

The Influence of the Teachers Personality Competency on the Students Moral Attitude in Vocational School

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ABSTRAK

Kompetensi seorang guru merupakan gabungan dari kompetensi kepribadian, ilmu pengetahuan, teknologi, sosial, dan agama yang secara umum merupakan kompetensi seorang guru yang meliputi pengelolaan materi, pemahaman siswa, pembelajaran pedagogik, pengembangan pribadi, dan pengembangan profesional. Kompetensi guru merupakan faktor yang dapat mempengaruhi kualitas output pembelajaran. Penelitian ini bertujuan untuk menganalisis pengaruh kompetensi kepribadian guru terhadap sikap moral siswa kelas XI SMK. Jenis penelitian ini menggunakan penelitian korelasional yang menggunakan metode penelitian deskriptif kuantitatif sehingga analisis data dilakukan dengan menggunakan teknik statistik untuk menguji hipotesis. Pengumpulan data menggunakan angket, observasi dan dokumentasi. Hasil dari penelitian ini menunjukkan bahwa sikap moral siswa XI memberikan dampak sebesar 15,21% terhadap kompetensi kepribadian guru. Hal ini dibuktikan dengan r hitung lebih dari r tabel atau 0,39 lebih dari 0,304 sehingga koefisien korelasi variabel X dan Y signifikan, dimana r tabel $n = 42$ dengan tingkat kesalahan 50,304. Hasil penelitian uji t memberikan nilai t sebesar 2,441 dan t tabel sebesar 2,021 pada taraf signifikansi 5 derajat kebebasan ($dk = n-2$ ($42 - 2 = 40$)) yaitu .H. t -hitung lebih dari t -tabel (2.441 lebih dari 2.021). Hal ini menunjukkan bahwa hipotesis alternatif dapat diterima, yaitu kompetensi kepribadian guru berpengaruh terhadap sikap moral siswa kelas XI SMK.

ABSTRACT

The competence of a teacher is a combination of personal, scientific, technological, social, and religious competencies which in general are the competencies of a teacher which includes material management, student understanding, pedagogic learning, personal development, and professional development. Teacher competence is a factor that can affect the quality of learning output. This study aims to analyze the effect of teacher personality competence on the moral attitudes of grade XI students. This type of research uses correlational research using quantitative descriptive research methods so that data analysis is carried out using statistical techniques to test hypotheses. Data collection using questionnaires, observation and documentation. The results of this study indicate that the moral attitude of grade XI students has an impact of 15.21% on the teacher's personality competence. This is evidenced by r count more than r table or 0.39 more than 0.304 so that the correlation coefficient of the X and Y variables is significant, where r table $n = 42$ with an error rate of 50.304. The results of the t test study gave a t value of 2.441 and a t table of 2.021 at a significance level of 5 degrees of freedom ($dk = n-2$ ($42 - 2 = 40$)), namely .H. t -count is more than t -table (2,441 more than 2,021). This shows that the alternative hypothesis can be accepted, namely the teacher's personality competence influences the moral attitude of grade XI students.

1. INTRODUCTION

Developed country is determined by human resources and natural resources. When all of that is available, the quality of the land will increase. Competence means mastery of knowledge, skills, values and attitudes that are reflected in the way of thinking and acting when carrying out tasks (Caswita, 2020; Nurtanto et al., 2020). The combination of knowledge, skills, attitudes, attributes, understanding, appreciation and expectations characterizes individuals who do work that meets actual work quality

