

# *Teacher Personality Competency In Improving the Interest of Learning Education of Christian Religious In Class Study Xi.1 Senior High School 1 Palangka Raya*

**Ana Sriekaningsih<sup>1</sup>**

STIE Bulungan Tarakan, Indonesia  
Department of Management  
[an\\_juf19@yahoo.co.id](mailto:an_juf19@yahoo.co.id)

**Sarmauli<sup>2</sup>**

STAKN Palangka Raya Palangka Raya, Indonesia  
Department of Education of Christian  
[uli\\_rahul2002@yahoo.com](mailto:uli_rahul2002@yahoo.com)

**Hendrika Yovania Karubaba<sup>3</sup>**

STAKN SENTANI Jayapura, Indonesia  
Department of Pastoral Konseling  
<sup>3</sup>[karubabafanny@gmail.com](mailto:karubabafanny@gmail.com)

**Abstract - Personality competence is a strong, stable, mature, wise, and authoritative personality ability, as well as being a role model for students. The teachers were not discipline in terms of time when the learning process takes place and in terms of being honest with colleagues about information related to the material interests of teaching. This study aimed to describe the competence and efforts to develop the personality of the teacher in increasing the student learning interest of Christian subject in Class XI.1 Students of Palangka Raya Senior High School 1. This study used descriptive method which described recent valid issues when the research is carried out. Data collection techniques in this study were using observation, interviews, documentation, and literature study. interview, documentation, and literature study method.**

**Keywords: personality competencies; christian education teachers; interest in learning**

## I. INTRODUCTION

As an individual engaged in education, the teacher must have a personality that reflects as an educator. The demand for personality as an educator will be felt more severe than other professions. The phrase that is often put forward is "*teacher can be obeyed and followed*" ("*guru bisadigugu dan ditiru*"). Teachers often become a role model by the community, for which teachers must recognize the values adopted and developed in the place they live. Sidjabat[1] in his book "*Mengajar Secara Profesional*" explained that there is no reason for a teacher to teach and guide students to experience cognitive, affective, spiritual and psychomotor reformation. In Law No.14 of 2005 on Teachers and Lecturers stated that the competence of teacher included pedagogic competence, personal competence, social competence and professional competence obtained through the profession[2]. Noercholish Asir L says, in the National Education Standard Number 19 of 2005, the explanation of Article 28 paragraph 3-point b stated that personality competence is a steady, stable, mature, wise,

and authoritative personality capability, and became an example for students and noble character[3]. In addition, personality competence also included hard work, democratic, compassionate, well-dressed, well-behaved, fair, tolerant, lively, empathetic, teaching proficiency and leadership spirit. It showed that the personal competence or personality of a teacher is needed by the students in the process of personal formation. Based on preliminary observations conducted by researchers, Christian Teacher duties in Senior High School 1 Palangka Raya had been implemented well as educators whose main task is to teach. If it is viewed from the aspects that existed in the competence of the personality, Christian Teacher in class XI.1 Senior High School 1 Palangka Raya was not able to meet these aspects. It was seen from the first, the aspect of a wise personality, because a teacher must be discipline and wise person. This was important because students behaved inappropriately contrary to good moral attitude. Teacher who teach Christian subject in class XI.1 Senior High School 1 Palangka Raya was not punctual which indirectly affected the students learning interest.

## II. RESEARCH ISSUES & PURPOSE

Based on the background and identification of the problem mentioned above, the problem formulation in this research is as follows: 1). How was the personality competence of Christian subject teachers in improving student learning interest of class XI.1 Senior High School 1 Palangka Raya? 2). What were the efforts to develop the personality competencies of Christian Subject teachers in improving students learning interest of class XI.1 Senior High School 1 Palangka Raya?. Based on the formulation of the problem proposed, the purpose of this study was formulated as follows ; Teaching personality competence of Christian Teachers in improving students learning interest in class XI.1 of Senior High School 1 Palangka Raya academic

year 2017/2018. Efforts to develop the personality of Christian Subject teachers in improving students learning interest in class

