

THE RELATIONSHIP BETWEEN PERSONALITY COMPETENCE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS AND STUDENT DISCIPLINE, MORALS, AND RESPONSIBILITY AT SMA NEGERI 1 BANDUNG CITY

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ABSTRACT. This research is motivated by the influence of student morality on several factors, one of which is the personality competence of teachers, especially Islamic Religious Education (PAI) teachers. To improve teacher competence in schools, especially the performance of PAI teachers, it is not enough to simply deliver lessons face-to-face in class, but the personality competence of PAI teachers must be able to build discipline, student morals at school, and a sense of responsibility. This study aims to determine the relationship between the personality competence of PAI teachers with discipline, student morals at school, and student responsibility at SMA Negeri 1 Bandung City. This study departs from the framework of thinking that the personality competence of teachers, especially PAI teachers, greatly determines the attitudes and behavior of students as role models both in the school environment and the community. The method used is a quantitative descriptive associative method and survey, with 120 respondents selected using simple proportional and random sampling techniques. Data collection using Google Form instruments, then analyzed with simple correlation, partial correlation, and multiple regression. The results show that the personality competence of PAI teachers has a positive and significant influence (relationship) on student discipline, morals, and responsibility. Good Islamic Religious Education (PAI) teacher personality competencies can improve students' discipline, morals, and sense of responsibility at school, although their impact varies from school to school. External factors such as the social environment, school culture, and interactions between students also influence student behavior. Therefore, developing teacher competencies must be balanced with creating a supportive school environment to ensure optimal character development.

Keywords: competence, the personality of the teacher, discipline, morals, responsibility.

ABSTRAK. Penelitian ini dilatarbelakangi oleh adanya pengaruh beberapa faktor terhadap moralitas siswa, yang salah satunya adalah kompetensi kepribadian guru, khususnya guru Pendidikan Agama Islam (PAI). Untuk meningkatkan kompetensi guru di sekolah, terutama kinerja guru PAI, tidak cukup hanya dengan menyampaikan pelajaran secara tatap muka di kelas, melainkan kompetensi kepribadian guru PAI juga harus mampu membangun kedisiplinan, akhlak siswa di sekolah, dan rasa tanggung jawab. Penelitian

ini bertujuan untuk mengetahui hubungan antara kompetensi kepribadian guru PAI dengan kedisiplinan, akhlak siswa di sekolah, dan tanggung jawab siswa di SMA Negeri 1 Kota Bandung. Penelitian ini berangkat dari kerangka pemikiran bahwa kompetensi kepribadian guru, khususnya guru PAI, sangat menentukan sikap dan perilaku siswa karena guru bertindak sebagai teladan baik di lingkungan sekolah maupun di masyarakat. Metode yang digunakan adalah metode kuantitatif deskriptif asosiatif dan survei, dengan 120 responden yang dipilih menggunakan teknik simple proportional dan random sampling. Pengumpulan data dilakukan menggunakan instrumen Google Form, yang kemudian dianalisis dengan korelasi sederhana, korelasi parsial, dan regresi berganda. Hasil penelitian menunjukkan bahwa kompetensi kepribadian guru PAI memiliki pengaruh (hubungan) yang positif dan signifikan terhadap kedisiplinan, akhlak, dan tanggung jawab siswa. Kompetensi kepribadian guru Pendidikan Agama Islam (PAI) yang baik dapat meningkatkan kedisiplinan, akhlak, dan rasa tanggung jawab siswa di sekolah, meskipun dampaknya bervariasi antar sekolah. Faktor eksternal seperti lingkungan sosial, budaya sekolah, dan interaksi antarsiswa juga memengaruhi perilaku siswa. Oleh karena itu, pengembangan kompetensi guru harus diimbangi dengan penciptaan lingkungan sekolah yang mendukung untuk memastikan pembentukan karakter yang optimal.

Kata kunci: kompetensi, kepribadian guru, kedisiplinan, akhlak, tanggung jawab.

A. INTRODUCTION

Humans are unique creatures, endowed with diverse emotions such as sadness, joy, anger, shame, and many more. These feelings are part of human nature, distinguishing them from other creatures. As rational beings, humans have the ability to experience these emotions, but are also given the responsibility to manage them wisely (Arikunto, 2021; Bulutoding, 2024).

Although humans are born with desires that can lead to negative feelings, the ability to properly control these emotions elevates a person to a higher status (Putra, 2016; Ridiana & Sirozi, 2024). When a person can restrain and manage feelings such as anger, anxiety, or sadness in a proper and timely manner, they are considered more noble than angels, who lack desires. This is what makes humans truly special creatures (Irdani et al., 2023).

