

**THE INFLUENCE OF TEACHER'S PERSONALITY COMPETENCE
ON THE LEARNING INTEREST OF CLASS VI STUDENTS
AT SD NEGERI 3 KRASAK PECANGAAN JEPARA**

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Abstract

The aim of this research is to determine the influence of teacher personality competence on the learning interest of class VI students at SD Negeri 3 Krasak Pecangaan Jepara. This research method uses a quantitative approach with an *expost facto* type of research. The data collection technique in this research uses questionnaires which are used to measure teachers' personality competencies and students' interest in learning. get results in a simple regression test, get a significance value of 0.004, this value is <0.05 or $0.004 < 0.05$. In the F-test, the results showed a significant value of $0.004 < 0.05$ and looking at the calculated value $F_{\text{count}} > F_{\text{table}}$ or $11.150 > 4.49$, H_0 was rejected and H_a was accepted. Then, the coefficient of determination test shows that the correlation value (R) is 0.653, and the coefficient of determination (R Square) is 0.426, which means that the influence of Teacher Personality Competence on Student Learning Interest is 42.6%. With this it can be concluded that the teacher's personality competence has an influence on students' interest in learning.

Keywords: Teacher Personality Competence, Interest in Learning.

Abstrak

Tujuan dari penelitian ini ialah untuk mengetahui pengaruh dari kompetensi kepribadian guru terhadap minat belajar siswa kelas VI SD Negeri 3 Krasak Pecangaan Jepara. Adapun metode penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian *expost facto*. Teknik pengumpulan data dalam penelitian ini menggunakan angket/kuisisioner yang digunakan untuk mengukur kompetensi kepribadian guru dan minat belajar siswa. Mendapatkan hasil pada uji regresi sederhana mendapatkan hasil nilai signifikansi sebesar 0,004 nilai tersebut $< 0,05$ atau $0,004 < 0,05$. Pada uji-F didapatkan hasil nilai signifikansi sebesar $0,004 < 0,05$ serta melihat dari besarnya nilai $F_{hitung} > F_{tabel}$ atau $11,150 > 4,49$ maka H_0 ditolak dan H_a diterima. Kemudian pada uji koefisien determinasi menunjukkan bahwa besarnya nilai korelasi atau hubungan (R) sebesar 0,653 diperoleh koefisien determinasi (R Square) sebesar 0,426 yang berarti bahwa pengaruh kompetensi kepribadian guru terhadap minat belajar siswa sebesar 42,6%. Dengan ini, dapat disimpulkan bahwa kompetensi kepribadian guru memiliki pengaruh terhadap minat belajar siswa.

Kata kunci: Kompetensi Kepribadian Guru, Minat Belajar.

INTRODUCTION

Learning contains two things, namely theory and practice, so these two things must always be continuous, so that they can support the learning process and make it easier to achieve learning goals (Asilah, 2023). Law no. 20 of 2003 concerning the National Education System, the aim of education is to increase the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Whether educational goals are achieved or not really depends on teachers who play an important role in carrying out learning tasks in formal institutions. A professional teacher is someone who has obligations and is responsible for their students' education (Rudianti et al., 2021).

One of the fundamental competencies that teachers must master is personality competency. Competence The teacher's personality can influence students' interest in lessons (Mahardika et al., 2022). To improve student learning outcomes, teachers are first expected to be able to foster interest in learning first. Interest is the main pillar in order to arouse students' enthusiasm for learning (Nisa et al., 2017). Meanwhile, indicators of interest in learning are, 1. There is attention, 2. Students' thoughts and feelings towards learning, 3. There is interest, 4. Feelings of enjoyment towards learning, 5. There is a willingness to learn, 6. Having an inner desire to be active in learning, 7. Make efforts to create desires according to (Darmadi, 2017). Factors for determining interest in continuing learning can be based on one's own motivation and availability, as well as the family environment and school environment, for example from teachers (Julia in Satriyawan & Kamilia, 2024).

Learning is sometimes considered good, but based on the results of observations in class VI of SD Negeri 3 Krasak Pecangaan Jepara there are still students who are less enthusiastic about the learning process. This can occur due to a lack of interest in learning, one of which is caused by the teacher's personality not understanding students. The teacher's personality influences interest in learning, which will impact student behavior in the learning process (Cahyani et al., 2023). A teacher's personality that is not liked by students can reduce their interest. This is because students are more likely to like teachers who have a good personality,

are humorous, can mix in, and can understand what the students want. The problem found in class VI of SD Negeri 3 Krasak Pecangaan occurred when the teacher gave students the opportunity to ask questions, but none of the students asked questions related to the lesson material presented by the teacher.