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standards (Arifa & Prayitno, 2019; Fitriansyah et al., 2020; Lotter et al., 2018). These competencies can be implemented and applied in work if obtained through training. Competence refers to reasonable performance to meet certain requirements while performing training tasks (Cattaneo et al., 2022; Hermawan et al., 2020; Johannes, 2018). It is called rational because it has directions and goals that shape and develop the better character of each individual. Education and competence have a correlation, where competence can be built through education. Article 8 of Law Number 14 of 2005 concerning Teachers and Teachers states that teachers must have academic qualifications, qualifications, training, mental and physical health and the ability to organize national training. Law No. 14 of 2005 According to Article 10(1), qualifications teachers include pedagogic qualifications, personal qualifications, social qualifications, and professional qualifications (Arifa & Prayitno, 2019; Tanjung et al., 2022). The four competencies mentioned above do not stand alone from each other, but are interrelated and influence each other. Teacher skills must really be used in teaching in the classroom to guide students towards teachers play a very strategic role in forming the character and personality of students (Lawrence et al., 2019; Sabaniah et al., 2021; Scheopner Torres et al., 2018). With different teacher competencies, it is hoped that better changes will occur in students from a cognitive, affective and psychomotor perspective. Teacher qualifications play an role is important in learning, especially helping students to have an attitude that is positive for learning, increases curiosity, increases independence and intellectual-logical accuracy, and creates conditions for successful learning (Moosa & Shareefa, 2019; Tanjung et al., 2022). Teachers play an important role in the teaching and learning process by encouraging students to actively participate in learning activities, guiding them and providing learning opportunities to achieve learning goals.

Basically a good teacher greatly influences the moral development of students in his class, while a bad teacher loses his authority and is even humiliated by his students. In this case, the discipline of the teacher who always comes to class on time seems to indirectly affect the enthusiasm for student learning and emulates teacher discipline (Baharun, 2017; Singh, 2019; Stukalova, 2017). However, when the teacher does many things that are not in accordance with school rules and is often late, students also easily imitate the teacher's bad behavior. The ability of a teacher to shape a child's personality is very high, because in the end students see the teacher as a good role model in this life, because the teacher's behavior has a big influence on their students (Rindawan et al., 2020; Sokip et al., 2019). The different aspects are interconnected and influence each other. Lack of learning activities, many teachers teach for years, but in fact their work does not bring much positive into the lives of students. On the other hand, there are also teachers who are relatively new but concretely support the progress and positive changes of students. Teachers who know how to teach their students can be confident in their abilities as professional teachers. Based on the researchers' observations, one of the PPKn at SMKN 1 Sibolga, namely SMKN 1 Sibolga, started personal training during observations and interviews with Horas Lubis, but alternately. Observation or direct observation of researchers shows that the significant changes observed in students are very clear. Students who are too lazy to go to school, don't dress neatly, are late and don't even show up. This is because students are so used to online school that after the announcement they forget that they came to school. This surprised the researchers and they took a closer look at the problem.

Today everything is limited by distance. All these well thought out plans will not work for you. Everything has to be done online. Places of work, shopping, meetings and training that should be face-to-face have shifted to online learning (Mali, 2020; Qekaj-Thaqi & Thaqi, 2021). Technological developments encourage more innovation in learning. The current limitations of online learning have a major impact on instilling good morals in students (Akhwani, 2021; Najmuddin & Aprilianty, 2020). When the researcher observed that some of the native teachers in the class did not understand the moral attitudes of the students. Students are generally at a disadvantage when it comes to teaching and learning. This is due to the teacher's ignorance of the teacher's personality skills which should be a role model for building students' moral attitudes during learning. Because the researcher was still involved in online learning during the observation, he saw that the teacher's in-depth understanding of students' moral attitudes was very limited. Because it is limited by the display of electronic devices. The formation of students' moral attitudes occurs during learning (Fadzilah et al., 2020; Karimi et al., 2017). Some of the obstacles that the researchers found in their observations at the research site were the lack of student interest, inadequate electronic devices, very limited connectivity and some teachers who did not understand how to use electronic devices, so they only gave assignments to students (Adnan & Anwar, 2020; Ismaili, 2020). From the study of these problems it can be concluded that personality teachers PPC indicated that students were generally dissatisfied with the teaching in class. Also because it is still designed for classrooms. In addition, it can be said that the moral attitude of students outside the classroom is quite good. However, when online learning begins, students do not follow and see the tools when the teacher explains, this is due to the weak character of the teacher leading the class, namely the teacher does not show the firm