A social phenomenon is the widespread violation of national and religious values and norms by adolescents. This is due to moral decline or moral decadence (the erosion of identity associated with the decline of national religious cultural values, the nation's socio-cultural values, and the development of individual morality). This includes deviations from moral character (noble morals) that should always be maintained in society and the state. This news has spread widely through various media, such as print media, YouTube, Instagram, Facebook, and others, which should not be allowed to occur (Irdani et al., 2023). Students are the nation's future generations who must be given a good education, such as

good entertainment, good reading material, a good environment, good friends, and so on, because it is on their shoulders that the fate of the nation for the better or worse depends (Sarhini & Wahidin, 2020).

Moral decline (morals), caused by weak discipline, not practicing noble morals, easily letting go of a sense of responsibility, swearing, bad behavior, student brawls, drinking alcohol, smoking marijuana, morphine, ecstasy, motorcycle gangs, speeding on the road, causing chaos in society, free sex, rape, there are even murders because of fighting over women. According to Sugiri Syarif there are 47 teenagers in Bandung City admitted to having had premarital sex, in Jabotabek 45, Surabaya 54 and Medan 52. Meanwhile in Yogyakarta which is known as the city of education from 1660 students who became research respondents, it is known that 97.05 have lost their virginity (no longer virgin) during college and 98 people admitted to having had abortions. This figure is acknowledged by the results of research on student boarding houses conducted by the Institute for the Study of Love and Humanity and the Sugiri Center for Business and Humanities Research.

E-Mulyasa has said that: "almost every day we are treated to sad examples through films and television, which freely display sadistic behavior, mutilation, violence, crime, extramarital affairs, drug abuse and corruption that have become part of the culture in some communities, even among officials and artists. Teenagers and students who are expected to be the spearhead of a country's progress have been involved with pornographic VCDs, sexual harassment, drugs, motorcycle gangs, and gambling.

The word of Allah SWT in Q.S. Shad: 26 reminds mankind to control and manage their desires in a positive way and in accordance with His guidance, in order to obtain rewards from Allah SWT. Allah says, "O David, indeed We have made you a vicegerent on earth, so judge between people with justice and do not follow your desires, for they can lead you astray from the path of Allah." (Q.S. Shad: 26). This verse teaches us to stay away from following bad desires and always act fairly and in accordance with His guidance.

Lust is a drive or desire within humans that tends toward physical gratification or personal interests, which often conflict with moral values, religion, or common sense. The best solution to addressing student moral decadence is to improve the personality competency of teachers, particularly Islamic Religious Education teachers, in schools. Teacher performance is not only limited to delivering lesson material in class, but must also include fostering discipline, good morals, and a sense of responsibility in students. Teachers

must be role models who can inspire students to internalize moral and religious values in their daily lives, thereby creating a positive learning environment and shaping good student character (Rahman et al., 2024).

From the paragraph above, to become a teacher who will be emulated by students, teachers must understand various competency standards in educating students, the community, and themselves, including pedagogical, personality, social, professional, spiritual, and leadership competencies. However, in this study, the primary focus is on teacher personality competency (Aini & Daulai, 2024).

Daryanto, in Dede Ruswandi's dissertation, states that competency is the knowledge, skills, and values reflected in habits of thought and action.

The hallmark of an Islamic religious education teacher is the ability to think before acting, demonstrating mastery of knowledge, skills, and the application of values in carrying out their profession. This teacher not only teaches intelligence and intelligence but also instills discipline, noble morals, and a strong sense of responsibility in their students. The values that guide the lives of Islamic religious education teachers in their education are the Quran and the Hadith, which serve as the foundation for shaping students' character in accordance with religious teachings.

Teacher performance, as outlined above, requires a continuous process and relentless effort, keeping pace with the increasingly rapid developments of the times. Over time, the challenges teachers face become increasingly complex, stemming not only from the family and community environment, but also from the dynamics within the world of education itself. Globalization and modernization pose additional challenges, demanding adaptation and renewal in teaching methods and classroom management. Through a wise and innovative approach, teachers play a crucial role. Humans are unique creatures, endowed with diverse emotions such as sadness, joy, anger, shame, and many more. These feelings are part of human nature, distinguishing them from other creatures. As rational beings, humans have the ability to experience these emotions, but are also given the responsibility to manage them wisely (Arikunto, 2021; Bulutoding, 2024).

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Teacher performance, as outlined above, requires a continuous process and relentless effort, keeping pace with the increasingly rapid developments of the times. Over time, the challenges teachers face become increasingly complex, stemming not only from the family and community environment, but also from the dynamics within the world of education itself. Globalization and modernization pose additional challenges, demanding adaptation

and renewal in teaching methods and classroom management. Through a wise and innovative approach, teachers play a crucial role in shaping a generation that is not only intelligent but also virtuous and ready to face the challenges of the times.

