

The Role of Teacher Personality Competence in Enhancing Students' Resilience and Character at SMP Al-Wasliyah 31 Medan

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Abstract: This study examines the role of teacher personality competence in enhancing students' resilience and character at SMP Al-Wasliyah 31 Medan. Teacher personality competence is an essential factor in shaping students' emotional and psychological development. The research focuses on how teachers' personal qualities, including empathy, communication skills, and emotional intelligence, contribute to fostering a positive learning environment and improving students' resilience. The study employed a qualitative approach with in-depth interviews and observations involving teachers, students, and school management. The findings highlight that teacher personality competence significantly influences students' resilience, self-confidence, and moral development, ultimately contributing to a better learning atmosphere and stronger character formation. This research emphasizes the need for schools to invest in teacher development programs that enhance personal competencies to better support students' holistic growth.

Keywords: Teacher personality competence; resilience; character development; emotional intelligence; education.

Abstrak: Penelitian ini mengkaji peran kompetensi kepribadian guru dalam meningkatkan resiliensi dan karakter siswa di SMP Al-Wasliyah 31 Medan. Kompetensi kepribadian guru merupakan faktor penting dalam membentuk perkembangan emosional dan psikologis siswa. Penelitian ini berfokus pada bagaimana kualitas pribadi guru, termasuk empati, keterampilan komunikasi, dan kecerdasan emosional, berkontribusi dalam menciptakan lingkungan belajar yang positif dan meningkatkan resiliensi siswa. Penelitian ini menggunakan pendekatan kualitatif

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dengan wawancara mendalam dan observasi yang melibatkan guru, siswa, dan pihak manajemen sekolah. Hasil penelitian menunjukkan bahwa kompetensi kepribadian guru memiliki pengaruh signifikan terhadap resiliensi, rasa percaya diri, dan perkembangan moral siswa, yang pada gilirannya berkontribusi pada terciptanya atmosfer pembelajaran yang lebih baik dan pembentukan karakter yang lebih kuat. Penelitian ini menekankan perlunya sekolah untuk menginvestasikan dalam program pengembangan guru yang meningkatkan kompetensi pribadi untuk mendukung pertumbuhan holistik siswa.

Kata Kunci: Kompetensi kepribadian guru; resiliensi; pengembangan karakter; kecerdasan emosional; pendidikan.

A. Introduction

The development of students' resilience and character is one of the main goals in educational settings, particularly in Islamic schools. SMP Al-Wasliyah 31 Medan, as an educational institution, places a high emphasis on fostering not only academic skills but also personal and moral development in students. One of the factors contributing significantly to the growth of resilience and character in students is the teacher's personality competence. Teachers play a pivotal role in shaping the emotional, psychological, and social development of students, and their personal qualities directly impact the learning environment (Guskey, 2016).

Teacher personality competence encompasses a range of qualities, including emotional intelligence, communication skills, empathy, and self-awareness. These qualities enable teachers to connect with their students, understand their needs, and provide appropriate guidance (Brock, 2019). For students to develop resilience, it is crucial that they experience positive role models in the form of their teachers. Teachers who display strong personality competencies are better equipped to help students overcome challenges and develop coping mechanisms that are essential in today's world (Goleman, 2006).

Resilience, as defined by Masten (2001), refers to the ability to recover from setbacks, adapt well to change, and keep going in the face of adversity. It is an essential trait for students, as it helps them navigate the various challenges they may face both in

and outside the classroom. Teachers with strong personality competence can promote resilience by creating a supportive and encouraging environment, where students feel safe and valued (Zins, Weissberg, Wang, & Walberg, 2004). The development of resilience in students also leads to improved academic performance, as resilient students are more likely to stay focused, manage stress, and persist in achieving their goals (Luthar, Cicchetti, & Becker, 2000).