XI.1 of Senior High School 1 Palangka Raya academic year 2017/2018

### III. THEORETICAL FRAMEWORK

JM Nainggolan (2010:178), In his book described competence was a knowledge that by someone, skills, and behaviors that were owned, lived, mastered and must be actualized by a teacher in his duty [2]. M. Syah (2011: 70) said that competence was a behavior that achieved the required goals in accordance with the conditions required. [3]. So the competence of teachers is an ability possessed by the teacher in carrying out obligations in a responsible and reasonable manner. According to Government Regulation No. 19 of 2005 on the national standard of education of article 28, educators were learning agents that must have four types of competencies namely pedagogic, professional, social and personality competencies. Musfah says, competence was a collection of knowledge, behavior, and skills teachers had to achieve learning and education objectives[4]. In Kamus Besar Bahasa Indonesia personality was an intrinsic trait that was reflected in the attitude of a person or a nation that distinguished it from other people or nations[5]. M. Syah said personality as a characteristic of a person. According to psychological review, personality in principle was the composition or unity of aspects of mental behavior (thoughts, feelings, etc.) with behavioral aspects (real actions). These aspects were functionally related to an individual, thus making him behave in a distinctive and fixed way[6]. Faisal, said the importance of the teacher's personality, a prominent psychologist, Zakiah Daradjat [7] asserted: That personality would determine whether he is a good educator and coach for his proteges, or will be a destroyer or destroyer for the future of the students, especially for young students (primary school level) and those who were experiencing mental disturbance (middle level). Based on the above description, that personality was the whole way a person interacted and reacted with other individuals, who regularly grew and experienced changes.

In Kamus Besar Bahasa Indonesia the term characteristics or properties can be interpreted the basic nature of the carrying from birth[8]. The characteristics or characteristics of the teacher's personality related to the success of his profession include the flexibility and the psychological openness.

#### 1. Master's Cognitive Flexibility.

Cognitive flexibility or flexibility of the realm of intelligence was the ability to think and act simultaneously and adequately in certain situations. Opposite, Cognitive rigidity or weaknesses of the realm of creativity that is characterized by lack of ability to think and act in accordance with the situation at hand.

Flexible teachers were generally characterized by open-mindedness and adaptability. It also had resistance or resistance to premature (too early) premature closure in observation and recognition. In each observing and recognizing a particular object or situation, a flexible teacher thought critically.

#### 2. Master's Personal Psychological Disclosure

Another characteristic of teacher personality was the psychological openness that determines the success of a professional teacher, because the personality characteristics were also the basis of the professional competence of teachers. The teacher's position in the continuum was determined by his ability to use his own experience of wanting, fantasizing, and calling to adjust. If the ability and skill in adjusting the greater, then meant closer to the poles of psychological openness or the more adaptable then the teacher more and more have self-disclosure.

Homrighausen and Enklaar, said that: Christian Education came from the "Christian Education" Iptad of Christian Education, and later developed into Christian Religion Education, Christian Education. The Christian Religious Education Teacher the one who helped students development to enter into a faith community with the Lord Jesus to become a person who was accountable both to God and to human. The Christian subject Teacher was a professional in his field with the primary task of educating, teaching, guiding, directing, training, assessing and evaluating to be taught to students and the source of his teaching is the Bible[9]. According to Nainggolan the understanding of a PAK teacher was a believer in Jesus, and had an understanding of the truth of God's Word and in performing his duties must follow the example of Jesus[10]. Slameto said interest was a sense of preference and a sense of interest in a thing or activity, without any comprehensive. Interest was basically acceptance of a relationship between oneself with something beyond the stronger or near the relationship, the greater the interest[11]. Ormord stated that interest was a form of intrinsic motivation. Students who pursued a task that interests them experience positive affects such as fun, fun, and joy[12]. According to Hamalik, interest was an interest arises when the student was interested in something because it suited his needs or feels that something to be learned was felt meaningful to him/her. Thus interest can be interpreted as a condition that occurs when a person saw a situation that can be attributed to his own desires or needs or it can be said that what one saw will arise his interest as far as it was related to his own interests[13]. In, learning was a process of effort by a person to gain a new change of behavior as a whole, as a result of his own experience in interaction with his environment. According to Kamus Besar Bahasa Indonesia "learning was the effort to gain intelligence or knowledge, change behavior or responses caused by experience". Thus learning was an activity to acquire knowledge in the framework of skills and broaden the insight that manifested by a change in attitude and behavior towards the better. According to the Shah, learning can be understood as stages of change in the overall behavior of the relatively settled individual as a result of experience and interaction with the environment that involved the process of cognition[6]., Cronbach argued that learning is an activity exhibited by

