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Analysis of Student Understanding about Teacher Competency (Personal Competence)

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Abstract: This study aims to determine the extent of student understanding of the personality and social competence of teachers. Personality competence is part of teacher competence that must be known by prospective teacher students. This study uses mixed methods with a sample of 173 PGSD students in the fourth semester. Based on the results of research on understanding personality competencies in education for PGSD FIP UNP students, the results showed that 74% were in the very good category, 14% in the good category, 10% in the sufficient category and 2% in the less category. This proves that students do not fully understand the personality competencies that must be mastered by prospective teachers. There is still a need for an increase in personality competencies that must be possessed by prospective teachers as one of the mandatory competencies for teachers.

Keywords: Teacher competence; personality competence: teacher candidate.

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INTRODUCTION

According to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it is stated that competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and controlled by teachers or lecturers in carrying out professional duties. There are 4 competencies that must be possessed by a teacher, namely personality competence, social competence, pedagogical competence and professional competence (*Undang-Undang Republik Indonesia*, n.d.).

Personality competencies are competencies related to the personal behavior of teachers who must have noble values so that they are reflected in daily behavior. Personality competence is one of the most important competencies to be fulfilled by every prospective teacher and teacher who teaches in schools/madrasas in order to carry out their duties well. Indeed, personality competence is not part of the material that teachers will and must teach their students, but it is a strength that every teacher must possess, in order to lead students to become smart citizens. Smart teachers will not be very useful if they are not committed to teaching

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well. Commitment to teach, guide and assist students in learning, is part of personality competence.

Personality is the element that determines the interaction of teachers with students as role models, teachers must have personalities that can be used as profiles and idols, all life is a complete figure. Personality is the whole of the individual consisting of psychic and physical elements. In a sense, all attitudes and actions of a person are a picture of that person's personality and are carried out consciously. Each teacher has their own personality according to the personal characteristics they have. These characteristics distinguish a teacher from other teachers. Personality is actually an abstract problem, it can only be seen from the appearance, actions, speech, way of dressing, and in dealing with every problem. In other words, whether or not the image of a teacher is determined by personality. For a teacher, personality problems are a determining factor for the success of carrying out their duties as educators.

The era of globalization has had both positive and negative impacts on all areas of life, including education. Education and, more specifically, school as an institution play a leading role in the implementation of sustainable development. The term education appears in nearly all programmatic documents on sustainable development both on an international and a national level (Bertschy et al., 2013). The reality that is happening today is the lack of attention to education, especially in the preparation of prospective teachers. For elementary school-age children, teachers are role models. However, the influence of the times makes the attitude and personality of the teacher sometimes less able to be an example and role model for students. In addition to mastering science, technology and other supporting skills, a teacher must have an attitude and personality that can be used as an example for students. Personal competence is a source of strength, inspiration, motivation and innovation for teachers to have pedagogic competence, professional competence, and social competence. The quality of teachers must start when they are still on the lecture bench. The quality of prospective teachers can be represented by the profile of prospective teachers as graduates who look forward to going directly to the field.

The teacher as the spearhead of the implementation of education has a major role in guiding and directing students. The mentoring process carried out by the teacher is not only related to intellectuality but also the strengthening of character education, one of the highlights in the world of education and especially teachers is to improve students' morals and morals. This is a challenge for LPTKs as future teachers who will be able to shape and improve the character of their students later.

As a profesicmalist, a Primary School Teacher should reach a minimum level of teaching' competencies There are some competencies, such as professional, pedagogics, personal, social, physical, and spiritual competency. Some Primary School Teachers stiil unstandarized in teacher competencies according to government rules and performance (Asih, n.d.). Quality education is highly dependent on quality teachers. Quality teachers are born from quality Educational Personnel Education Institutions (LPTK). Quality education also means empowering an educational process that is able to make individuals independent, able to think critically, innovatively, with character, and highly competitive (Maksum, 2016). Character education is still a crucial problem for the world of education in Indonesia. Character education emphasizes the habits of thinking and behaving that can help a person to live and work together as a family, community and nation (Khan, 2010) in (Suciptaningsih et al., 2017). The purpose of character education is to instill values in students and the renewal of a shared life that is more respectful of each other. Character education teaches students to think intelligently, activating the midbrain naturally. Everything a teacher does to influence the character of students is also one of character education. Educators assist in efforts to shape the character of students by providing examples, ways of speaking or conveying material well, tolerance, and

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various other related matters (Rayendra & Amsal, 2019).