Therefore, this research is highly interesting and beneficial for the sustainability of education in this modern era. Therefore, it is important to examine the positive relationship between the independent variables of student discipline, morality, and responsibility and the personality competencies of Islamic Religious Education teachers at SMA Negeri 1 Bandung in shaping a generation that is not only intelligent but also virtuous and ready to face the challenges of the times.

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B. METHOD

The approach in this research uses Quantitative. According to Arikunto, quantitative research aims to observe, review, and describe the research object through numbers obtained directly from the field, so that conclusions can be drawn that reflect the real conditions that exist at the time the research is conducted. Meanwhile, the method used in this research is the associative method, namely research that is causal in nature where there are independent variables (variables that influence) and dependent variables (which are influenced). Meanwhile, the data collection techniques are observation, interviews, and questionnaires. (Usman; 2002) Considering that these three techniques are considered appropriate to the problem being researched by the author. All data were analyzed using simple correlation. Data reliability uses simple correlation, partial correlation and multiple regression. And to determine whether there is a relationship between variable X and variable Y. Before conducting hypothesis testing, the normality and homogeneity tests of the two variables were first carried out.

C. RESULT AND DISCUSSION

Result

The Relationship between Personality Competence of Islamic Religious Education Teachers and Student Discipline at SMA Negeri 1 Bandung City

Table 1
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.733 ^a	.537	.524	5,612	.537	44,008	1	38	.000

a. Predictors: (Constant), Kedisiplinan Siswa

b. Dependent Variable: Kompetensi Kepribadian Guru PAI

The table above explains the magnitude of the correlation/relationship value (R) which is 0.733 and explains the percentage of the relationship between the independent variable and the dependent variable which is called the coefficient of determination which is the result of squaring R. From the output, the coefficient of determination (R² "R Square") is 0.537, which means that the relationship between the independent variable (PAI teacher personality competence) and the variable (student discipline) is 53.7%, while the remaining 47.3% is influenced by other factors outside the X variable.

The Relationship between the Personality Competence of Islamic Religious Education Teachers and the Morals of Students at State Senior High School 1, Bandung City

Table 2
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.667 ^a	.445	.430	6,143

a. Predictors: (Constant), Akhlak Siswa di Sekolah

b. Dependent Variable: Kompetensi Kepribadian Guru PAI

The table above explains the magnitude of the correlation / relationship value (R) which is 0.667 and explains the percentage of the influence of the independent variable on the dependent variable which is called the coefficient of determination which is the result of

squaring R. From the output, the coefficient of determination (R² "R Square") is 0.445, which means that the influence of the independent variable (PAI teacher personality competence) on the variable (Student Morals at School) is 44.5%, while the remaining 56.5% is influenced by other factors outside the X variable.

The Relationship between Personality Competence of Islamic Religious Education Teachers and Student Responsibility at SMA Negeri 1 Bandung City

Table 3

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.639 ^a	.409	.393	6,340

a. Predictors: (Constant), Tanggung Jawab Siswa

b. Dependent Variable: Kompetensi Kepribadian Guru PAI

The table above explains the magnitude of the correlation/relationship value (R) which is 0.639 and explains the percentage of the influence of the independent variable on the dependent variable which is called the coefficient of determination which is the result of squaring R. From the output, the coefficient of determination (R² "R Square") is 0.409, which means that the influence of the independent variable (PAI teacher personality competence) on the variable (Student Responsibility) is 40.9%, while the remaining 59.1% is influenced by other factors outside the X variable.

The Relationship between the Personality Competence of Islamic Religious Education Teachers and Discipline, Student Morals at School, and Student Responsibility at State Senior High School 1, Bandung City

Table 4

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.741 ^a	.548	.511	5,692

a. Predictors: (Constant), Tanggung Jawab Siswa, Kedisiplinan Siswa, Akhlak Siswa di Sekolah

b. Dependent Variable: Kompetensi Kepribadian Guru PAI

The table above explains the magnitude of the correlation / relationship value (R) which is 0.741 and explains the percentage of the influence of the independent variable on

the dependent variable which is called the coefficient of determination which is the result of squaring R. From the output, the coefficient of determination (R² "R Square") is 0.548, which means that the relationship between the independent variable (PAI teacher personality competence) and the variables (student discipline, student morals at school, and student responsibility) is 54.8%, while the remaining 46.2% is influenced by other factors outside the X variable.