behavior changes as a result of experience[14]. According Walgito, the factors that affected independence were: 1). Exogenous factors, exogenous factors were factors that come from outside such as family, school, and society. 2). Endogenous factors; endogenous factors were factors derived from the students themselves, namely physiological factors and psychological factors. Physiological factors included the physical condition of students, healthy or less healthy, while the psychological factors of talent, interest, independent attitude, motivation, intelligence and others[11]. Education came from the basic word educate, which meant teaching, leading, or guiding. The basic term of education in Latin was "Educar", which meant digging out. In Greek "Pedagogy" which meant to lead, guide, and bring students to a better direction. According to Pidarta defined education as a conscious, systematic and continuous effort to inherit, awaken or acquire both knowledge, attitudes, values, skills, as well as the sensitivity or outcome of the effort[15]. Amri, K Ahmadi said, education was one of the basic needs in human life that was about how to live this life to maintain life[16]. Djahiri said education is an organized effort, planned and continuous throughout life to lead human or proteges into adults and civilized. An educational system required a conceptual basis, so that the expected goal can be achieved, the foundation of education lied in a biblical concept. The Bible was the written word in a history book. He did not speak directly to mankind in general, but to special people. He did not speak of "eternal principles", but rather gave special commandments from the living God. Nuhamara, said Christian Religion taught a person to know who Jesus Christ is and to have real faith in Jesus Christ. Thus, Christian Education is teaching the knowledge or views, beliefs, dogmas or theology that a person had about Jesus Christ. Christian Education or teaching was usually used for teaching in secondary schools, which were still run by churches or Christian societies[17]. Christian Education was a very important tool in preparing someone to face the future. Slameto suggested that the factors that affect student interest in learning were: a. Internal factors, ie physical factors, such as health and disability factors; psychological factors, such as intelligence, attention, interest, talent, maturity and readiness. b. External factors that affect the learning, can be grouped into 3, namely: family, school and community[11]. Slameto in his book "*Belajar dan Faktor-faktor yang Mempengaruhinya*" suggested the opinion of educational experts that an effective way to arise interest in a new subject that is by using the interests that already exist. Besides taking advantage of existing interests. Slameto cited Tanner's opinion that teachers should try to shape new interests in students. This can be achieved by providing information to students about the relationship between a teaching material to be provided with past teaching material, outlining its usefulness for future students[11]. Homrighausen and Enklaar "Christian education was the education that was given to both young and old students entering into a faith community that lived with God himself and by and in him, they were inhabited by the congregation of His church that recognizes and glorifies His name at all times and place[9]."

The goal of Christian Education proposed by Nuhamara was to guide individuals at all stages of development, by means of content education, toward the introduction and experience of God's purpose and plan in Christ through aspects of everyday life, to equip them for effective service. Thus, Christian Religious Education also aimed to guide and direct Sunday School children to behave and act according to biblical witness in everyday life[17].

#### IV. RESEARCH METHODS

In the opinion of Sugiyono, research method was basically a scientific way to get data with a specific purpose and usefulness. The data obtained were empirical data (observed) that have certain criteria. The purpose of the study is to find the new correct data from the previous, to prove the truth of information, and obtain the existing knowledge. [18] This research used descriptive method approach with qualitative research type, that is research which is aimed to describe the actual status of a symptom or event happening at the moment. Descriptive method was a method in researching the status or a group of people, an object, a condition, a system of thought, or even current events. The purpose of descriptive research was describing systematically, factually and accurately about the fact of an event and certain properties that occur in the reality of life. So, this research was a research that gave systematic and factual description or explanation about teacher personality competence of Christian teacher that can student learning interest of class XI.1 Senior High School 1 Palangka Raya. In order for the researcher to do data collection more easily, some techniques were used as follows:

- a. *Observation*. The types of observations that would be made were pastoral observation or participant observation.
- b. *Interview*. The informants interviewed in this study were 13 students of class XI.1 and 2 Christian Religious Education teachers at Senior High School 1 Palangka Raya.
- c. *Library Studies*. This study also used literature study which was the author's data to collect information relevant to the topic or problem that will or is in precise to add and complete the author's knowledge by collecting data reading scientific books, report writers, scientific articles, encyclopedia as well as studying and developing books. Documentation in data collection, in the form of: records relating to school history or school profile, and also in the form of photos in teaching and learning activities in class XI.1 Senior High School 1 Palangka Raya.
- d. *Sources of Research Data*. Resource persons or informants in this research were Christian Religious Education teachers and Christian students in Senior High School 1 Palangka Raya.

##### 1. Data Analysis

- a. *Data reduction*. The reduced data will give a clearer picture and make it easier for researchers to collect the next data and look for it if necessary.

- b. Presentation of data. Presentation of data will make it easy to understand what was happening and plan future work based on what had been understood.
- c. Conclusion (verification). This conclusion was based on data reduction which was the answer to the problem raised in the study. The preliminary conclusions raised were temporary and will change if no strong evidence was found that will support the next stage of data collection.

## V. RESULT AND DISCUSSION

### 1. *Efforts to Develop Teacher Personality Competencies*

Teacher personality was a very important thing, as a teacher educator must reflect a good personality. Teachers were often used as role models by students, as the phrase often expressed is "teacher can be obeyed and imitated" meant that the teacher should be obeyed (obedient advice / speech / command) and "imitated" (exemplified attitude and behavior). Teacher personality can be known through every attitude, action and behavior, such as:

#### a. *Steady and dignified personality*

The steady personality of the figure of a teacher would provide a good example of the students and the community. While as an authoritative teacher implied that teachers had behaviors which effect students through positive behavior.