Another case occurred in West Sumatra, precisely at SDN Situjuah Gadang, Situjuah District, Kab. Fifty Cities. The incident of the death of a student after being beaten by a friend (Republika, 2015). Related to this, the West Sumatra Education and Culture Office provides a more intensive appeal to each district/city to return to complying with character education regulations. Judging from the case that occurred, it certainly became a hard blow for the world of education, because the incident occurred during class hours and occurred at school.

The focus of character education is not only on students but also needs to reflect on whether teachers have good character, as expected of students? This question certainly should be explored further. In fact, related to teachers, we still find problems and challenges that are not easy. The main key to the success of character education in formal schools is the competence of teachers from low to middle and upper levels. Teachers must have competencies to support learning success, one of which is personality competence. Not a few teachers think that character education is only a complement so that students are more filled with academic lessons by putting aside character education (Kompas, 2019).

Personal competence qualifications are not as narrow as a commitment to teaching, guiding and assisting students in learning to become high achievers in the future. Maria Liakopoulou, a researcher from Aristotle University of Thessaloniki Makedonomaxon, Halastra Thessaloniki, Greece, asserts that personality competencies include traits that are directly related to the implementation of their duties as teachers, which can be trained and developed through education and training (Liakopoulou, 2011). He further divided the personality into five groups of traits as follows: 1) Professional nature, including commitment to work, self-confidence, trustworthiness and respect for others; 2) The nature of thinking, including the ability to analyze and always think conceptually; 3) The nature of expectations, which can be expected and can be relied on by always being able to show very high achievement goals, having a comprehensive understanding of students, about assignments and about the education program as a whole, and always having the initiative to carry out tasks well; 4) Leadership traits, which are flexible, accountable, and a strong desire to continue learning; 5) The nature of relationships with other people, has many relationships with elements involved in the educational process, and has expertise in various educational jobs in a comprehensive manner.

In Permendiknas No. 16 of 2007 concerning Standards for Academic Qualifications and Teacher Competencies explains the things that a teacher must possess, namely: (Senawati, n.d.) First, Act in accordance with Indonesian national religious, legal, social and cultural norms. Norms are rules or provisions that bind members of the community to control appropriate and mutually acceptable behavior. Thus, teachers must act according to norms by respecting students with various differences, including their strengths and weaknesses.

Second, presenting oneself as an honest person, having noble character and an example for students and the community. An honest person is a person who has a heart full of feelings, is calm, spacious, relieved, understands and is impeccably sensitive to knowledge about life with a broad view. The teacher's honesty is related to his sincerity in dealing with students. In carrying out their duties, teachers wholeheartedly dedicate themselves selflessly. Noble morals can be seen from attitude, character, politeness and good behavior. Good morals will emit an exemplary attitude that can be emulated by students.

Present yourself as a person who is steady, stable, mature, wise and authoritative. The teacher's personality can be seen from a steady and stable attitude. Personality competencies must also be equipped with the

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ability to adapt to their environment, they must be able to develop two characteristics of teacher interaction with their environment through two cultures, collegiality and collaboration. Collegiality means the interaction of teachers with each other in terms of intellectual, social, moral, emotional, and maybe even in the political aspect or togetherness in the activities of professional organizations, while collaboration is more in the context of intellectual cooperation, guiding each other in curriculum development, learning, evaluation and various discussion activities to solve various work problems as teachers. The two personality characteristics of the teacher, will intersect with social competence, but are still stronger as personality competencies, because professional teachers must be able to interact and develop social relations at least with teacher colleagues and administration in their schools, should not be alienated from their environment. How can teachers communicate with students' parents, if they have a very closed personality or prefer to be alone, introverted, and do not like communicating with other people, even though the progress of their students must be conveyed to their parents, to the principal, or to their guardians.

