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Cognitive Abilities, Student Character, and Teacher Self-Evaluation Competencies Through Character Education Programs

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ABSTRAK

Banyak siswa menunjukkan kesenjangan antara pencapaian akademik dengan pengembangan karakter, seperti disiplin, tanggung jawab, dan empati. Hal ini mencerminkan belum optimalnya integrasi nilai-nilai karakter ke dalam proses pembelajaran. Tujuan penelitian ini adalah menyelidiki efektivitas program pendidikan karakter terhadap kompetensi akademik, karakter siswa, dan kompetensi guru. Metode penelitian yang digunakan adalah eksperimen semu untuk melihat efektivitas program pendidikan karakter yang dilaksanakan di sekolah dasar. Sampel penelitian ini adalah 500 siswa dan 300 guru dari 10 sekolah dasar. Instrumen penelitian yang digunakan berupa angket, rubrik dan data pendukung lainnya. Analisis data yang digunakan adalah analisis ANCOVA, MANOVA, dan MANCOVA. Temuan penelitian menunjukkan bahwa pendidikan karakter mampu meningkatkan kemampuan kognitif, mengembangkan karakter positif siswa, dan meningkatkan kompetensi guru melalui evaluasi diri. Peningkatan kemampuan kognitif yang terlihat adalah kemampuan membaca siswa. Karakter positif yang ditingkatkan adalah kemampuan interaksi sosial, sikap disiplin, empati, dan persepsi terhadap lingkungan sekolah. Peningkatan kompetensi yang terlihat pada guru setelah mendapat intervensi adalah peningkatan kemampuan evaluasi diri yang dapat meningkatkan kualitas pengajaran, seperti motivasi, kenikmatan mengajar, keterampilan berinteraksi, dukungan pemangku kepentingan, dukungan orang tua, dukungan rekan kerja, dan kepercayaan terhadap siswa. Penelitian ini mempunyai implikasi bahwa pendidikan karakter dapat dijadikan sebagai salah satu alternatif intervensi untuk mengembangkan kemampuan akademik, non-akademik dan kompetensi guru.

ABSTRACT

Many students show a gap between academic achievement and character development, such as discipline, responsibility, and empathy. This reflects the suboptimal integration of character values into the learning process. This study aimed to investigate the effectiveness of character education programs on academic competence, student character, and teacher competence. The research method was a quasi-experiment to see the effectiveness of character education programs implemented in elementary schools. The sample of this study was 500 students and 300 teachers from 10 elementary schools. The research instruments used were questionnaires, rubrics and other supporting data. The data analysis used was ANCOVA, MANOVA, and MANCOVA analysis. The research findings showed that character education improved cognitive abilities, developed positive student character, and improved teacher competence through self-evaluation. The increase in mental ability was seen in students' reading ability. The positive character improvements were social interaction skills, discipline, empathy, and perceptions of the school environment. The increase in competence seen in teachers after receiving intervention was an increase in self-evaluation skills that could improve the quality of teaching, such as motivation, enjoyment of teaching, interaction skills, stakeholder support, parental support, co-worker support, and trust in students. This study has implications that character education can be used as an alternative intervention to develop academic, non-academic and teacher competency.

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1. INTRODUCTION

A student is not only required to have good academic skills, but also has to have a good attitude and character. This is in accordance with the true nature of the goal of education, namely to humanize humans. This concept means that an individual must not only have good academic competence, but also have good character (Ghasemi, 2019; Kikas & Tang, 2020). However, conditions in the field are still far from the ideal that education produces. There are still many teachers and parents who pay more attention to their students' academic abilities than their students' character, so it is not surprising that many students have good academic achievements, but their character is not good. Stakeholders have begun to pay attention to student character education by issuing several policies that include elements of character education in every field of study at school, especially at primary and secondary level education. This aims to anticipate and prevent negative student behavior that is currently emerging, such as cases of bullying, brawls, sexual harassment, and so on (Hyland, 2020; Isac et al., 2018). This stakeholder policy not only highlights academic competence, but also student character education. The stakeholders' concerns are supported by several studies regarding the importance of student character education. However, the majority of education carried out in schools still prioritizes increasing students' academic competence rather than developing students' positive character (Cents-Boonstra et al., 2020; Shewark et al., 2018). In order for the main focus of education to change direction, stakeholders include character education in the learning process in every field of study contained in the curriculum. Even though the curriculum contains elements of character education, in its implementation teachers still have difficulty focusing the teaching process on students' cognitive and character aspects. However, if successful, this character education will have an impact on students' social and academic abilities. This has been proven in previous research which examined the relationship between character education and students' academic competence (Sönmez & Betül Kolaşınlı, 2020; Walker & Graham, 2019).

