



The Influence of Teacher Personality on Madrasah Aliyah Student Discipline

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Abstrak

Guru merupakan tenaga profesional yang berperan penting dalam menciptakan generasi muda yang unggul dan sukses. Tidak hanya berperan dalam dunia pendidikan, seorang guru juga berperan penting dalam pembentukan karakteristik siswa. Salah satu faktor yang dapat mempengaruhi karakteristik siswa adalah kompetensi kepribadian guru. Kompetensi kepribadian seorang guru merupakan modal dasar dalam melaksanakan tugasnya sebagai tenaga pendidik. Penelitian ini bertujuan untuk mengetahui pengaruh kompetensi kepribadian guru terhadap kedisiplinan siswa. Metode yang digunakan pada penelitian kuantitatif. Variabel diukur menggunakan instrumen angket. Populasi penelitian adalah kelas X MA Sunan Gunung Jati dengan sampel 46 siswa. Uji deskriptif dan regresi digunakan sebagai teknis analisis data. Hasil uji hipotesis menggunakan uji regresi sederhana didapatkan koefisien kolerasi sebesar 0,967, sedangkan hasil uji F didapatkan F hitung sebesar 141,207 dengan taraf signifikansi $<0,05$ yang berarti H_0 ditolak dan H_a diterima. Setelah dilakukan uji koefisien determinasi, didapatkan bahwa persentase pengaruh kompetensi kepribadian guru terhadap kedisiplinan siswa sebesar 66,9%. Berdasarkan hasil penelitian ini dapat disimpulkan bahwa kompetensi kepribadian guru memiliki pengaruh yang signifikan terhadap kedisiplinan siswa.

Kata Kunci: *Kepribadian guru, Disiplin, karakter siswa*

The Impact of Teachers Personality on Students Discipline

Abstract

Teachers are professionals who play an important role in creating superior and successful young generations. Not only playing a role in the world of education, a teacher also plays an important role in the formation of student characteristics. One of the factors that can influence student characteristics is the teacher's personality competence. The personality competence of a teacher is the basic capital in carrying out their duties as educators. This study aims to determine the effect of teacher personality competence on student discipline. The method used in quantitative research. Variables are measured using a questionnaire instrument. The research population was class X MA Sunan Gunung Jati with a sample of 46 students. Descriptive and regression tests are used as technical data analysis. The results of the hypothesis test using the simple regression test obtained a correlation coefficient of 0.967, while the results of the F test obtained an F count of 141.207 with a significance level of <0.05

which means H_0 is rejected and H_a is accepted. After testing the coefficient of determination, it was found that the percentage of influence of the teacher's personality competence on student discipline was 66.9%. Based on the results of this study it can be concluded that the teacher's personality competence has a significant influence on student discipline.

Keywords: *Teacher personality, Discipline, student character.*

Introduction

Teachers are professional teaching staff who are tasked with teaching, educating, guiding, training and directing as well as evaluating student learning outcomes through formal education institutions (Law Number 14 of 2005). Not only does he have a role in the world of education, a teacher also has an important role in shaping the characteristics of his students. Researchers highlight the great importance of the teacher's personality in student discipline. Teachers have a central role in shaping students' learning experiences. Teachers not only deliver lesson material, but also interact directly with students on a daily basis. The teacher's personality can influence classroom dynamics, learning atmosphere, and teacher-student interactions (Nursyamsi, 2014; Chan et al., 2019; Sukoyo & Juhju, 2021). Therefore, understanding the influence of teacher personality on student discipline is important to achieve positive goals.

Student characteristics can be defined as the background experiences possessed by students including other aspects within students such as general abilities, expectations for learning, and students' emotions which will have an impact on effectiveness in the teaching and learning process (Munawaroh, 2020). One factor that can influence student characteristics is the teacher's personality competency. Teacher personality competency shows teacher professionalism. Yuniarti & Aliyyah (2021), reported that teachers' personal competencies have a very large contribution to the formation of students' personalities and characteristics. Teacher personality

competence also has a role in the learning process, especially helping to create and maintain a good learning process and shaping student characteristics so that they are motivated to achieve learning goals. According to Hasibuan & Sihombing (2022), teacher personality competence has a very important role and function in forming students' personalities in order to prepare and develop human resources, prosper and advance the nation and state.