The teacher's skills in teaching cannot be felt by students because of the teacher's lack of personality competence, resulting in learning that feels empty and meaningless for students. As was found in (Trismayanti, 2019), students lack respect for the learning provided by teachers, while the demands and needs that encourage students' interest in participating in the learning process are determined by the teacher's skills in managing the class. Teachers are an important part of the educational process. Teachers also help to form potential personalities in the field of education and are responsible for their students, both individually and in groups (Lestari & Afriansyah, 2022). Based on Law No. 14 of 2005 concerning teachers and lecturers, it is stated that a professional teacher should have four competencies which include: 1. Pedagogical competency, 2. Personality competency, 3. Professional competency, and 4. Social competency (Putra, 2021). Not only mastering, teachers must develop their personality competencies (Aksin, 2023).

Students' lack of interest in learning is a big problem in the world of education, this is an obstacle for teachers and of course for the students themselves. Not a few in classes where interest in learning is low, the lack of interest in students certainly affects learning, students do not pay attention to the teacher's explanations, play, and chat with their friends. The way to increase student interest is to present a teacher who has good personality competence to be an example for students and their environment (Fitria et al., 2023). According to a broad definition, personality refers to the permanent characteristics and behaviors that form a unique adjustment to life, including interests, drives, values, self-concept, abilities and emotional patterns (Siahaya, 2024).

This research is also supported by previous research conducted by (Khusnah, 2020) which shows that there is a significant influence between teacher personality competence and student character at 41.8%. Research from (Thoyyibah et al, 2022) also shows that teacher personality competence has an influence on student discipline at SDN 01 Bugel Kedung Jepara with a coefficient of determination of 72.7%. Apart from that, research from (Agustin, 2019) states that there is an influence of teacher personality competence on student character by 92.8%. It is the teacher's job to always think about how to arouse interest in students. To carry out professional duties as a teacher and foster student interest, a teacher must meet the personality competency standards set by the Minister of National Education Regulation, including a strong, stable, mature, wise and authoritative personality.

The personality displayed by the teacher is very influential on interest in learning, because students will be enthusiastic about learning if a teacher applies a friendly, kind and humorous personality so that students do not have fear and consider the teacher like their own friend. Meanwhile, teachers who have personalities who are less friendly, impatient and have no humor will reduce students' interest in learning. This illustrates that teacher personality competence is very important in increasing students' interest in learning, because a good teacher's personality will always be an example for students and encourage students to be more active in studying and improve learning achievement. Therefore, the researcher intends to conduct research entitled "The Influence of Teacher Personality Competence on the Learning Interest of Class VI Students at SD Negeri 3 Krasak Pecangaan Jepara".

METHODS

This research uses a quantitative approach with an ex post facto type of research, so in this research the author does not provide any treatment because this research was conducted based on facts that have already occurred (Widiyono et al., 2019). This research was conducted in class VI of SD Negeri 3 Krasak with a subject/population consisting of 17 students, of which there were 9 male students and 8 female students. The sampling technique chosen was a saturated sample because the population in the study was less than one hundred. The data collection technique in this research uses questionnaires which are used to measure teachers' personality competencies and students' interest in learning. Next, the data to be tested is subjected to instrument tests including validity tests and reliability tests. Analysis of the data that has been collected uses a prerequisite test consisting of a normality test with the Kolmogorov-Smirnov formula and a linearity test. Then the data is strengthened by hypothesis testing including the F test, coefficient of determination, and simple regression.

RESULTS AND DISCUSSION

The research results are presented based on data collected from distributing questionnaires to all class VI samples at SD Negeri 3 Krasak Pecangaan. Data from the teacher personality competency and student interest variables were then analyzed using the prerequisite test with the SPSS version 25.0 program.

1. Prerequisite Test

The first prerequisite test carried out is normality. The normality test here uses Kolmogorov-Smirnov to obtain the following results.

Table 1. Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residuals	
N		17	
Normal Parameters ^{a, b}	Mean	,0000000	
	Std. Deviation	2.83233437	
Most Extreme Differences	Absolute	,182	
	Positive	,182	
	Negative	-.096	
Statistical Tests		,182	
Asymp. Sig. (2-tailed) ^c		,137	
Monte Carlo Sig. (2-tailed) ^d	Sig.	,130	
	99% Confidence Interval	Lower Bound	,122
		Upper Bound	,139

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Data is said to be normal or not, if the significant value is > 0.05 . It can be seen that the significance value of the variables X and Y is 0.137 so that the results obtained are $0.137 > 0.05$, so the data is normal. After the normality test, a linearity test is carried out. The results of the linearity test can be seen in the following table.

Table 2. Linearity Test Results

		Sum of Squares	df	Mean Square	F	Sig.
Interest in learning *Teacher personality	(Combined)	145,015	6	24,169	3,069	,057
	Linearity	95,411	1	95,411	12,116	,006
	Deviation from Linearity	49,604	5	9,921	1,260	,352
Within Groups		78,750	10	7,875		
Total		223,765	16			

Data is said to be linear or not if the significance value is > 0.05 . It can be seen from above that the significance value obtained is 0.352 so the results obtained are linear data or $0.352 > 0.05$.

2. Hypothesis testing

The hypothesis tests used in this research are simple regression tests, F tests and coefficient of determination tests. This simple regression analysis was carried out to determine the partial influence of the independent variable in the form of teacher personality competence on the dependent variable in the form of student interest in learning.