The character and academic development of students in each development influence each other. This is explained in the ecological model. There are several components included in the ecological model, namely student character, interaction ability, proximal zone, and the environment that influences student character (Sivan & Chan, 2020; Verlie & Blom, 2019). The most influential components among these components are the proximal zone components and students' social interaction abilities (Den Brok et al., 2020; Taja et al., 2019). Therefore, the focus of this research is the role of students and teachers to achieve common goals in improving professional competence, academic abilities and good personalities, so that the true goals of education can be achieved. This research is based on the theory that cultivating positive character during the teaching process will be able to simultaneously increase students' academic competence (Beld et al., 2017; Eren & Rakıcıoğlu-Söylemez, 2018). The character education program based on this model integrates teacher professional development and student competence which aims to improve students' academic competence and character and is able to improve teachers' self-evaluation abilities which can increasing teacher professional competence (Bajovic & Rizzo, 2018; Flanagan et al., 2020). This research investigates the effectiveness of the character education model implemented by researchers as part of the implementation of the stakeholder program in developing students' positive character through the teaching process.

The character education model in this research has a main focus on students' cognitive abilities and character, as well as teachers' self-evaluation abilities (DiCarlo et al., 2018; Gasser et al., 2018). Character abilities include character, interaction skills, use of ethics, and academic competence in elementary school level students. Based on this background, this research aims to develop students' positive character and social abilities, as well as improve teachers' self-evaluation abilities which can improve the quality of the learning process (Fraser et al., 2020; Scherzinger & Wettstein, 2020). This character education program not only focuses on developing students' positive and academic character, but also highlights the professional competence of teachers who must carry out a quality learning process. Through character education programs, teachers and students work together to integrate ethical, social, emotional character values, and the process of increasing academic competence as well as in the learning process in the classroom (Murray et al., 2020; Schütz & Koglin, 2019). This character education program also seeks to integrate character values into other routine activities at school. The development and implementation of the character education program in this research is an adoption of teacher professional development and positive character development in students.

The essence of education literally is the active and comprehensive development of students' personal potential which includes spiritual aspects, personality, intelligence, good morals and skills needed in national and state life through a conscious and planned learning process (McIntyre et al., 2023; Meyer & Eklund, 2020). Currently, education must be able to shape students to continue to show their cultural identity and national personality. One of the ways this can be demonstrated is through students' behavior and actions which must reflect Indonesian culture. Character is an individual's characteristics that are

displayed through behavior, actions, words, or lifestyle in a family or society (Licul & Juriševič, 2020; Oriol et al., 2019). The character education program model in this research includes four components, namely input, process, short-term results and long-term results. The required input component is the design of a teacher professional competency development program through character education programs, Staff and Students, Teachers. Process components include the implementation of character education, organizational or group activities to develop students' positive character, integration of language politeness in teaching, increasing students' level of discipline, teacher response to the character education program. From the program components, the expected results consist of two components, namely short-term and long-term results. Short-term results include improving teachers' self-evaluation abilities, the ability to create a positive classroom climate for teachers, developing students' attitudes and perceptions of the school environment to become positive.

The expected long-term results include increasing and developing non-academic competencies and developing in a positive direction, developing a sustainable character education model, increasing the level of student awareness inside and outside the classroom, improving the school climate and increasing empathy between school members. The difference between this research and previous research is that this research seeks to develop a character education program that is not only able to develop students' positive character, students' academic competence, but also seeks to improve teachers' self-evaluation abilities which can improve the quality of the teaching process. This research is very important to carry out in connection with the current situation in the student field which requires the development of positive student character, not just improving academic abilities. This program can be an alternative for schools to develop a positive school climate

The novelty of this research lies in a holistic approach that integrates cognitive ability development, student character formation, and increasing teacher self-evaluation competence through a character education program. This research does not only focus on one aspect, such as students' cognitive abilities or character, but also pays attention to the role of the teacher as the main facilitator in learning based on character values. In addition, this research offers a character education development model that combines an innovative pedagogical approach with a structured self-evaluation mechanism for teachers. This approach provides a comprehensive solution to the challenges of character education which have often been fragmented. Thus, it is hoped that this research will be able to provide new contributions in the development of theory and practice of character education at various levels of education. The aim of this research can be formulated as follows: to determine the impact of the character education program on teachers' self-evaluation abilities, to determine the effectiveness of the character education program in developing positive character, and to determine the impact of students on character education. student character education program on students' cognitive competence and character.