The personality competence of a teacher is the basic capital in carrying out his duties as an educator. A teacher will be a role model for his students, whether in terms of appearance, attitude, speech or anything that is interesting to imitate so that it has a significant impact on students' characteristics. Teacher personality competence plays an important role in efforts to improve the quality of education (Hasibuan & Sihombing, 2022). Agustin & Nafiah (2019) reported that teacher personality competence has a big influence on the growth and development of students, especially in the formation of students' character. Sumarni (2019) reports that teacher personality competence is one of the competencies that can determine educational success. The personality of a teacher will determine whether the teacher becomes a good educator or destroys the future of his students. Agustin's (2019) research results report that teacher personality competence has an influence on student characteristics with a percentage of 92.8%. Thoyyibah et al (2022) stated that a teacher's personality competency has a significant influence on the formation of students' disciplinary character with a

percentage of 72.7%. The results of this research are also supported by the results of research by Animah et al (2020) which reports that there is a significant influence between teacher personality competence and student discipline with a percentage of 37%. Meanwhile, Widyaningsih (2018) reported that teacher personality competence has an influence on student discipline with a percentage of 2.7%.

Student discipline is the student's willingness to obey all rules during the learning process so that changes in behavior, attitudes and intelligence occur. Discipline makes it possible to achieve optimal educational goals by having rules and order in every learning activity (Fauzi, 2019). The role of the principal, teachers, school culture and environment and parents are supporting factors for student discipline. Nurreni et al (2020) reported that high teacher work motivation has a big influence on student discipline, as students are inspired by the teacher's behavior and personality, for example when a teacher behaves in a disciplined manner then students will be motivated to do the same and vice versa. Discipline exists not because of coercion from other people or implementation of other people's will. Discipline can be interpreted as an individual's power over himself which is associated with the attitude of training, developing and making oneself more skilled (Maazouzi, 2019). Discipline is also defined as the process of changing an individual's personality so that they behave in accordance with what is expected. Sulha & Gani (2017) state that discipline is obedience to respect and implement a system that requires a person to submit to applicable policies, decisions, orders and regulations. Discipline cannot happen by itself but must be grown, developed and applied in all aspects.

Fostering discipline in students in the school environment can be done with various efforts, one of which is the role of a

teacher. The school principal has a role in the teacher's personality competence as a supervisory board in the school (Hartono, Udin & Riyanto, 2021). The teacher's role in forming student discipline can be done by providing motivation and example for students, providing advice to students, monitoring student behavior at school and even giving sanctions to students if they are proven to have violated the rules, so that a good teacher's personality will have a good impact on student discipline. This is in accordance with the opinion of Widyaningsih (2018) who reported that the higher and better the personality competence of a teacher, the more students' level of discipline will increase. Based on the description above, this research aims to determine the influence of teacher personality on student discipline.

Method

This research is quantitative research. Quantitative research focuses on collecting and analyzing data that can be measured objectively. This reduces the influence of the researcher in the interpretation of the data and provides confidence in the results obtained. The variables used in this research include teacher personality (X) and student learning discipline (Y.) This research aims to determine the influence of these two variables. The population came from all class X students of Madrasah Aliyah (MA) Sunan Gunung Jati Losari, totaling 138 students. The sample is part of the number and characteristics of the population (Sugiyono, 2015:118). The sampling technique used is cluster random sampling. The sample in this research was class X-A students with a total of 46 students. This research was carried out through the distribution of questionnaire instruments. Selected students filled out the questionnaire provided based on the research objectives. Quantitative analysis techniques were applied for this research. Quantitative analysis includes descriptive

statistics and regression tests. Regression analysis allows researchers to identify and measure the relationship between independent variables and dependent variables (Yuliara, 2016). By using a regression model, researchers can determine whether and to what extent the independent variable influences the dependent variable.

Result and Discussion

Statistical Descriptive Analysis

Before testing the hypothesis, descriptive statistical analysis is first carried out to obtain an overview or description of the variables in the research. The results of descriptive statistical analysis of the influence of teacher personality competence on student discipline can be seen in Table 1.

Table 1. Descriptive Analysis Results

	Mean	Std. Deviation	N
Discipline	89.45	5.78	46
Teacher personality	91.05	4.89	46

Based on Table 1, it can be seen that the standard deviation of student discipline is 5.78427 with an average value of 89.4583, while the standard deviation of teacher personality competence is 4.89291 with an average value of 91.0556. This means that the distribution or variation of research data is homogeneous. The standard deviation value is said to be good if the value is smaller than the average value.

Hypothesis testing

The hypothesis tests used in this research are simple regression tests, F tests and coefficient of determination tests. A simple regression test was carried out to determine the partial influence of the independent variable (teacher personality competence) on the dependent variable (student discipline). The results of the simple regression test can be seen in Table 2.