attitude that many students experience, the teacher hates and sometimes acts randomly and does not reflect habits. Meanwhile, in online learning, it can be seen that the attitude of students who do not respect each other is an obstacle for both the teacher and his friends which greatly interferes with the teacher's ability to concentrate and influences learning and learning. Base on those problem the researcher are interested to conducting the study with aims to analyse the effect of teacher personality competence on the moral attitudes of grade XI students.

2. METHOD

The type of research used in this research is correlational research (using two variables) using quantitative calculations. Quantitative research using instruments (data collection tools) that produce numerical data (numbers) in which data analysis is carried out using simple statistical techniques to reduce and classify data. This approach gives more meaning in relation to the interpretation of numbers so that the results are more accurate. Quantitative descriptive research method is used as a research method. The type of data used in this research is primary data through questionnaires and to complement the research materials also types of accompanying materials through observation and documentation (secondary data). The two data above were collected based on filling out questionnaires and observing respondents, especially class XI students of SMKN 1 Sibolga. The survey points and ratings given to the respondents are show in [Table 1](#).

Table 1. Score Assessment Questionnaire answers

No.	Questionnaire Choice Answers	Score
1	Always	4
2	Sometimes	3
3	Seldom	2
4	Never	1

In this study, The subject of this research involving class XI students of SMKN 1 Sibolga. This research intends to influence the teacher's personality qualifications on the moral attitudes. In this study the data taken consisted of two types of variables, namely effect of teacher personality competence (variable x) and student moral attitudes (variable y). The total number of respondents was 42 students, namely class XI, who were randomly assigned. Number of respondents based on gender is show in [Table 2](#).

Table 2. Number of Respondents Based on Gender

No	Gender	Amount
1	Man	20 people
2	Woman	22 People
Total		42 People

Data analysis for the discussion in this chapter is to obtain data from 42 respondents as a sample representing the entire population in this study. The results of the survey answers that were distributed to respondents were different about the effect of community teacher personality competence on the moral attitudes of class XI students.

3. RESULT AND DISCUSSION

Result

Calculation results the coefficient between variable x and variable y shows the value of r count of 0.39. When the sum of these values is compared with the rcount value with a significant value of n-42, the tcount meets the requirements if the tcount value is greater than the rcount value (rcount > rtable), or $0.39 > 0.304$, it can be concluded that class XI students of SMKN 1 Sibolga students' moral attitudes are influenced by the social studies teacher's personality skills. The detail result is show in [Table 3](#).

Table 3. Coefficient Influence of Teacher's Personality Competence on the Moral Attitudes

No	x	y	x ²	y ²	xy
1	76	72	5776	5184	5472
2	70	65	4900	4225	4550

No	x	y	x ²	y ²	xy
4	70	69	4761	4830	4828
5	61	66	4900	3721	4356
6	4026	60	68	3600	5929
5929	4080	4624	68	7	3
77	71	5929	5041	4624	-
8	77	74	5929	5476	5698
9	77	74	5929	5476	5698
11	72	73	5184	5329	5256
12	75	75	5625	5625	4392
70	5184	3721	5625	10	4900
13	4270	61	61	3721	72
-	-	-	-	-	-
-	-	-	-	-	-
-	-	70	4761	4900	4830
17	69	57	4761	3249	3933
19	71	68	4624	3136	4761
20	69	56	3864	4828	68
69	74	4761	5476	5106	5
4629	77	18	21	5041	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	5929	5698
25	71	46	5041	2116	3266
27	77	71	5625	5929	4489
28	73	68	5159	5329	72
75	5625	5850	4624	4964	6084
29	78	5325	75	30	26
67	5041	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
33	75	65	5625	4225	4875
34	69	69	5929	5313	3933
36	78	79	6084	6241	6162
37	38	63	5929	77	4761
77	75	5929	5775	3249	4761
57	35	77	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	71	5625	5041	5325
42	70	70	4900	4900	4900
Total	3056	2889	223062	200631	210664