2. METHOD

The research method used in this research is a quasi-experiment to determine the effectiveness of character education program design on academic abilities, student character and teacher professional competence. The sample for this research was 500 students and 300 teachers from 10 elementary schools in Pekanbaru City, Indonesia. The students involved were students in grades 2-5 of elementary school. The schools that took part in this research consisted of 3 groups, namely bona fide schools, junior high schools and lower secondary schools. School locations also consist of three areas, namely urban, semi-urban and rural. The group divisions in this study amounted to 250 students each in the experimental and control groups, while there were 150 teachers each in the experimental and control groups. The demographic variables of the research participants are explained in more detail in Table 1 and Table 2. The demographic variables in the two experimental and control groups are not significantly different, so further research can be carried out with valid results.

Table 1. Teacher Demographic Variables for Both Groups.

Features	Treatment (n=220)	Control (n=200)
Gender		
Woman	80%	85%
Man	20%	15%
Race/ethnicity		
R	93%	85%
Non-Sundanese	7%	15%
Class currently teaching		

Features	Treatment (n=220)	Control (n=200)
TK	25%	24%
First class	27%	22%
Second class	25%	23%
Third grade	23%	22%
Fourth grade	22%	12%
Fifth grade	24%	23%
Other (i.e., special education, arts, etc.)	35%	31%
Highest academic degree		
Bachelor's degree	17%	10%
Master's degree	81%	87%
Doctorate	2%	3%
Age	56.4 years (SD=14,5)	52.5 years old(SD=15.4)
Years of experience	21.5 years old (SD=13.4)	12.5 years (SD=12,5)

Table 2. Student Demographic Variables.

Features	Treatment (n= 2300)	Control (n=2000)
Gender		
Woman	61%	62%
Man	39%	38%
Age		
7 years	25%	25%
8 years	30%	18%
9 years	20%	25%
10 years	25%	32%

The targets of the character education program implemented are teachers and students. The character education program for teachers is aimed at developing self-evaluation skills in order to improve teachers' professional competence, while character education for students aims to develop students' cognitive abilities and character. The character education program is carried out for one semester with various activities both integrated into the learning process and various training and school community activities. Data on the implementation of the character education program uses a Likert scale using 10 items. Assessments were carried out at the pre- and post-intervention stages of implementing the character education program. The character education program for teachers uses the Guskey (2000) model with a focus on self-evaluation skills in order to improve teacher professional competence. From the test results before the intervention the average score was 20 and after the intervention the average score was 61. This value shows that character education is effective in increasing teacher competence. To find out further impacts, a t test was carried out to see the impact of the character education program on teachers' self-evaluation abilities. The t test results show that the character education program is able to increase teacher knowledge significantly with a calculated t value of (375)=41-78, with a p value <0.001.

The average professional teaching competency score increased significantly with the summative score at the pretest stage with a score of 31 to 72 at the posttest stage. These results show that the character education program has a significant effect on teacher competence with a value of t (357) = 46.76 at p value p<0.001. So, character education programs can improve teachers' self-evaluation abilities so that they have a direct impact on teachers' professional competence. Furthermore, to obtain data on perceptions and satisfaction levels of teaching staff, researchers used a Likert scale with a scale of 1-5 with a range of dissatisfied to very satisfied. The character education program for students targets the development of students' level of empathy and language character. Assessment of these components is carried out through observations during interactions in the classroom and within the school community. The instrument used is a rubric to assess language use and the level of student awareness that highlights the ability to interact, collaborate and support each other between students. The components assessed in the school community are student attitudes and behavior which include the level of student empathy and use of language in learning activities. To assess teacher communication skills, researchers used a rubric with a Likert scale of 1-4 with a level of poor to exemplary. The results of initial observations of students and teachers are used as a basis for determining further research actions.

