoritative personality according to social, religious, and cultural values; independence in acting as an educator; a strong work ethic; openness in thinking; and positive behavior that influences students.
- 3) A noble character that serves as a role model of integrity, honesty, and responsibility, reflected in a teacher's attitude and behavior in accordance with religious norms (faith, piety, honesty, sincerity, and kindness). Teachers must continuously reflect on themselves, develop their potential by expanding knowledge, follow the latest developments in education, evaluate their own performance, and strive to improve their competencies sustainably.

#### **4. Factors Affecting Teacher's Personality Competence**

A teacher's good personality not only creates a conducive learning atmosphere but also shapes students' character and personality. Some factors that support the teacher's personality competence include:

- 1) The teacher's educational background, most of whom hold bachelor's degrees, and some are pursuing master's degrees. The curriculum emphasizes character-building, currently using the Merdeka Curriculum.
- 2) The teaching experience possessed by educators, which shows that their personality becomes more mature over time.
- 3) Participation in professional development and training, such as workshops and seminars, that can enhance the teacher's personality competence.
- 4) A positive work environment and school culture that encourages mutual respect.
- 5) The good personality of the school principal, who provides inspiration, motivation, and guidance to positively influence teachers' personalities within the school environment.
- 6) The teacher's own awareness and commitment to developing a good personality, discipline, and being a role model for students. This awareness drives the teacher to continuously learn, improve, and maintain the integrity of their personality.

The results of this research used statistical analysis techniques with the Product Moment correlation test. The hypothesis was tested at a significance level of  $\alpha = 0.05$ . The analysis shows that the teacher's personality competence is a key factor in shaping students' behavior and morals.

The data analysis technique addressed the formulated problems. Among them, the teacher's personality competence in Aqidah Akhlak was rated at 69%, categorized as good, as observed from students' attitudes toward teachers both inside and outside of school, students' morality at MAN Dairi, students' attitude towards assignments given by teachers at 65%, students' attitude toward teachers in class at 69%, students' behavior during the teaching and learning process at 72%, and students' response to their friends' wrongdoing at 69%, all categorized as good. Meanwhile, the relationship between the teacher's personality competence in Aqidah Akhlak and students' morality at MAN Dairi, based on the distributed questionnaire, was rated between 60-92% as acceptable. This shows that the teacher's personality competence has a positive and significant influence on shaping the students' morality at MAN Dairi. The implementation of moral development for students at MAN Dairi is highly dependent on several supporting factors, including:

1) **Family environment**

The family is the first and foremost environment for shaping a child's character and morals. Parents who set a good example, provide attention, and offer moral guidance will help in the moral development of their children.

2) **A conducive school environment**

The school plays an important role in shaping students' morals through its curriculum, extracurricular activities, and a school culture that prioritizes moral values.

3) **Positive peer influence**

Peers can significantly influence the formation of students' morals. Associating with friends who have good morals can encourage students to follow good behavior.

4) **Community and social environment involvement**

A good community and social environment that upholds moral values can provide examples and positive influences for students' moral development.

5) **Healthy mass media and information technology**

Mass media and information technology that present positive and moral content can be sources of information and learning for students about good moral values.

The relationship between the teacher's competence and students' morality is not only about teaching but also about being a good role model for students, as the teacher's personality greatly influences their students. According to Akmal Hawi, a teacher's behavior or morals have an important influence on shaping students' morals. The following is a quote and reference: "The teacher is a leader in the classroom, and every leader must have a good personality or morals, as a leader becomes a role model and example for those they lead. In other words, a teacher must have good morals to become an example for their students." (Akmal Hawi, 2014).

It is essential for teachers to have good morals and ethics as role models for their students. A teacher not only teaches academic material but also serves as a living example in behavior and morals. The teacher's actions are observed and emulated by students, so teachers must consistently practice the moral values they teach. Teachers must have good personalities, such as honesty, responsibility, discipline, and respect for others. The teacher's personality and morals will directly affect the formation of students' character and morals through daily interactions in the school environment.

#### **D. Conclusion**

The personality competence of Aqidah Akhlak teachers at MAN Dairi is categorized as good, as is the morality of students at MAN Dairi. The assessment and moral development are demonstrated by students during activities, including: discipline in performing Dhuha prayers as scheduled at school, performing congregational prayers, completing homework, memorizing verses or surahs assigned by teachers, speaking politely, greeting teachers and fellow students, socializing well, and showing care for others.

The relationship between the personality competence of Aqidah Akhlak teachers and the morality of students at MAN Dairi tends to have a positive, significant, and beneficial influence. The personality competence of Aqidah Akhlak teachers contributes 69% to the morality of students at MAN Dairi. This means that the personality



competence of Aqidah Akhlak teachers significantly contributes to the morality of students at MAN Dairi.

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