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## The Effect of Teacher Personality Competence and School Climate on the Character of Junior High School Students in Solok Regency

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### Abstract

*This research is motivated by the results of the author's observations regarding the effect of teacher personality competence and school climate on the character of junior high school students in Solok Regency which shows that it is still not good and the character of students is still low. The purpose of this study was to obtain data and information regarding (1) whether there is an effect of teacher personality competence on the character of junior high school students in Solok district, (2) whether there is an influence of school climate on the character of junior high school students in Solok district, (3) is there an effect of the teacher's personality competence and school climate together on the character of junior high school students in Solok Regency. This research is a correlational quantitative research with the type of "associative" research. The population is 1446 teachers and the sample is determined using the slovin formula with an error rate of 10% with the Proportionate Stratified Random Sampling technique to obtain 146 teachers. The research instrument uses a questionnaire with a Likert scale which has 5 alternative answers. Before the questionnaire was used, trials were carried out to determine its validity and reliability. Data collection techniques were carried out using questionnaires. Data analysis techniques were performed by data description, requirements analysis test, multiple linear regression test and hypothesis testing. The results of the data analysis show that there is a significant influence between the teacher's personality competence on the character of students with  $t_{count} > t_{table}$  ( $5.163 > 1.977$ ). There is a significant influence between school climate and student character with  $t_{count} > t_{table}$  ( $2.339 > 1.977$ ). There is a significant influence between teacher personality competence and school climate on student character with a value of  $F_{count} > F_{table}$  ( $26.676 > 3.06$ ), so there is a significant influence between teacher personality competence and school climate together on student character. The regression table shows a constant value of 43.289 and a regression coefficient of the X1 variable of 0.411 and a regression coefficient of the X2 variable of 0.178. So the multiple linear regression equation used is  $43.289 + 0.411X_1 + 0.178X_2 + e$ . In the test of the coefficient of determination, it was found that  $r^2 = 0.272$  which indicates that the determination of the incentive and school climate variables on teacher work motivation is 27.2%.*

**Keywords: Teacher Personality Competence; School Climate; Student Character**

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## INTRODUCTION

Education is a very important component for humans, because education is also a conscious effort to prepare students for their roles in the future. Education is still relied upon as a medium that is very effective in building intelligence as well as better human character. Therefore, education is a very vital component to form a character in a human being. Education is everyone's desire to become an extraordinary self, both in capacity and expertise. Education shapes humans from ignorance to knowing, from those who do not understand to understand and understand.

Education holds a very vital function in the formation of student character, which consists of personality. Character can be a very vital and simple component that must be instilled in students. Character is a perception of attitude that is formed in one's soul. As students must behave in accordance with applicable standards. The standard of living in society is a noble value that becomes the standard of one's behavior. If the behavior is shown in accordance with applicable standards, the behavior is considered good and acceptable.

Conversely, if the act is contrary to applicable standards, then the act is considered bad and discarded. Behavior that violates the norm is called deviant behavior.

Each student has their own distinctive character which is different, because actually character is a mental, ethical or thought trait that distinguishes a person from different human beings. Character can also be interpreted as a person's character who shows commendable actions or despicable actions.

Talking about the character of students cannot be separated from the negative behavior of students, based on the author's observations in January to February 2022 in several junior high schools in Solok Regency, the phenomenon that is happening at this time is that there is still a lot of negative behavior occurring among students, lately it seems very worrying, such as: the existence of free sex, involvement in drugs, motorcycle gangs which are not only dangerous for other people, families but also dangerous for themselves, and also detrimental to the public. This is in line with research conducted by Pratomo (2014), in an article entitled *The Effect of School Climate on Learning Discipline of Class VII Students at SMP Teuku Umar Semarang* which describes phenomena in the world of education that often appear today are the many students who are not disciplined in learning, often come late to school, play truant, do not collect assignments on time, fighting with friends.

The character of students at school is greatly influenced by the school environment, the teacher's treatment of students and the interactions between all elements in the school, these components exist in the world of education, also known as the school climate. According to Soergiovanni (in Hadiyanto, 2004), states that school climate is the enduring characteristic or characteristic of a school that distinguishes the school from other schools and influences the behavior of teachers and students and the psychological feel of teachers and students in certain schools, which have patterns of relationships between teachers and students, students and students, as well as teachers and leaders in schools. Besides that Hadiyanto (2016), said an effective school is a conducive school that has the characteristics of good discipline in the school.