Data collection was carried out with mixed data. The research instruments used were questionnaires, rubrics and other supporting data to obtain data about student character and teacher

professional competence. The first step taken is to carry out a competency evaluation in the form of teacher self-evaluation and student character assessment. This data is used to determine the atmosphere and initial data for researchers in determining next steps. Observations of students were carried out using questionnaires to determine students' perceptions of the classroom atmosphere, teachers, social and moral skills of students. This observation was carried out using a Likert scale with a point range of 1-5 ranging from strongly disagree to strongly agree. Test the validity and reliability of the instruments used through empirical tests applied to a sample of 100 teachers and expert judgment. From the results of the validity and reliability tests, the instruments used met the criteria for use in research. The teachers and students involved in the research were elementary school teachers and students in grades 3-5. The self-assessment scale used in this research includes students' level of freedom and influence, support from peers and teachers, sympathy of the school environment for students, students' respect and trust for teachers, and students' level of concern for others.

The teacher self-evaluation rating scale includes the level of teacher motivation, teacher enjoyment in carrying out tasks, teacher interaction with students, school support, parent support for teachers, peer support, and teacher trust in students. . Test the validity and reliability of the instrument using empirical tests on the same sample and using expert judgment tests according to the field to assess the suitability of the instrument used. Based on the results of validity and reliability tests, the Cronbach value for all questionnaire items used shows a value above 0.65. This value indicates that the items used meet the criteria in the research. Based on the test results, the instrument used meets the research criteria and is suitable for use. The data analysis used was ANCOVA, MANOVA, and MANCOVA to determine the impact of the character education program on teachers' self-evaluation abilities, the effectiveness of character education in developing students' positive attitudes and perceptions towards school climate, teachers and peers, the impact of students' character education programs on competence. cognitive (reading ability) and student character.

3. RESULT AND DISCUSSION

Result

Research findings are presented based on the proposed research objectives. These findings were divided into three groups, including the impact of character education programs on teachers' self-evaluation abilities, the effectiveness of character education programs in developing students' positive characters, and the impact of student character education programs on students' abilities. cognitive competence and character. The results of the teacher's self-assessment are presented in Table 3.

Table 3. Teacher Self-Assessment Results.

Scale	Control (n=150) M (SD)	Experiments (n=150) M (SD)
Peer Support	4.22 (0.93)	5.43 (0.97)
Believe in students	3,78 (0,94)	4,62 (0,84)
Success as a teacher	4,89 (0,72)	5.31 (0.73)
Enjoyment of teaching	5.12 (0.82)	6.24 (0.82)
Positive interactions between students	4,72 (0,68)	5.81 (0.73)
Stakeholder support	5.31 (0.73)	6,42 (0,74)
Positive interactions between teachers and students	4,78 (0,61)	5,82 (0,64)

Teacher self-assessment data in Table 3 shows that almost all assessment items in the experimental group showed significant improvement compared to the control group. This data is the basis that the implementation of the character education program is quite effective in improving teachers' self-evaluation abilities. Student Self-Assessment Results in Table 4. Preliminary data from Table 4 of students' cognitive abilities and character also shows a significant increase in the experimental group. The same thing also happened to the teaching staff's self-assessment data. This data proves that the implementation of the character education program is quite effective in improving teachers' self-evaluation abilities. To answer this problem, researchers carried out two research steps. First, researchers present descriptive statistical data, second, processing inferential statistical data. Inferential statistical analysis uses MANOVA to answer this problem. Descriptive data in tables 4 and 5 were processed using MANOVA analysis to determine the impact of the character education program on teachers' self-evaluation abilities in both groups. Based on the MANOVA test results, character education makes a significant contribution to teachers' self-evaluation abilities so that they can improve the quality of interactions with students and provide a better learning

process. Based on these findings, the character education program has a significant influence on all aspects of teacher self-evaluation. Furthermore, to answer the second problem formulation, knowing the effectiveness of the character education program in developing students' positive attitudes and perceptions is discussed in the next research findings subchapter.