In the way of dress worn by teachers in Senior High School 1 Palangka Raya considered neat and tidy. It was in accordance with the values that reflected as an educator. It was based on interviews with a student named Christine who said that the appearance of our Christian teacher was neat and clean.

#### b. *Wise Personality*

Teacher must be discipline and wise. Discipline is very important because it will affect directly the discipline of the students. In terms of instilling discipline, the teacher was responsible to direct and guide the students. Punishing students was done with a sense of affection, because the task of teachers was not only to deliver the materials in the classroom but also to form the competence and personal students.

#### c. *Mature and Wise Personality*

Mature and wise attitude was needed in developing his duties and obligations as a teacher. A good teacher was a teacher who can be an example for students. It was seen when the teacher made wise decisions when they faced problems in the classroom. As the learning process took place when the teachers faced students who were noisy in the classroom, teachers were usually directly gave difficult task to students. That was why the teacher's wisdom was necessary and very influential on the condition and atmosphere of learning. Christian teachers at Senior

HighSchool 1 Palangka Raya in terms of making decisions and being wise were good enough.

#### d. *Polite in Speaking Words*

Teachers who were liked by students were teachers who did not become angry and behave roughly to students. It was assessed by the students by looking at the attitudes and behavior of teachers while teaching in the class. Praiseworthy traits were the most important things a teacher must have, for example speaking in words and manners. Speaking polite to either students or with colleagues was something a teacher should do, as it may reflect the person of an educator. Christian teachers in Senior High School 1 Palangka Raya had shown good manners by releasing motivational words while teaching in the classroom and socializing with colleagues.

#### e. *Honest for Students*

The ability to be a good role model for students can be judged by attitudes and behaviors of teachers both at school and outside school. This can be seen from the practice of teachers in carrying out religious orders, but also from the behavior of teachers in accordance with the values and norms that applied in and outside the school environment. Christian Religious Education teachers at Senior High School 1 Palangka Raya often attended trainings held by either the government or other institutions. As the result of an interview with Christian teacher named Welfried said, I had attended the training 30 times, various training that I followed. Like the Principal's training, and many others. Other evidence of increased personality competence of Teachers Christian Religious Education Senior High School 1 Palangka Raya was increasing student learning outcomes. This proved that there was an increase produced by the Christian Religious Teachers of Senior High School 1 Palangka Raya in the field of personality competence.

### 2. *Students Interest to learn Christian subject*

Improving students' learning interest of course first influenced from the students' ability to adapt something new and motivational factors that existed within the students themselves which encouraged to be more active in following the learning process. The motivation factor of learning that was owned by students in Senior High School 1 Palangka Raya was still very low so it needed to be improved with the encouragement of other people such as teachers and parents. Because apart from the student's factor, family, school and community factors also greatly affected the child's learning interests. Teacher factors had an important role in influencing students' learning interest during the learning process.

Teachers had to prepare carefully the material to be taught ranging from methods, media and others that supported the learning process. Teachers should be able to

set an example to students in terms of time discipline because with punctuality, teachers were able to run the class smoothly. In addition, parent factor was important because support, motivation and spirit given by parents will greatly affected the student's learning interests at school and environmental factors surrounding also quite influencing learning interest. Student learning interest in class XI.1 in Senior High School 1 Palangka Raya against the lesson of Christianity was very low because some students were lazy to pay attention to the material given by the teacher in the class. As the result of an interview with a student of class XI.1 named Christine who said that my interest in Christian subject is still very low because I am lazy to do the task. Another factor that affected the learning interest of students in class XI.1 in Senior High School 1 Palangka Raya was due to the tasks given by teacher to students so that their learning interests were reduced and the competence of teachers who had not been optimal so that students were less motivated and feel saturated against the subjects of Christianity at school. The conclusion that can be taken about student's learning interest was to attract student's learning interest required the competence of a teacher, especially in the field of personality. Teachers who had the personality competence to teach was eager with the positive energy transmitted by the teacher to the students. The teacher had been prepared with the mature material to be taught starting from the method, media and others that supported the learning process.

#### VI. CONCLUSION

Based on the description of the competence of teacher's Christian Religious personality in improving student learning interest in class XI.1 in Senior High School 1 Palangka Raya, it can be concluded as follows: 1). Christian Religious Education Teachers in Senior High School 1 Palangka Raya had good personality competence in the appearance in the classroom and speak the word politely and wisely in deciding had been implemented properly. 2). The personality competence of the Christian Religious Teachers, especially in improving discipline and carrying out responsibilities as educators, the need for teachers to improve even more so that the students will be eager to be a diligent, honest and responsible person. 3). The effort to develop personality competence by Christian Religious Education teacher in Senior High School 1 Palangka Raya so far had been good that the teachers follow a number of training

held by government and institution as one of effort to develop personality competence.

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