Discipline is one of the indicators of student character, the most important aspect in the application of disciplinary character in schools is the school community consisting of school principals, school administrative staff, teachers and students. In terms of realizing good student character at school the role of the teacher is very much needed, the teacher is an example for his students, a good teacher is a teacher who can say and have good manners in front of his students, as well as a teacher who has noble character, is commendable and is an exemplary example for students he taught. The character of a teacher is very decisive for student success, this is in line with research conducted by Darul (2018), with an article entitled "The Influence of Teacher Personality Competence on the Behavior of Class IX Students of SMP Darul Ulum 5 Jombang", which says teachers must always try to be positive through their actions and maintain their authority and raise a good image in front of students, because teachers are role models for students and as teachers, supervisors, class managers, motivators, evaluators and study partners for their students. Thus the teacher's personality character greatly influences the character of the student participants, if the teacher acts positively then students will also carry out positive actions at school but if a teacher often acts negatively at school then students often act negatively.

Based on the author's observations from January to February 2022 in several junior high schools in Solok Regency, it shows that there are still many teachers who arrive late, there are still teachers when teaching in class, they often use cellphones without paying attention to their students, there are also teachers when meeting fellow teachers who don't look at each other. say hello at school. And teachers often encounter when teaching still use harsh words that are not

worthy of being heard by their students. You can even find cases of teachers who have acted inconsistently with the established school rules, still do whatever they want, have been given sanctions but still violate these rules.

In the teacher and lecturer law it is found that personality competence is a strong personality ability, has noble character, is wise and authoritative can also be a role model for students. Teacher competence is the mastery of teacher knowledge that has the skills and abilities as a teacher in carrying out their duties, according to Djamarah (2012), every teacher must have personality competence because personality is an important element in determining the success of a teacher when carrying out his duties as an educator, because personality is the whole person consisting of physical and psychological elements.

The four competencies that must be owned by a teacher are pedagogic competence, professional competence, social competence and personality competence. In Government Regulation No. 19 of 2005 concerning national education standards, it is stated that teacher personality competencies are personality abilities: (1) stable, (2) stable (3) mature (4) wise and wise (5) authoritative (6) have noble character (7 ) can be a role model for their students and the surrounding environment (8) have the desire to evaluate their own performance (9) develop themselves in a sustainable manner. This has also been investigated by Afriana (2017) in an article entitled "The Influence of Teacher Personality Competence on Student Learning Interests", said the task of a teacher is difficult and difficult to carry out unless the teacher has a strong personality, carries out tasks sincerely, loves his job as a teacher, loves truth, nurtures time with students, fair when doing something, because of that some say that the future of students is in the hands of the teacher himself.

Based on this, the authors feel the need to conduct further research, regarding the factors that influence the character of students and how much the contribution of these factors is to the character of junior high school students in Solok Regency)

## **RESEARCH METHODS**

This research is a correlational quantitative research with the type of "associative" research. Total population 1446 teachers and the sample was determined using the slovin formula with an error rate of 10% with the Proportionate Stratified Random Sampling technique to obtain 146 teachers. The research instrument uses a questionnaire with a Likert scale which has 5 alternative answers. Before the questionnaire was used, trials were carried out to determine its validity and reliability. Data collection techniques were carried out using questionnaires. Data analysis techniques were performed by data description, requirements analysis test, multiple linear regression test and hypothesis testing.

## **RESULTS AND DISCUSSION**

Based on the results of data analysis and the level of achievement of the response of junior high school teachers in Solok Regency, to the variables variable measured, it can be explained that the level of achievement of teacher responses to teacher personality competencies is in the good category (84.00% of the ideal score), the school climate variable is in the good category (85.40% of the ideal score) and the student character variables are in good category (88.40% of the ideal score).

The results of data analysis and hypothesis testing show that the three hypotheses tested in this study are acceptable. The results of the data analysis show that the teacher's personality

competence and school climate both individually and collectively have a significant influence and role in improving the character of junior high school students in Solok Regency. For clarity, the following will discuss the research findings in detail.