Table 4. Student Self-Assessment Results

Scale	Control (n=250) M (SD)	Experiment l (n=250) M (SD)
Autonomy and impact among students	4,24 (0,78)	4,38 (0,80)
Peer support	3,76 (0,92)	4,35 (0,82)
Love the atmosphere of the class	4.21 (1.15)	4.78 (1.17)
The level of trust and respect for the teacher	4.62 (1.08)	5.32 (1.16)
Empathy with the school community	4,86 (0,80)	5,89 (0,78)

To answer the second problem formulation, a MANCOVA test was carried out. Based on the MANCOVA test results, there is a significant relationship between student age and the student attitude and perception assessment scale. Older students have low levels of independence, low levels of support from peers and teachers, low levels of trust in teachers, and low levels of concern. All rating scale items for older students showed lower scores compared to younger students. Among all aspects, the aspect that shows the most significant improvement due to the implementation of the character education program is the autonomous attitude aspect and student impact based on the student age variable with a value of $F(4, 521) = 52.72$, $p < 0.01$. Increasing aspects of autonomy and student impact occur consistently for both young and adult students.

To answer the final problem formulation, ANCOVA and multiple regression tests were carried out. At the pretest stage, students' cognitive abilities and character between the two groups did not show a significant difference with a value of $F(1,32) = 0.73$, $p > 0.05$. Furthermore, at the posttest stage, based on the results of the ANCOVA test, the character education program was able to increase cognitive and character competence significantly with a value of $F(1, 14)=13.78$, $p<0.01$. These findings prove that character education has a positive and significant influence on students' cognitive abilities and character. There was no significant difference in student attendance in the implementation of the character education program between the two groups and the average student attendance reached 98%. From these findings it can be concluded that students' positive character greatly influences students' academic abilities. A positive increase in academic competence occurs because it is accompanied by positive characteristics such as the level of discipline which can change thinking patterns and form student habits which have a direct impact on students' cognitive abilities.

Discussion

Character education programs that target teachers' self-evaluation abilities are able to increase teachers' self-evaluation abilities effectively. Increasing teachers' self-evaluation abilities has an impact on increasing teachers' professional competence and the quality of the learning process in the classroom. This happens because if the teacher's ability to evaluate his or her shortcomings increases, the teacher will continue to improve these deficiencies and this will have an impact on his or her professional competence. This finding is in accordance with the theory which states that self-evaluation abilities will be positively correlated with improving the quality of educators (Lombas et al., 2019; Makri et al., 2020). Improving the quality of teachers will have an impact on increasing students' academic competence and developing students' positive character because teachers can improve the quality of the learning process in the classroom (Park et al., 2018; Quintelier et al., 2019). Teachers also play an important role in shaping students' positive character through interaction with students or by presenting various forms of learning methods that encourage students' positive character, such as the ability to work together, discipline, student empathy, politeness, language ethics, and other characters (Demetriou et al., 2019; Nasaescu et al., 2020). The highest aspect of a teacher's self-evaluation ability is the support of colleagues and the teacher's trust in students. This finding is in accordance with previous research which proves that character education for both teachers and students is able to change teachers' perceptions of thinking patterns and self-identification so that they are motivated to continue to grow and develop for the better (Ghafarpour & Moinzadeh, 2020; Maurissen et al., 2021). Increasing students' professional competence can also increase students' trust in teachers.

The majority deliver material in accordance with the curriculum, but learning methods are difficult to change because they are ingrained in habits and are reluctant to be creative. This finding is in accordance with the theory that individuals who are already formed and accustomed to using a method tend to reject something new (Laninga-Wijnen et al., 2021; López et al., 2019). Through character education programs that can improve teacher evaluation skills, teachers are slowly starting to change their learning process habits to become more creative. Character education programs are able to improve several aspects including teacher motivation, enjoyment, interaction in class, support from stakeholders at school, parent support, peer support, and trust in students (Neaverson et al., 2023; Rasooli et al., 2021). Through the character education program, the classroom climate changes in several aspects, including student independence, a sense of caring, and mutual support between friends. This finding is in accordance with the theory that the positive character of a teacher will influence the style of teaching delivery and the character of students (Patel, 2019; Persson & Svensson, 2020). This happens because teachers with positive character are able to create a learning process that only develops students' cognitive abilities but is also able to develop students' positive character. Furthermore, the findings of this research also show that the character education program has a significant effect on aspects of autonomy (Jagers et al., 2019; Kosasih et al., 2020). Aspects of autonomy in young students show higher increases than aspects of autonomy in more mature students.