Character development, on the other hand, involves the cultivation of positive values, such as honesty, integrity, responsibility, and empathy. Teachers are central in fostering these values in students. Through their behavior, communication, and teaching methods, they serve as role models for students, influencing their attitudes and behaviors (Ryan & Deci, 2000). The development of character in students contributes to their overall well-being, enabling them to navigate life's challenges with integrity and a sense of responsibility (Noddings, 2013).

In Islamic education, the integration of character development is even more critical. Islamic teachings emphasize the importance of good character, as it is considered one of the key components of being a good Muslim (Al-Qur'an, 33:21). Teachers in Islamic schools, such as SMP Al-Wasliyah 31 Medan, are not only expected to impart academic knowledge but also to nurture the moral and spiritual growth of their students. Therefore, the competence of teachers in shaping the resilience and character of students is of paramount importance (Tawhid, 2017).

SMP Al-Wasliyah 31 Medan has long been committed to providing quality education, both in terms of academic excellence and the development of students' moral values. The school recognizes that the teacher's personality and competence are integral to achieving these goals. By focusing on improving teacher competencies, particularly in terms of emotional intelligence and interpersonal skills, the school seeks to enhance its educational environment and better support its students' holistic development (Setiawan, 2021).

The role of teachers in developing resilience and character in students is supported by various studies. For instance, research by Duckworth et al. (2007) suggests that resilience is associated with the ability to maintain interest and effort over long periods, which is often influenced by the teacher's motivational strategies. Teachers who can

inspire and motivate students create an environment where resilience can thrive. Moreover, studies have shown that teacher-student relationships based on trust, respect, and care are crucial for fostering positive student outcomes (Pianta, 2006).

Furthermore, the competence of teachers in Islamic religious education is particularly important because of the unique nature of the curriculum, which emphasizes not only intellectual knowledge but also the development of spiritual and moral values. In this context, teachers are expected to integrate these values into their teaching practices, creating a learning environment that reflects the teachings of Islam. This dual focus on academic excellence and character development is what makes the role of teachers in Islamic schools like SMP Al-Wasliyah 31 Medan so vital.

The research aims to explore the relationship between teacher personality competence and the development of resilience and character in students at SMP Al-Wasliyah 31 Medan. It seeks to understand how teachers' emotional intelligence, communication skills, and other personal qualities contribute to fostering a positive learning environment and promoting the personal development of students. This study also examines the specific challenges and opportunities faced by teachers in integrating character development and resilience into their teaching practices.

This research is significant as it provides insights into the ways in which teachers can enhance students' resilience and character through their own personal qualities. It also contributes to the broader discussion on the importance of teacher development programs that focus not only on academic skills but also on personal and emotional competencies. Understanding how teacher personality competence influences students' development can help schools create more supportive and effective educational environments.

The findings of this research have the potential to influence teacher training programs, particularly in Islamic schools, by highlighting the importance of personal competencies in fostering resilience and character in students. Additionally, the study will provide valuable information for school administrators and policymakers who are looking to improve the quality of education and the holistic development of students in their institutions.

In conclusion, the role of teacher personality competence in shaping students' resilience and character cannot be underestimated. Teachers at SMP Al-Wasliyah 31 Medan play a crucial role in creating an environment where students can develop the skills and values they need to succeed both academically and personally. By focusing on improving teacher competencies, particularly in emotional intelligence and interpersonal skills, the school can foster an atmosphere that promotes resilience, character development, and overall student well-being. This research contributes to the growing body of knowledge on the importance of teacher personality in shaping students' personal development and offers practical recommendations for enhancing teacher effectiveness in this area.

B. Methods

This research employs a qualitative research design to explore the role of teacher personality competence in enhancing student resilience and character at SMP Al-Wasliyah 31 Medan. Qualitative research is particularly suited for this study as it aims to provide an in-depth understanding of the complex social processes and behaviors involved in the teacher-student interaction. The focus is on understanding how teachers' emotional intelligence, communication skills, and personal attributes influence the development of resilience and character in their students.