### **The Effect of Teacher Personality Competence on the Character of Junior High School Students in Solok Regency**

The results of this study indicate that the teacher's personality competence has a significant influence on the character of the teacher's students, the tcount value for the teacher's personality competency variable (X1) is  $5.163 > t_{table} 1.977$  (sig  $0.000 < 0.05$ ), then  $H_a$  is accepted. Thus it can be concluded that the teacher's personality competence has a positive and significant effect on the character of junior high school students in Solok Regency.

The regression equation above illustrates that the teacher's personality competence has a significant influence on improving the character of students. Based on the results of the descriptive analysis, it shows that the teacher's personality competence is in the sufficient category with an average score of 84.00. Meanwhile, when viewed from each research indicator, it can be seen that the highest indicator is the behavior of the teacher who is imitated which is in the good category (87.60% of the ideal score), while the indicator with the lowest achievement is the indicator of wisdom/wiseness which is in the moderate category. (78.20% of the ideal score). It turned out that of the four teacher personality competency indicators analyzed, it was found that all were in the good category.

The results of the study show that the personality competencies possessed by teachers are still not in accordance with what is expected. One indicator of the competence of the teacher's personality that is still lacking and needs to be considered again is wisdom/wiseness. A wise and wise attitude is a personality that every teacher must have in educating his students. In the meaning of the word, "wise" can be interpreted as wise, clever, knowledgeable, understand, understand. Wise means clever in using his mind/experience and knowledge, sharp in mind, clever and careful, careful, thorough and so on (KBI, 2003). According to Sagala (2009), a wise and prudent teacher, namely a teacher whose appearance is beneficial to students, schools and society by showing openness in thinking and acting.

A wise teacher is also a wise teacher, who understands his knowledge well and uses his mind in various situations, and is able to control himself and his emotions well. A wise and wise attitude is a character or personality that is able to assess oneself, various conditions and achievements obtained realistically, accepts responsibility sincerely, is independent, goal-oriented, has high responsibility, and seeks to improve life better than yesterday and tomorrow is better than today. A wise teacher is a teacher who is able to control himself well, whose whole personality reflects all his behavior. His manners are noble, his words are positive, he considers students as his own children, and he is trusted. His demeanor is gentle, affectionate (Lase, 2016).

The characteristics of a wise and compassionate teacher can be seen from his noble character and noble character, namely being able to assess himself realistically with various strengths and weaknesses, and being sensitive to his conscience, so that he is able to act fairly, honestly, courageously, assertively and with integrity. . He is also able to assess and face and accept all conditions that occur, remains optimistic when facing failure, does not give up, and when successful is also not arrogant or arrogant. He sincerely accepts and carries out his responsibilities with full loyalty, is independent in thinking and acting, and in facing very difficult situations he is able to control and control his emotions, and keep trying to achieve the goals that have been planned. In addition, he has a social responsibility, namely respecting, respecting, caring, friendly, communicative, and empathetic towards other people. He is always optimistic and likes to work hard, because he believes that life can change for the better and be

happier. Therefore it is expected that every teacher has a wise and prudent attitude in carrying out his professional duties (Lase, 2016).

According to Saputra (2019), One of the efforts that school principals can make in improving teacher personality competencies, especially in terms of policy indicators, is to set a good example for teachers. In addition, the principal must also supervise teachers both inside and outside the classroom. If there is a teacher's behavior that contradicts or is not in accordance with the teacher's personality competency norms, then the principal will provide guidance in the form of an individual approach and give a direct warning to the teacher. Besides that Sudan (2020), also suggests steps that can be taken by school principals in improving teacher personality competencies, especially to create wise and prudent teachers, namely by taking a directive approach. The approach taken by the principal is not only directly convicting the teacher's mistakes but by explaining, presenting, directing the teacher, and before the teacher acts the principal gives an example first to the teacher. Furthermore, with an indirect approach (non-directive). The principal's strategy in improving the teacher's personality competence in an indirect approach is to give the widest possible way to the teacher in expressing the problem. The next step is to supervise education. Approach techniques to teachers through supervision are very important in the implementation of learning to advance the quality of education. The role of the school principal must be precise in taking steps to approach the teacher in the school he leads, the principal takes a direct and indirect approach to foster a wise and authoritative personality for students.