Base on Table 1, show the calculation of the correlation coefficient between variable X (the influence of teacher pedagogic competence) and variable Y (student character) shows that the calculation is 0.39. If this correlation is interpreted to be a correlation value, it can be classified as low correlation. So it can be seen that the comparison between variable X and variable Y using the product moment correlation formula is known to be 0.39. Then for correlation interpretations number is show in Table 4.

Table 4. Interpretation of Correlation Numbers (r value)

Interval Koefisien	Relationship Level
0,00-0,199	Very low
0,20-0,399	Low
0,40-0,599	Currently
0,60-0,79	Strong
0,80-1,000	Very strong

Base on [Table 4](#), calculating the coefficient between variables x and variable y shows t count of 0.39. Compare this value with the rcount value with significant value n-42, if the tcount value is greater than the rcount value ($r_{count} > r_{table}$) or $0.39 > 0.304$, then the tcount value is the same as the prescription. Then you can decide. PPK Teachers with Personality Competence Influence the Moral Attitudes of Class XI Students of SMKN 1 Sibolga. Then, using the coefficient of determination equation it is clear in the field that the influence of the personality abilities of a Civics teacher on the moral attitudes of class XI students at SMKN 1 Sibolga in the 2021/2022 academic year is 15, 21%. On the other hand, 84.79% is influenced by other factors which are not fully discussed in this study. To test whether the successful correlation is significant, use the 't' test formula. Exploratory analysis results using the "t" test. Knowing how to influence social studies teachers' personality competencies on the moral attitudes of class XI students. affect class. Look at the class of SMKN 1 Sibolga for the 2021/2022 academic year, $t_{count} = 2.441$ with a price table = 2.021. Because tcount is bigger than ttable ($2.441 > 2.021$)| At the 5 degree of freedom level ($dk = n-2$), then $dk = 42-2 = 40$. In other words, the alternative hypothesis is that the national teacher's personality competence influences the moral attitude of class XI students. Students of SMKN 1 Sibolga for the 2021/2022 academic year will be accepted.

Discussion

The purpose of this study was to find out whether the personality competence of Civics teachers had an effect on the moral attitudes of class XI students. class of SMKN 1 Sibolga. Basically the teacher is a profession whose main role is to educate, teach, guide, train, assess and evaluate students' formal and informal education. As a vocational school teacher, various competencies are needed to support the learning process, namely pedagogic, personal, technical and social competencies ([Ana et al., 2020](#); [Made Sudana et al., 2019](#)). The National Education Standards explain in Article 28(3)(a) that personality abilities refer to the ability to be stable, stable, mature, wise and authoritative, to be role models for students and to have noble character ([Estriyanto et al., 2017](#); [Nurtanto et al., 2020](#)). Professional teachers do not only focus on imparting knowledge to their students, but spread their wings as mentors and role models through good character that reflects the values and standards that are at the heart of the school. The good character of a teacher consciously or unconsciously influences his students. This is because a teacher is a role model for his students ([Andayani et al., 2020](#); [Hermino & Arifin, 2020](#); [Sultoni et al., 2020](#)). Product-moment correlation analysis shows that social studies teacher's personality competence has little effect on the moral attitudes of class XI students of SMKN 1 Sibolga. This shows that tcount is larger than rtable by ($r_{count} > r_{table}$), eg. H. $0.39 > 0.304$, so the correlation coefficient of the X and Y variables is significant. Where r-table at $n = 42$ with an error level of 5 0.304 accepts the truth of the formulated hypothesis (H_a) namely "Teacher's personality competence in society influences the morale of class XI students of SMKN 1 Sybolga". The results of the study between X and y when learning in class, students must be able to see teachers who are patient in the teaching and learning process, in this study it was found that teachers were always patient in the teaching and learning process. This was evidenced by 42 respondents, that as many as 38 people (90.4%) said always, 4 people (9.6%) said sometimes, 0 said rarely and 0 said never. Supporting the strengths possessed by students, judging from the results of this study it can be said that it is good to see from the results of the questionnaire which showed 42 respondents, 36 people (85.7%) said always, 6 people (14.3%) said sometimes, 0 said rarely and 0 for never.