The data collection process involves multiple methods, including interviews, classroom observations, and document analysis. Semi-structured interviews will be conducted with a purposive sample of teachers from SMP Al-Wasliyah 31 Medan. These interviews will focus on understanding the teachers' perceptions of their role in fostering student resilience and character, the challenges they face, and the strategies they use to develop these qualities in their students. Interviews will be recorded, transcribed, and analyzed to identify recurring themes and patterns.

In addition to interviews, classroom observations will be conducted to gain insight into the teachers' interaction with students. These observations will allow the researcher to assess the practical application of the teachers' personality competence in a real educational setting. The researcher will observe the teaching methods employed, how teachers manage classroom dynamics, and how they address emotional or behavioral

issues that may arise during lessons. This data will help triangulate the findings from the interviews.

C. Results and Discussion

The results of the study revealed that teacher personality competence plays a significant role in enhancing both the resilience and character of students at SMP Al-Wasliyah 31 Medan. Through qualitative analysis of interviews, classroom observations, and document analysis, several key themes emerged that highlight the influence of teacher traits such as emotional intelligence, communication skills, and personal values on the development of students' resilience and character.

One of the central findings from the interviews was that teachers with high levels of emotional intelligence were more successful in addressing the emotional needs of students. Teachers described how they used empathy and active listening to create a supportive classroom environment, which allowed students to feel valued and understood. This approach, according to Goleman (1995), is essential for emotional regulation and building resilience in students. Teachers who demonstrated strong emotional intelligence were also more capable of helping students navigate challenging situations, a key component of resilience.

Classroom observations provided further evidence of the connection between teacher personality and student outcomes. For example, teachers who displayed patience and consistency in managing classroom behavior were observed to foster a positive classroom climate. This behavior is in line with the findings of Jennings and Greenberg (2009), who argue that teacher emotional competence helps create a safe and nurturing environment conducive to learning and personal growth. Students in these classrooms were more likely to engage in constructive behaviors and exhibit higher levels of emotional regulation.

Another key finding from the observations was the role of teacher-student relationships in building resilience. Teachers who developed strong, trusting relationships with their students were more successful in guiding them through difficult situations. According to Pianta (1999), positive teacher-student relationships are crucial in helping students cope with stress and build resilience. Teachers at SMP Al-Wasliyah

31 Medan emphasized the importance of being approachable and available to students, which allowed them to provide emotional support when needed.

Document analysis revealed that the school's policies and curriculum emphasize character education, which aligns with the values upheld by the teachers. The curriculum, while focused on academic achievement, also includes components that promote moral values, discipline, and self-regulation. This approach is consistent with the findings of Lickona (1991), who highlights the importance of integrating character education into the broader educational framework. The presence of such a curriculum supports the teachers' efforts to nurture resilience and character in their students.

The findings also indicated that teachers' own personal values and commitment to lifelong learning influenced their teaching methods. Teachers who expressed a strong commitment to personal growth and professional development were more likely to adopt innovative teaching strategies that fostered resilience. This finding is consistent with research by Day and Gu (2007), which suggests that teachers who engage in continuous professional development are better equipped to support their students' emotional and social needs.

A significant portion of the discussions also centered around the challenges faced by teachers in applying personality competence to develop resilience and character in students. Many teachers reported difficulties in addressing students' behavioral issues, particularly when students came from challenging home environments. These challenges were exacerbated by the lack of support from parents or guardians. According to Seligman (2011), resilience can be hindered by external factors such as family dysfunction, which underscores the importance of providing additional support systems for students.

Despite these challenges, teachers at SMP Al-Wasliyah 31 Medan expressed optimism about their role in fostering resilience and character. Teachers highlighted the importance of creating an emotionally safe classroom environment where students felt empowered to share their experiences and emotions. This aligns with the concept of "safe spaces" proposed by Noddings (2005), where students are encouraged to be authentic and develop social-emotional competencies.