This research empirically shows that a very good teacher's personality competence will have a significant influence on the character of students, the score of the teacher's personality competency variable is included in the good category of the ideal score. This means that the personal competence of junior high school teachers in Solok Regency is in the good category.

### **The Effect of School Climate on the Character of Junior High School Students in Solok Regency**

The results of this study indicate that school climate has a significant influence and gives a significant influence on the character of students, the tcount value for school climate (X2) is 2.339 and ttable is 1.977 (sig 0.021 <0.05), then Ha is accepted. This result means that school climate has a positive and significant effect on the character of junior high school students in Solok Regency.

The regression equation above illustrates that school climate has a significant influence on improving the character of students. Based on the results of the descriptive analysis, it shows that the school climate is in the good category with an average score of 85.40. Meanwhile, when viewed from each research indicator, it can be seen that the highest indicator is goal orientation, which is in the good category (88.60% of the ideal score), while the indicator with the lowest level of achievement is the intimacy indicator which is in the sufficient category (79.60% of the ideal score). It turned out that of the four school climate indicators analyzed, it was found that the average level of achievement of the respondents was in the good category.

The results showed that the climate of the school in the junior high school in Solok Regency on the intimacy indicator was in the sufficient category. This shows that familiarity between fellow teachers or between teachers and principals is still low. According to Smith (in Rizaldi and Sumartono, 2017), Familiarity is a relationship that is bound between individuals so that they will get a relationship or full closeness with mutual benefits based on mutual openness and mutual trust. The school has a conducive climate if all the individual members in it are in a good relationship. intimate and warm. According to Rifma (2016), school leaders must maintain a friendly atmosphere with teachers so that teachers can openly share their

experiences. Efforts that can be made by the principal to create intimacy with teachers at school are by using free time to discuss with teachers, and giving trust to teachers in carrying out their duties. Apart from that according to Wahyuningrum (2008), principals can make seven efforts to improve the school organizational climate, namely: establishing teacher relationships and partnerships, mentoring teachers, sharing assignments/delegation, resolving conflicts, providing motivation (gifts and recommendations, and so on), gathering and using information, and coordinating and enrich. work and study environment.

This research empirically shows that a good school climate will have a significant influence on the character of students, the score of the school climate variable is included in the good category of the ideal score. This means that the school climate in Junior High Schools (SMP) in Solok Regency is at a good level.

This is in line with opinion Stay (2018), which states that the school climate has a positive and significant effect on the formation of the social character of students. The results of the hypothesis test confirmed that in addition to the teacher's competence factor which influences the formation of social character, the school climate factor also has a significant influence on the formation of the social character of students.

Siahaan (2017), also explained that the factors that have a significant influence on the formation of student character are the family environment, school environment, and community environment. School climate, which is a situation or atmosphere that arises because of the relationship between fellow school members, is an environmental factor that influences the character of students at school. The formation of character in the school environment is very necessary, because a child has enough time to be in the school environment or outside the school environment with school friends. The school environment is a spatial unit within a formal educational institution that systematically carries out guidance, teaching or training programs in order to help students develop their potential optimally. both concerning the moral-spiritual, intellectual, emotional, social, and physical motor aspects. A school environment must have the mission of creating a school culture that is challenging and fun, fair, creative, innovative, integrative and dedicated to achieving the vision, producing graduates who are of high quality and have the character of piety, honest, creative, able to set an example, work hard, be tolerant and capable in leading, as well as responding to challenges of the need for the development of human resources that can play a role in the development of science and technology and based on impact.

School as an environment where students interact has a major influence on the development of students' behavior and character. Atwool (in Tetep, 2018), explained that the school learning environment, where students have the opportunity to make meaningful relationships within their school environment, is needed to improve their learning abilities and behave politely. This means that the school environment has great significance for increasing the effectiveness of learning and shaping the behavior and character of students. A conducive school climate will provide comfort to the entire academic community so that the school can become a second home after the family. Emotional bonds will be built properly if the school climate is created well.

The description above provides an in-depth understanding that the school climate has a positive effect on students in developing productive, contributive and satisfying learning in the life of a democratic society, also indicating that the school climate is very helpful for schools in developing schools to become institutions that shape the character or personality of students. .