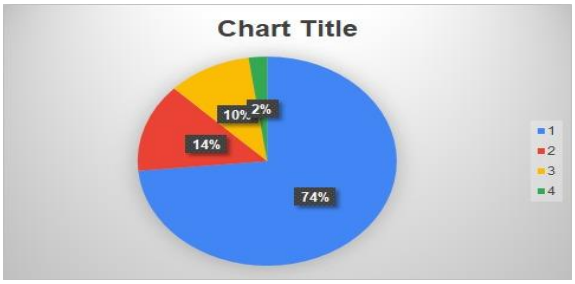
University is a place or place for the creation of professional and competent teachers in the future. The next generation who chooses to continue their education in the field of teacher training is expected to become educators who can realize the goals, vision, and mission of education in Indonesia. Through education at this university, it is hoped that future teacher candidates can study well and prepare themselves well, one of which is competence (Rohani, n.d.).

METHOD

This study uses a mixed method, where the results of the data obtained are in the form of scores on the questionnaire and the discussion will be carried out using descriptive qualitative methods. Mixed Method Research aims to address weaknesses in the approach quantitative and qualitative approaches. Mixed methods or multimethod research holds potential for rigorous, methodologically sound investigations in primary care (Creswell et al., 2004). Mixed Methods Research (Creswell et al., 2008) is a research design based on assumptions such as the method of inquiry.

This method assumes that in showing direction or providing instructions on how to collect and analyze data and combine quantitative and qualitative approaches through several phases of the research process. Mixed methods research focuses on data collection and analysis as well as combining quantitative data and qualitative data, both in single studies and series studies. (Sukmadinata, 2009) suggests that quantitative research uses formal, standard and measuring instruments. While qualitative research uses researchers as instruments. The sample used in this study was 173 PGSD students with a random sampling technique for sampling. The instrument used in this study was a questionnaire. This questionnaire contains questions or statements to collect data or information that must be answered by respondents according to their perceptions.

RESULT AND DISCUSSION



Picture 1: Results of Research on Understanding Personality Competencies

Based on the results of research on understanding personality competencies in education for PGSD FIP UNP students, the results showed that 74% were in the very good category, 14% in the good category, 10% in the sufficient category and 2% in the less category. This proves that students do not fully understand the personality competencies that must be mastered by prospective teachers. There is still a need for an increase in personality competencies that must be possessed by prospective teachers as one of the mandatory competencies for teachers. The

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teacher's perspective will affect the way they interact with others, including interacting with students, what they will teach and how to teach it (Siahaan et al., 2020).

In Indonesia Law no. 14 of 2005 Article 8, states that there are several things that must be owned by teachers and lecturers, namely academic qualifications, competencies, educator certificates, physically and mentally healthy (Mulyani, 2017). There are 4 competencies that must be possessed by teachers, namely personality competence, social competence, pedagogic competence and professional competence. Based on the results of the study, it was found that 20% of students did not understand the competence of teachers, especially on personality competencies. This is because personality competencies are not directly taught to prospective teacher students. Students tend to be taught about the professionalism of being a teacher and how to convey material to students. Personal competence is closely related to character education. Character education in universities is only stacked on a few subjects such as Pancasila, Citizenship, and Religion.

Higher education is an institution that prints human resources that will be the main supporter of the quality of Indonesian human resources. In government regulation no. 30 of 1990 concerning the purpose of higher education is to prepare students to become members of the community who have academic and or professional abilities who can apply, develop and disseminate science and art and contribute to improving people's lives and enriching national life (Chanifah, 2015). Building character is not something that will appear suddenly but is a process that lasts a lifetime. There are three parties who play an important role in character building, namely family, school/campus, and community (Siayah & Setiawan, n.d.). The formation of character in students is a value education, character education, and formal education, character education that aims to develop the ability of all school members to provide good and bad decisions, exemplary, maintain what is good and realize goodness in everyday life to the fullest heart (Amsal et al., 2020)