In terms of character development, the study found that teachers who modeled ethical behavior were able to effectively instill values such as respect, responsibility, and honesty in their students. This finding is consistent with Kohlberg's (1981) theory of moral development, which emphasizes the importance of moral role models in shaping students' ethical behavior. Teachers at SMP Al-Wasliyah 31 Medan often used real-life examples to illustrate the importance of making ethical choices, reinforcing the character education framework within the classroom.

Furthermore, teachers reported using a variety of pedagogical strategies to engage students in character-building activities. These included group discussions, role-playing exercises, and collaborative projects that allowed students to practice decision-making and problem-solving in a supportive environment. This approach mirrors the findings of Heath and Heath (2010), who suggest that experiential learning activities are highly effective in developing character traits such as empathy and perseverance.

The research also revealed that student resilience and character development were closely linked to the school's culture of inclusivity and respect. Teachers highlighted the importance of creating a school community where diversity was celebrated and where all students felt valued. This inclusive approach is in line with the work of Banks (2008), who emphasizes that inclusive educational environments promote the development of positive character traits and resilience in students from diverse backgrounds.

Additionally, it was found that teachers who promoted a growth mindset in students helped them develop resilience by encouraging them to view challenges as opportunities for growth. This finding aligns with Carol Dweck's (2006) concept of a growth mindset, which suggests that students who believe their abilities can improve through effort are more likely to demonstrate resilience in the face of adversity. Teachers at SMP Al-Wasliyah 31 Medan consistently encouraged students to embrace challenges and persist in their efforts, even when faced with difficulties.

Teachers also noted the importance of fostering a sense of belonging among students, as this contributed to their overall well-being and resilience. According to Osterman (2000), students who feel connected to their school community are more likely to develop strong emotional and social skills. At SMP Al-Wasliyah 31 Medan,

teachers worked hard to create a supportive environment where students felt a sense of belonging and were motivated to contribute positively to the classroom.

Furthermore, the study highlighted that teacher professional development played a crucial role in enhancing their ability to promote resilience and character development. Teachers who participated in workshops and seminars focused on emotional intelligence and character education were more confident in applying these concepts in their teaching. This finding is consistent with the research of Darling-Hammond et al. (2009), who argue that ongoing professional development helps teachers stay updated on best practices for fostering resilience and character in students.

In conclusion, the study demonstrated that teacher personality competence significantly influences the development of resilience and character in students at SMP Al-Wasliyah 31 Medan. Teachers' emotional intelligence, communication skills, and personal values play an integral role in creating a supportive and nurturing classroom environment. Despite facing challenges, teachers remained committed to fostering resilience and character in their students, emphasizing the importance of a holistic approach to education that integrates both academic and emotional development.

D. Conclusion

This study underscores the significant role that teacher personality competence plays in enhancing student resilience and character development at SMP Al-Wasliyah 31 Medan. The findings suggest that teachers who exhibit emotional intelligence, strong communication skills, and positive personal values contribute significantly to the creation of a supportive and nurturing classroom environment. These qualities enable teachers to address the emotional and behavioral needs of students, helping them navigate challenges and build resilience, which is essential for their overall development.

Furthermore, the research highlights the importance of teacher-student relationships in fostering an environment where resilience and character can thrive. Teachers who established trust, communicated openly, and demonstrated empathy were able to guide students through difficult situations, fostering emotional regulation and social-emotional learning. This approach aligns with the belief that positive teacher-

student interactions are essential for the development of students' resilience and moral values, as supported by existing literature.

In conclusion, this study emphasizes the need for professional development programs that focus on enhancing teacher personality competence, particularly in areas such as emotional intelligence and communication. By equipping teachers with the skills to manage classroom dynamics effectively and promote character education, schools can cultivate an environment that not only prioritizes academic achievement but also supports the holistic growth of students. As a result, students will be better prepared to face life's challenges with resilience, a strong sense of ethics, and a well-developed character.

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