Table 3. Simple Regression Test Results

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	120,737	24,453		4,937	<.001
	Teacher personality	-1,475	,442	-,653	-3,339	,004

a. Dependent Variable: Interest in learning

Table 4. F Test Results

		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	95,411	1	95,411	11,150	.004 ^b
	Residual	128,354	15	8,557		
	Total	223,765	16			

a. Dependent Variable: Interest in learning

b. Predictors: (Constant), Teacher personality

Table 5. Coefficient of Determination Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,653 ^a	,426	,388	2,925

a. Predictors: (Constant), Teacher personality

It is known that the significance value in table 3 is 0.004, this value is < 0.05 . So the independent variable has a significant effect on the dependent variable. The results of the

regression test in table 4 show that the F_{count} value is 11.150 while the F_{table} value is 4.49. With a significance level of $0.004 < 0.05$, which means that H_0 is rejected and H_a is accepted. This decision was made by looking at the value of $F_{\text{count}} > F_{\text{table}}$ or $11.150 > 4.49$, so H_0 was rejected and H_a was accepted. Referring to the coefficient of determination test results table above, it shows that the correlation or relationship value (R) is 0.653. From these results, a coefficient of determination (R Square) of 0.426 was obtained, which means that the influence of Teacher Personality Competence on Student Learning Interest was 42.6%, while the remaining 57.4% was influenced by other factors not examined in this research.

The research data that researchers have collected proves that there is an influence of teacher personality competence on students' interest in learning at SD Negeri 3 Krasak Pecangaan Jepara. This can be seen from the results of the Normality test using the Kolmogorov-Smirnov formula with a significant value obtained of 0.137 with an α of 0.05 so $0.137 > 0.05$ so that the data is normally distributed. Furthermore, the linearity test obtained a significant value of 0.352 with an α of 0.05 or $0.352 > 0.05$, so the data was declared linear. Findings from the results of hypothesis testing to determine the influence of the independent variable on the dependent variable. In the simple regression test and F-test, the results obtained a significance value of less than 0.05, thus concluding that H_0 was rejected and H_a was accepted. Then, the coefficient of determination test shows that the correlation or relationship value (R) is 0.653, and the coefficient of determination (R Square) is 0.426, which means that the influence of Teacher Personality Competence on Student Learning Interest is 42.6%. So it can be concluded that there is an influence of teacher personality competence on students' interest in learning at SD Negeri 3 Krasak Pecangaan Jepara.

Teacher personality competency is a competency that has a big influence on the growth and development of students' personalities, this is because the teacher is a figure who is seen and used as a role model by students in all aspects. Therefore, teachers are required to have strong personality competencies, in fact this personality competency is a competency that underlies other competencies. There are several indicators of teacher competence including: 1. A solid and stable personality, for example behaving in accordance with legal norms and social norms that exist in life, 2. A mature personality, for example behaving as an independent teacher and having high work enthusiasm, 3. A mature personality, for example wise, namely showing that the teacher has an open view and is beneficial to the school environment and society, 4. Has noble morals and is a role model in the school environment, for example behaving in accordance with religious norms of being faithful and devout, honest, sincere and helpful, and being a role model, 5. An authoritative personality, a teacher must have behavior that is respected and has a positive influence on the environment (Anwar, 2018).

Teacher personality is the basic capital for an educator in operates his task in a way professional, because activity learning on basically it is personal communication between student with the teacher. A pure and sincere personality is the main requirement for a teacher to accompany and guide his students to achieve the set educational goals. Every teacher must have a positive and superior personality as an absolute requirement for the profession they carry out, because the teacher's personality which is manifested in the form of attitudes and behavior plays an important role in the success of educating students. Teachers as role models for their students must have a complete attitude and personality that can be used as a role model in all aspects of life. Therefore, mastering teacher personality competencies is very important in influencing students' interest in learning at SD Negeri 3 Krasak Pecangaan Jepara.

CONCLUSION

The research that was carried out with the title "The Influence of Teacher Personality Competence on the Interest in Learning of Class VI Students at SD Negeri 03 Krasak Pecangaan Jepara" has obtained results in a simple regression test which obtained a significance value of 0.004, this value is <0.05 or $0.004 < 0.05$. In the F-test, the results showed a significant value of $0.004 < 0.05$ and looking at the calculated value $F_{\text{count}} > F_{\text{table}}$ or $11.150 > 4.49$, H_0 was rejected and H_a was accepted. Then, the coefficient of determination test shows that the correlation value (R) is 0.653, and the coefficient of determination (R Square) is 0.426, which means that the influence of Teacher Personality Competence on Student Learning Interest is 42.6%. With this it can be concluded that the teacher's personality competence has an influence on students' interest in learning. Mastery of teacher personality competencies is very influential in the success of the learning process, because student interest will arise if the teacher has a personality that students like. Therefore, teachers must maintain their personality and pay more attention to students' learning interests. If the teacher has a good personality, students will be more enthusiastic about participating in learning, and can get the desired results in the learning process.

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