Character education programs also have a significant impact on students' cognitive abilities and character. The cognitive ability that is the main focus in this research is reading ability. Research findings show that students who received the character education program intervention showed better improvement in reading ability than students in the control group. This increase occurs because character education plays a role in developing positive character, including discipline and higher learning motivation, so that students become motivated to learn to read (Glaesser et al., 2020; Ingemarson et al., 2018). These positive characters can improve students' reading abilities. This finding is in accordance with previous research which found that most students with positive character had better academic abilities compared to students with less good character. Character education plays a very important role in improving students' cognitive abilities and character (Shewark et al., 2018; Verlie & Blom, 2019). Character education is also able to develop students' positive character, including student empathy, respect and trust in teachers. Students with this character are better able to understand the material presented by the teacher effectively. Apart from that, the character of empathy and love of peace can make students help each other to understand and complete the tasks given by the teacher (Fraser et al., 2020; Laninga-Wijnen et al., 2021). So, the characters that appear to have significant experience are the characters of autonomy and influence between students, peer support, empathy, respect and trust in teachers.

Character education is one component that is currently of concern to stakeholders in Indonesia. This attention is proven by integrating character into the curriculum which is tailored to each subject. Through this integration, teachers must be able to integrate character values in every learning process they carry out (Makri et al., 2020; Meyer & Eklund, 2020). To develop competence in integrating character values, designing a character education program that focuses on teachers' self-evaluation abilities can increase the ability to integrate character values in the learning process (Eren & Rakıcıoğlu-Söylemez, 2018; Fraser et al., 2020). This is in accordance with the theory that a good teacher must be able to improve academic abilities and change students' attitudes and character for the better. The results obtained by students, both knowledge and character, really depend on students' ability to package the learning process (Flanagan et al., 2020; Laninga-Wijnen et al., 2021). So, overall, students who received intervention showed significant improvements in both academic aspects and changes in their character to become more positive in participating in the learning process.

The findings of this research show a more holistic integration, where character education programs not only contribute to the formation of students' character but also have a positive impact on their cognitive abilities. In addition, this research found that increasing teacher self-evaluation competence plays an important role in the successful implementation of character education. This is different from previous research which tends to ignore the role of teacher self-evaluation in similar programs. With a more comprehensive approach, these findings offer a more comprehensive and relevant model for responding to the challenges of implementing character education in the current era. The implications of this research are very important for various parties involved in the world of education. For teachers, the results of this research provide practical guidance for improving self-evaluation competence, so that they can be more effective in integrating character education into learning. This is expected to be able to create learning that does not only focus on academic achievement but also on building student character. For students, the implications of this research include developing cognitive abilities in balance with character values, such as responsibility, discipline, and empathy, which are essential for future success. In addition, for educational policy makers, these findings provide a basis for designing character education programs that are more

structured, comprehensive, and in line with modern educational needs. By integrating character education holistically, this research also opens up opportunities to create an educational ecosystem that supports the formation of intelligent and characterful individuals.

This study has several limitations that need to be noted. First, the scope of the research is limited to the implementation of character education programs in certain school environments, so the results may not fully represent the broader or diverse educational context. Second, the duration of the implementation of the program which is the object of research is relatively short, so it is not possible to measure the long-term impact on cognitive abilities, student character, or teacher self-evaluation competence. In addition, this research is still limited in accommodating individual student differences, such as social background, culture, and learning abilities, which may influence the effectiveness of character education programs. Based on these limitations, it is recommended that further research expand the scope of the study by involving more schools from various regions and levels of education. Research should also be conducted over a longer period of time to evaluate the ongoing impact of character education programs. In addition, the development of a character education model that is more flexible and adaptive to individual student needs needs to be considered so that the results are more inclusive. Thus, future research can make a more significant contribution in improving the overall quality of character education.

4. CONCLUSION

The character education program is able to improve academic abilities and develop students' positive character. Apart from that, character education programs are also able to improve teachers' self-evaluation abilities which have an impact on the quality of teachers in presenting the learning process. The visible increase in cognitive abilities is students' reading abilities, while the cognitive abilities that have increased in a positive direction are social interaction abilities, disciplinary attitudes, empathy, and perceptions of the school environment. The increase in competency seen in teachers after receiving intervention is an increase in self-evaluation abilities which can improve the quality of teaching, such as motivation, enjoyment of teaching, interaction skills, stakeholder support, parent support, co-worker support, and trust in students. This research has implications for the practice of the learning process which must not only achieve academic targets, but must also be able to form positive characters in students which can improve students' academic and non-academic abilities.

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