

## **PERSONALITY COMPETENCE EDUCATOR AND STUDENT INTEREST IN LEARNING**

**Almaydza Pratama Abnisa<sup>1</sup>, Zubairi<sup>2</sup>**

*Sekolah Tinggi Agama Islam Asy-Syukriyyah*

*Email: [almaydzapratamaabnisa@gmail.com](mailto:almaydzapratamaabnisa@gmail.com)*

**Abstract:** The purpose of this research is to find the relevance of the personality competence of educators with students' interest in learning. The method used in this study is the library method, where the researcher collects data based on library sources relevant to the research. The study results are that the personality competence of Islamic religious education teachers is an essential part of the learning process for students because the educator's personality is all the attitudes and actions of a teacher who shows good traits and personalities that can affect the achievement of learning objectives. As for the personal competence of teachers in the learning process, among others; Be pious and have faith in Allah SWT, believe in yourself, be wise and tolerant, be open and democratic, be patient in carrying out the teaching profession, develop yourself for professional progress, understand the purpose of education, be able to establish relationships between humans, understand your strengths and weaknesses, Be creative and innovative in the workplace. So, a good personality possessed by educators will also have a good impact on increasing student interest in learning, in other words, the better the personality competence of PAI teachers, the better interest in student learning will be.

**Keywords:** Educator's personality, learning interest, student interest.

### **INTRODUCTION**

In Islam, it is emphasized that humans need science to achieve happiness in life, both in this world and in the hereafter. In this regard, Allah subhanawata'ala taught Adam and all his descendants, that with knowledge humans can carry out their duties in this life, both duties as caliphs and duties of ubudiah.

In ordering people to seek knowledge, Allah uses various expressions. One of them is an expression of command as in Surah Al-Alaq verses 1-5. This verse is used as an excuse that knowledge is important in human life. In that verse, Allah commands us to read because reading is a window to the world and will produce knowledge. Through reading, a person can find out new knowledge and things that have never been known before without having to feel it for themselves, but through the experiences of others, by reading the stories they have written in books and writings.

Because of the importance of science, it is necessary to have an effort and a forum to channel knowledge so that it is easy to obtain and learn, namely through education, because education is defined as mental, moral, and physical exercise that can produce highly cultured humans, education means growing personality (personality). and instill a sense of responsibility. Educational efforts for humans resemble food which functions to provide vitamins for human growth (Arifin, 2009).

Education is a very important factor in efforts to improve the quality of human resources, the higher the quality of human resources it will encourage the progress of the nation and state to a better level. On the other hand, it will be difficult for a nation to progress and develop if the quality of its human resources is low and underdeveloped, therefore education must be an important focus for the creation of a better human life.

In the learning process, there is an activity called learning, where learning is an activity of transferring knowledge and information to students which aims to make changes in the personality of students and these changes are shown in the form of increasing the quality and quantity of behavior such as increasing knowledge, skills, understanding, attitudes, habits and other abilities.

Learning in education is very vital because, without learning, education does not exist. Learning is influenced by several factors, namely external factors, and internal factors. External factors include family background, community, and friends. While the internal factors are physiological and psychological factors including interest.

Interest is an internal factor in each individual. This factor can support student learning. Interest is very important for every student because interest has an important role in the teaching and learning process. By going through the teaching and learning process, the potential that exists in students in the form of activities for each student can be directed, guided, and utilized to gain perseverance in learning.

Each student has different interests, if his interest in a particular subject is high, it will be seen in the symptoms caused by his attitude and behavior so that the learning process he does will be effective. On the other hand, if the student is not interested or has no interest, likely, the student will not learn effectively or maybe even the student will not want to learn at all on the subject that he is not interested in. Therefore, the presence of a teacher who has a good personality can answer the problems faced by a student

One of the competencies that must be possessed by educators is personality competence, namely personal abilities that reflect a personality that is steady, stable, mature, wise, and authoritative, being an example for students, and having noble character. educators who have good personalities will be respected, respected, admired, and loved by students, that is what causes their love for science and forms their good attitudes and behavior, and vice versa if a teacher does not or lacks personality If the student is good, then he will be less respected, respected, appreciated, and loved by students. It also sometimes causes their lack of love for science.

The personality of an educator is an absolute requirement that must be possessed by an educator as a professional because that personality can determine the success of teachers in carrying out their duties which are not only transferring knowledge but also being able to instill

noble values in students. Personality is something abstract and difficult to see in real, can only be known through appearance, actions, and speech when facing a problem. The personality of the teacher can be reflected in his behavior in everyday life both at school and in the community, therefore the personality of a teacher is very important because personality is something that greatly determines the level of authority of a teacher in the eyes of students and society.