Discussion

1. The Relationship between Personality Competence of Islamic Religious Education Teachers and Student Discipline at SMA Negeri 1 Bandung City

The relationship between the personality competency of Islamic Religious Education (PAI) teachers and student discipline showed a significant value of 73.3%, indicating that good personality competency of PAI teachers can improve student discipline. PAI teachers who practice Islamic values from the Qur'an and Hadith serve as role models for students in implementing discipline, such as managing time, completing assignments on time, and maintaining neatness and enthusiasm for learning. Schools play a role in shaping attitudes, where teachers are tasked with educating and controlling the discipline of students whose initial characters vary. Despite this strong relationship, a decline in discipline still occurs, hampering the effectiveness of learning. Therefore, the role of PAI teachers is crucial in fostering student discipline. However, external factors such as the social environment and parental support also significantly influence student discipline. To achieve optimal discipline, the educational approach must involve collaboration between teachers, families, and the social environment so that the formation of students' disciplined character can be effective and comprehensive.

2. The Relationship between the Personality Competence of Islamic Religious Education Teachers and the Morals of Students at State Senior High School 1, Bandung City

The relationship between the personality competency of Islamic Religious Education (PAI) teachers and students' morality at school showed a significant value of 66.7% at SMA Negeri 1, indicating that PAI teachers with good personality competency are able to significantly improve students' morality. PAI

teachers who are based on Islamic values from the Qur'an and Hadith become role models for students in implementing noble morals such as honesty, patience, politeness, and steadfastness. Morals, which are traits embedded in the soul and motivate behavior without the need for conscious consideration, are formed through the educational process and environmental influences, so the role of teachers is very important in guiding and being a real example for students. With good moral attitudes from teachers, students are encouraged to imitate and implement positive behaviors that are reflected in school and community life. Conversely, without good personality competency, students' morals tend to decline. Therefore, integrated moral education in families, schools, and communities needs to be strengthened to form a generation that is intellectually intelligent and has high morals. Islamic Religious Education teachers play a strategic role in instilling and developing students' noble morals, which have a positive impact on the social and moral life of society at large.

3. The Relationship between Personality Competence of Islamic Religious Education Teachers and Student Responsibility at SMA Negeri 1 Bandung City

The relationship between Islamic Religious Education (PAI) teacher personality competency and student responsibility showed a significant correlation, at 63.9% in SMA Negeri 1, indicating that good Islamic Religious Education (PAI) teacher personality competency can improve students' sense of responsibility. Responsibility, or *amanah*, in Islamic perspective is not merely trust, but rather a commitment to act with honesty, openness, and integrity, as well as a sense of responsibility to Allah SWT and others. However, many students neglect their responsibilities in learning, such as by showing late assignments and behavior that disrupts the learning process. Islamic Religious Education (PAI) teachers play a crucial role as role models and guides for this sense of responsibility by applying Islamic values in teaching activities and daily life. Furthermore, families and the community also play a role in instilling the values of discipline and responsibility. Therefore, collaboration between teachers, families, and the community is essential to developing students who are disciplined, committed, and responsible in various aspects of life. Therefore, the development of Islamic Religious Education (PAI) teacher personality competency must be balanced with environmental support so

that students' sense of responsibility can develop optimally and positively impact their academic achievement and social life.

4. The Relationship between the Personality Competence of Islamic Religious Education Teachers and Discipline, Student Morals at School, and Student Responsibility at State Senior High School 1, Bandung City

The relationship between Islamic Religious Education (PAI) teacher personality competency and student discipline, morals, and responsibility showed a significant value of 74.1%, indicating the important role of teachers in shaping student character. Islamic Religious Education (PAI) teachers, who are based on the values of the Qur'an and Hadith, become positive role models for students to adopt discipline, good morals, and a sense of responsibility. SMA Negeri 1 demonstrated the highest success in managing teacher personality competency, with dedicated, disciplined teachers who are able to create a conducive learning atmosphere that supports students' character and academic development.

D. CONCLUSION

Based on the results of research at SMA Negeri 1 Bandung City, it can be concluded that there is a positive and significant relationship between the personality competency of Islamic Religious Education (PAI) teachers with student discipline, morals, and responsibility. Good teacher personality competency plays an important role in improving these three aspects, although its influence varies. The relationship between PAI teacher competence and student discipline at SMA Negeri 1 was 53.7%, indicating that external factors also influence student discipline. The relationship with student morals was recorded at 44.5% at SMA Negeri 1, while for student responsibility, the influence of teacher competence was recorded at 40.9% at SMA Negeri 1. These findings indicate that although PAI teacher personality competency significantly has a positive impact on student attitudes and behavior, other factors outside of teacher competence, such as the school's social and cultural environment, also have an important role in shaping student discipline, morals, and responsibility at the school.

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