Personal competence is closely related to personal character. A positive personality must be owned by a teacher because the teacher must be able to be an example for his students. Teachers of the future have different challenges from teachers of today (Anisa & Hasanah, 2022). Generational changes will shape changes in different characteristics, giving rise to opportunities and challenges for teachers in the future. Prospective teachers need to have very mature provisions regarding character education, because they will later become role models that are used as guidelines for future generations (students). One example of a case that exists is a student at a high school in Gresik Regency who challenged his teacher when he was reminded not to smoke by his teacher. In that case the student grabbed his teacher by the collar while smoking and throwing impolite words. This case is a hard slap to the world of education, which is currently being promoted and the application of character education (BEM Rema UPI, 2020). This is not only a problem for students, teachers must be able to provide the right guidance to their students. To make qualified and qualified teachers so that they are able to provide character education to their students in the future, it is necessary to instill strong character education for prospective teachers.

For elementary school, teachers are role models. However, the influence of the times makes the attitude and personality of the teacher sometimes less able to be used as an example and role model for students. Personal competence is less developed through education in the classroom. The personality competencies of teachers in Indonesia are almost self-taught within the framework of the nation's "religious values" and "eastern values" which sometimes do not survive the currents of modernization and globalization (Abduraahman, 2007) (Maarif, 2018) .

Mastery of teacher personality competence has an important meaning, both for the teacher concerned, the school and

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especially for students. Here are some important meanings of mastering teacher personality competencies:

First The classic saying that "everything depends on the individual". In the context of a teacher's task, the pedagogic, professional and social competencies of a teacher will basically be sourced and dependent on the teacher's personality. In carrying out the learning process and interacting with students will be largely determined by the personality characteristics of the teacher concerned. Having a healthy and whole personality, with the characteristics as implied in the formulation of personality competencies above, can be seen as a starting point for someone to become a successful teacher.

Second, Teachers are professional educators whose job is to develop students' personalities or now better known as student characters. Adequate mastery of personality competencies from a teacher will greatly help efforts to develop student character. By presenting as a person who can be trusted and imitated, psychologically children tend to feel confident in what the teacher is learning. For example, when the teacher wants to teach about compassion to his students, but on the other hand consciously or usually without realizing it, the teacher himself tends to be indecent, irritable and often acts rudely, then what will stick to his students is not an attitude of affection, but rather an attitude of affection. It is this indecent attitude that is more memorable and embedded in the student's system of thought and belief.

Third, in society, the teacher's personality is still considered a sensitive matter compared to pedagogic or professional competence. If a teacher commits a disgraceful act, or violates the norms that apply in society, in general, people tend to react quickly. This of course can result in a decline in the authority of the teacher concerned and the public's trust in the school institution, where he works.

Fourth, Scientific evidence shows that the competence of the teacher's personality affects the development of learning and student personality. The quantitative study conducted by Irawan (2010) proved that teacher personality competence has a close and significant relationship with student achievement motivation (Irawan, 2010). Meanwhile, a qualitative study conducted by Sri Rahayu (2008) showed that the teacher's personality competence contributed to the moral condition of students. The results of other studies prove that the appearance of the teacher's personality will more influence the interest and enthusiasm of children in participating in learning activities (Iis Holidah, 2010) (Afriana, 2018). Improving the quality of education in higher education will have a positive impact on the creation of a quality teacher (Abdulhak et al., 2018).

CONCLUSION AND RECOMMENDATION

Based on the results of research on understanding personality competencies in education for PGSD FIP UNP students, the results showed that 74% were in the very good category, 14% in the good category, 10% in the sufficient category and 2% in the less category. This proves that students do not fully understand the personality competencies that must be mastered by prospective teachers. There is still a need for an increase in personality competencies that must be possessed by prospective teachers as one of the mandatory competencies for teachers.

Personal competence is a competency that must be possessed by every teacher. Personality competencies do not just appear, but must be instilled since the teacher is still a teacher candidate at a teacher training college. This is because personality competencies are not directly taught to prospective teacher students. Students tend to be taught about the professionalism of being a teacher and how to convey material to students. Personal competence is closely related to character education. Character education in universities is only stacked on a few subjects such as Pancasila, Citizenship, and Religion

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