From the results of processing the research variable x. personality competence of a social studies teacher, it can be concluded that the teacher shows personality in the classroom and outside the classroom. The personal competence of a teacher above all is a noble character ([Dewi & Alam, 2020](#); [Marini et al., 2019](#)). First, teacher does this by participating in religious activities at school, speaking polite and courteous words, being patient with students in class, easily forgiving students, and being able to control their anger so they can bring out their talents ([Laeheem, 2020](#); [Lu & Wu, 2020](#)). Second, aspect of skilled and wise teacher in this case teachers do things like provide services without favoritism, teachers are aware of diversity, are open to accepting student differences, show enthusiasm in teaching and learning to reduce boredom in class, and guide everyone. Through the duties and responsibilities of a responsible teacher ([Baharuddin et al., 2019](#); [Yulius, 2020](#)). Third, the teacher gives an example. In this case the teacher always tries to set an example to his students by applying good discipline in class on time, then the teacher shows how to dress politely and not excessively. The moral attitude referred to in this study is first, following one's conscience. In its application students have done it in a form when making a decision based on careful consideration using conscience, then students are able to issue various opinions based on their conscience ([Cebollero-Salinas et al., 2022](#); [Hasanah, 2020](#)). Second, students have an attitude of self-confidence. The form of self-confidence shown by students is being able and daring to express their opinions in front of the class, conducting debriefing with the teacher when they do not

understand the teacher's statement, and doing good relations among class members (Diniyah et al., 2018; Hong et al., 2021). Third, show empathy. Base on previous study the empathy shown by students is by being sensitive to the surrounding circumstances, caring for friends who are experiencing difficulties and difficulties (Altavilla et al., 2021). Fourth, a moral attitude in the form of love of goodness. The form of kindness shown by students is mutual agreement. Previous study state one implementation is when there is a dispute caused by differences in opinion between class members and showing mutual support between class members (Septikasari & Frasandy, 2018). Fifth, namely self-control. The form of self-control carried out by students is being able to make the right decisions without being hasty, meaning that they have maturity in thinking and are able to think clearly without being intervened by others. Sixth, namely humility. The form of humility in question is when in the class there are students who are smart and not smart enough, then the smart ones are able to humbly help various learning difficulties experienced by students who are not smart enough (Arif, 2017; Church & Samuelson, 2017). The implications of this study provide an overview related to the influence of the teachers' personality competency on the students' moral attitude in vocational school. It is important to know how teachers' personality competency has an impact on moral attitude so that it can be used as a reference or guideline to support learning outcomes, especially character learning by students. This research has many limitations. One of the limitations of this research lies in the limited research subjects, where this research only involved one class in one school institution. Therefore, it is hoped that future research will be able to further deepen and broaden the scope of research related to teacher competency and students' moral attitude.

4. CONCLUSION

The conclusion of this study is that the social studies teacher's personality competence has a significant effect on the moral attitudes of class XI students. The results of the correlation coefficient concluded that between variable (x) and variable (y) obtained it can be concluded that the national teacher's personality competence influences the moral attitude of class XI students. According to the alternative hypothesis, the social studies teacher's personality competence influences the moral attitudes of class XI students of SMKN 1 Sibolga is accepted and the null hypothesis (Ho) is rejected.

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