**The Effect of Teacher Personality Competence and School Climate on the Characteristics of Junior High School Students in Solok Regency**

The results of this study indicate that the teacher's personality competence and school climate have a significant relationship and provide a significant influence together to improve the character of students. The magnitude of the influence of the teacher's personality competence and school climate on the character of students is 27.2%. Furthermore, the regression equation obtained by the teacher's personality competency variable and school climate with the character of the students is  $43.289 + 0.411 X_1 + 0.178 X_2$ . This shows that the teacher's personality competence and school climate together have a positive influence on the character of students.

Data analysis shows that significantly the character of students is influenced by the competence of the teacher's personality and school climate, both individually and collectively. Teacher personality competence and school climate are two very important factors to be considered by the Solok Regency. Teacher personality competence and high school climate will improve the character of students.

There are several factors that are thought to have a major influence on the character formation of junior high school students, in particular, among others, teacher competency factors, school climate, and family or social environment (Stay, 2018). As described Stay (2018), that the factors that influence the formation of a person's character consist of genetic influences or innate and environmental influences, while the environment that influences them is the educational environment, family environment, cultural environment, and social-group environment.

The UNESCO International Commission for Education stated that in entering the 21st century teachers have a very strategic role because they are expected to be able to help shape the character and intelligence of the younger generation "molding character and minds of the young generation". Therefore teachers must be competent, as explained in Law Number 14 of 2005 concerning Teachers and Lecturers, in article 10 paragraph (1) explains that teacher competence includes: 1) Personality Competence, 2) Pedagogic Competence, 3) Professional Competence, 4) Social Competence. The results of research in Indonesia show that 26.17% of student learning outcomes (students) are influenced by teacher mastery and competence in subject matter (Syaefuddin, 2013). Another factor related to the formation of the character of these students is the school climate. School climate is a set of attributes that give color or character, spirit, ethos, mood, every school (Wahyudi & Fisher, 2003). A conducive, comfortable and enjoyable school climate tends to have a positive influence on the formation of behavior, culture and character, even the effectiveness of learning for students. Weaknesses in the field are that there are still many schools that pay little attention to the climate of their schools in supporting the learning activities of their students.

Results of research conducted Stay (2018), shows that there is a positive and significant influence together of teacher competence variables perceived by students and school climate variables on the formation of students' social character. The magnitude of the influence of 7.34%. If viewed from the score achievement of the character variable of junior high school students in Solok Regency, it is in the good category, the teacher's personality competency variable is also in the good category, and the school climate variable is in the good category. Thus it can be believed that the teacher's personality competence variables and school climate if improved in a better direction will have a positive influence on the character of students

## CONCLUSION

Based on the results of the analysis in Chapter IV, it can be concluded as follows: (1) The results of the descriptive analysis show that the teacher's personality competence is included in the good category with an average score of 84.40%. The results of the study show that the teacher's personality competence has a significant effect on the character of students. This can be seen from the acquisition of  $t_{count} > t_{table}$  ( $5.163 > 1.977$ ) with a significance level of less than 0.05 ( $0.000 < 0.05$ ). Therefore  $H_{01}$  is rejected and  $H_{a1}$  is accepted. This shows that the better the teacher's personality competence is given, the better the character of junior high school students in Solok Regency; (2) The results of the descriptive analysis show that the school climate is included in the good category with an average score of 85.40%. The results of the study show that the school climate has a significant effect on the character of students. This can be seen from the acquisition of  $t_{count} > t_{table}$  ( $2.339 > 1.977$ ) with a significance level of less than 0.05 ( $0.021 < 0.05$ ). Therefore  $H_{02}$  was rejected and  $H_{a2}$  was accepted. This shows that the better the school climate is, the better the character of junior high school students in Solok Regency; (3) The results of the study indicate that the teacher's personality competence and school climate have a significant effect on the character of students. This can be seen from the acquisition of  $F_{count} > F_{table}$  ( $26.676 > 3.06$ ) with a significantly smaller level of 0.05 ( $0.000 < 0.05$ ). Therefore  $H_{03}$  is rejected and  $H_{a3}$  is accepted.

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