Table 2. Simple Regression Test Results Coefficients

Model	Coefficients ^a		t	Sig.
	Unstandardized Coefficients	Standardized Coefficient		
	B	Std. Error	Beta	
(Constant)	1.435	7.418		.1947
1 Teacher personality	.967	.081	.818	11.830

a. Dependent Variable: Dicipline

In Table 2 it can be seen that the correlation coefficient is 0.967, meaning that if the teacher's personality competency value increases by 1, then the average student discipline value will increase by 0.967 or if the teacher's personality competency value increases to 10, the average student discipline value will increase by 9.67. It can be concluded that if the teacher's personality competence increases, student discipline will also increase. To strengthen the results of this analysis, an F test was carried out. The results of the F test analysis can be seen in Table 3.

Table 3. F Test Results

Model	ANOVA ^a				Sig.
	Sum of Squares	df	Mean Square	F	
Regression	1588.441	1	1588.441	141.207	.000 ^b
1 Residual	787.4340	7	11.249		
Total	2375.875	8			

a. Dependent Variable: Dicipline
b. Predictors: (Constant), teacher personality

Based on the results of the regression test, it can be seen that the calculated F is 141.207 with a significance level of <0.05, which means that H0 is rejected and Ha is

accepted, meaning that the teacher's personality competence has a significant influence on student discipline. To find out how much influence the teacher's personality competence has on student discipline, a coefficient of determination test was carried out. The results of the coefficient of determination test can be seen in Table 4.

Table 4. Coefficient of Determination Test Results

Model	Model Summary			
	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.818 ^a	.669	.664	3.35396

a. Predictors: (Constant), teacher personality

Based on the table of coefficient of determination test results above, it shows that the correlation or relationship value (R) is 0.818, where the coefficient of determination (R Square) is 0.669. This means that the influence of teacher personality competence on student discipline is 66.9%, while the remaining 23.1% is influenced by other factors which are not included in the variables in this research.

Discussion

Based on the results of research data analysis, it can be seen that teacher personality competence has a significant influence on student discipline. The results of data analysis calculations obtained an R square of 0.699, meaning that 66.9% of student discipline is influenced by the teacher's personality competence. The percentage in the results of this research is lower than the results of research by Thoyyiban et al (2022) on class IV students at SDN 01 Bugel Kedung Jepara where the teacher's personality competency had a significant effect on student discipline with a percentage of 72.7%. However, research results from Animah et al (2020) report that

teacher personality competence has a significant influence on student discipline with a percentage of 37%. This percentage difference is influenced by several factors, namely extrinsic factors and intrinsic factors. Extrinsic factors are factors that come from outside, such as air conditions, time, place, friendship environment, and so on. Meanwhile, intrinsic factors are factors that come from within which include interest, motivation, cognitive ability, health, nutritional intake and so on (Sukardi, 2018).

A teacher must have good personality competence, especially maintaining emotional stability, because basically a teacher is a figure who is often used as a role model whose behavior will be imitated, so that the personality displayed by the teacher will influence the characteristics of his students. This is in accordance with the opinion of Mustofa et al (2018) who state that the personality and character of a mature and strong teacher can be a role model and source of inspiration for their students. The teacher's personality will be reflected in his attitudes and actions in educating and teaching students. Teachers who can understand the difficulties of their students both in terms of learning and outside of lessons will generally be liked by their students (Tulus, 2017). This shows that quality psychological relationships will be created if they are supported by a good teacher personality. According to Government Regulation Number 19 of 2005, article 28 paragraph 3 states that teacher personality competence is the ability of a personality that is steady, stable, mature, wise and dignified, being a role model for students and having noble character. In the 21st century, teachers have great challenges and must quickly adapt to changes (Kartimi, Mulyani, & Riyanto, 2019). The teacher's personality competency greatly contributes to student discipline in the learning process (Satriami et al, 2020).

Discipline is the control and direction of all feelings and actions of a person in an educational institution to create and maintain an atmosphere that is more effective. Discipline will make a student have skills in how to study well and create a noble personality (Manshur, 2019). The results of this research show that 66.9% of student discipline is influenced by the teacher's personality competence. This means that if the teacher's personality competence is good, then student discipline in the learning process will also be good.

The teacher personality competency indicators examined in this research are based on Minister of National Education Regulation Number 16 of 2007 concerning standards for academic qualifications and teacher competency, namely that teachers need to act in accordance with national, religious, social, legal and cultural norms, teachers need to present themselves as individuals who are honest, have noble character and are role models for students, teachers need to present themselves as individuals who are steady, stable, mature, wise and authoritative, teachers need to show a work ethic, high responsibility, a sense of pride in being a teacher and self-confidence, and teachers need to Uphold the code of ethics of the teaching profession. Meanwhile, the indicators of student discipline examined in this research are students' obedience to school rules, obedience in carrying out lesson assignments and obedience to learning activities at school. Rochman & Gunawan (2017) reported that the higher the teacher's personality competency, the higher the student's character, and conversely, the lower the teacher's personality competency, the lower the student's character.

Teachers who act in accordance with religious, social, legal and national cultural norms have a good impact on student discipline. Religious norms are rules of life that must be accepted as commands,

prohibitions and teachings that originate from religion (God Almighty). Teachers who are devout in religion and have true beliefs and carry out worship in accordance with predetermined teachings will show an exemplary attitude that can be emulated by their students. Teachers who act in accordance with religious norms will stay away from all prohibitions from God Almighty, they will show good attitudes that are in accordance with the teachings determined by the Islamic religion such as being kind to older people, respecting younger people, avoiding wrongdoing. can harm many people such as stealing, corruption, lying and cheating, as well as obeying all applicable regulations. Social norms are rules of behavior within a group that are considered good and upheld by society and are tried to be applied in everyday life. These norms will guide people's behavior in meeting life's needs. The values of social norms are caring, loyalty, honesty, simplicity and self-control. A teacher who acts in accordance with social norms will have high solidarity, both with fellow teachers, parents and students. Legal norms are regulations that can bind every citizen. Legal norms relate to a person's discipline. Teachers who obey legal norms will uphold discipline, they will obey the rules and policies that apply both within the school environment and outside the school environment. Considering that the task of a teacher is as an educator and their function is as a role model, teachers must maintain compliance with legal norms (Sumarni, 2019).

Teachers who present themselves as honest individuals, with noble character, and role models for students also have a significant impact on student discipline. Honesty is attitudes and behavior that are in accordance with facts or truth. The teacher is a figure who has an important position in the formation of student characteristics. Teachers must be able to instill honesty by

being a model for their students, because a student will imitate the behavior of the teacher and parents (Mulyati et al, 2020). Amin (2017) reports that honesty needs to be instilled continuously by a teacher, because it will have an impact on students' honesty and habits. Apart from honesty, a teacher must also have noble morals. Noble morals for a teacher aim to produce a generation that is useful for society. A teacher who has good morals will generally be liked by his students, they will use the teacher as an example that will be imitated in all their attitudes and actions. Exemplary as one of the strategic patterns of education that plays a role in shaping and improving student characteristics, including student discipline in obeying school regulations, carrying out assigned tasks and complying with learning activities at school.

Teachers who have a strong, stable, mature, wise and wise personality can be a strength and advantage for educating and forming students' characteristics. The teacher's personality has its own advantages when applied in the learning process, because the teacher's personality gives different tendencies and pleasures to the students. A good teacher is a teacher who is able to subdue the hearts of his students and is able to influence them, so that with the personality possessed by a teacher he can increase the enthusiasm and motivation of his students, be diligent in carrying out his duties, believe in his abilities, obey school regulations, and be more disciplined in everything. things (Estari, 2020). According to Thoyyibah et al (2022), several ways that can improve a teacher's personality are that teachers must be sincere, steady and in accordance with the code of ethics in carrying out their duties as educators, creating good communication with fellow teachers and with their students, behaving in accordance with the values and norms set by them. apply, obey rules and policies, and always show authority in front of students.

In the learning process, a teacher has a code of ethics that must be obeyed and upheld in carrying out his duties as an educator. A code of ethics is really needed in the learning process because it shows a teacher's professionalism as an educator (Hamid, 2017). Teachers who have a code of ethics in carrying out their duties will be recognized by students as modest teachers through example, discipline, knowledge and firm actions. A teacher's code of ethics can be seen from adequate knowledge, physical and spiritual health, and noble character. The code of ethics is also a normative and operational reference for remaining disciplined in carrying out duties and responsibilities in accordance with the profession. A teacher who upholds a code of ethics will show a disciplined attitude towards teaching professional policies. A teacher's discipline in carrying out his duties as an educator will have an impact on the characteristics of his students. Generally, teachers who are disciplined with themselves and the teacher's professional code of ethics will also implement disciplinary behavior towards their students (Larasati et al, 2020).

Conclusion

This research aims to investigate the influence of teacher personality on student discipline. The teacher's personality has a significant influence on the level of student discipline. The results of the regression analysis show that the teacher's personality dimensions are positively related to the level of student discipline. This suggests that teachers' personality characteristics can influence the level of discipline. The findings of this study have important implications for educational practice and teacher professional development. Teachers have a crucial role in creating a conducive learning environment and encouraging student discipline. Limitations of this study include

the limited sample size and the use of data collection methods that limited student perceptions. Therefore, it is recommended to conduct broader research with a larger sample and involving a variety of data collection instruments.

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