## **METHOD**

In this study, a qualitative descriptive-analytical approach was used. As for the type of research, this research is a type of research library research (Library Research). In collecting data, we use a literature study "Library Research" which is to find data by conducting searches on books, magazines, newspapers, and so on. The collection of both primary and secondary data is carried out by studying literature by reading, understanding, identifying, analyzing, and comparing one data source to another contained in the data source.

To analyze the data that has been collected, the author uses the inductive method, namely the method of drawing conclusions starting from specific facts, then drawing generalizations or general conclusions. This method is used to analyze the data that has been obtained and collected, as well as to conclude the data that has been compiled. As for analyzing the data, we used a descriptive approach with a thought procedure.

## **RESULTS AND DISCUSSION**

### **Interest to learn**

In the teaching and learning process that is carried out in schools, it is necessary to have effective learning conditions so that educational goals can be achieved. The involvement of students in the process certainly greatly affects this, the differences in the character and nature of students and the different levels of ability of each student become a challenge and a very important factor in achieving educational goals. One of the characteristics possessed by students is interest. God's word about interest is found in the Qur'an Surah An-Najm verses 39-40.

وَأَنْ لَّيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَىٰ {39} وَأَنَّ سَعْيَهُ سَوْفَ يُرَىٰ {40}

Meaning: " *And that a man does not get anything other than what he has worked for (39). And that his efforts will later be shown (to him) (40)* " (Surah An-Najm: 39-40).

From the verse, it can be seen that if our hearts already have the intention/willingness to study seriously and sincerely, then success will be ours in the future. As for the hadith that explains the will or interest (Bahri, 1992), namely:

Meaning: "*If you want something (in terms of will and ideals), then do it wisely (be careful in as much detail as possible) so that Allah shows you a way out to achieve these goals. (HR. Bukhari)*".

From the hadith above, it can be concluded that all deeds depend on the intention, including seeking knowledge based on the strong intention and desire of the students. One of the main factors in achieving educational goals is the intention/interest/willing factor of students that arises from the heart, not from other people or even coercion from others.

Interest is very important for every student because interest has a role in the teaching and learning process. If students have a high interest in a field of study, they will be enthusiastic about learning it and will get effective learning outcomes, and vice versa if students do not have a high interest in a field of study, the learning process is not optimal. From the description that has been described above, it is necessary to first understand the meaning of interest. In terms of language, interest means "attention or liking" (Hazin, 1994). In line with the above definition in the latest Indonesian Dictionary it is stated that: "Interest means attention, enjoyment of something. Interested: pay attention, have a fondness for" (Alex, 1994).

Based on the above linguistic definition, interest means the tendency that exists in a person to choose and do things he likes because it creates a passion or desire for something. Meanwhile, according to the term interest put forward by several experts, Slameto defines interest as a sense of preference and a sense of attachment to a thing or activity, without anyone telling (Djaali, 2013). Interest is the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest.

Muhibbinsyah in his book *Psychology of Education with a new approach* says that "interest means a high tendency and excitement or a great desire for something" (Syah, 2010). According to Alisuf Sabri, interest is "a tendency to always pay attention and remember something continuously. This interest is closely related to feelings of pleasure because it can be said that interest occurs because of a happy attitude towards something. People who are interested in something mean that their attitude is happy about that thing" (Sabri, 2007).

So, interest can be expressed through statements that show that students prefer one thing to another, it can also be manifested through participation in an activity. Interest is not brought from birth but acquired later after interacting and adapting to the surrounding environment.

While learning in language means "studying knowledge (intelligence), training yourself" (Hazin, 1994). Learning in terms according to some experts are, among others: Muhibbinsyah said "learning is a processing activity and is a very fundamental element in the implementation of every type and level of education" (Syah, 2010). According to S. Nasution "learning is a behavior change, thanks to experience and practice. Learning is an individual change and that change does not recognize the amount of knowledge but also in the form of skills, habits, attitudes, understanding, appreciation, interest, adjustment, which should recognize aspects of a person's organism or personality. According to M. Arifin, learning is an activity of students in receiving,

responding, and analyzing the learning materials presented by the teacher, which ends in the ability to master the lesson materials presented (Rayamulis, 2002).

From the definitions above, it can be understood that learning is a series of response activity processes that occur through experience and practice, namely in the teaching and learning process, which causes changes in behavior as a result of experience and knowledge gained. The interest in learning itself has the meaning as "interest shown by students in carrying out learning activities both at home, at school, and in the community". From the opinions of experts that have been stated above regarding the definition of interest and learning, it can be concluded that interest in learning is a tendency of attitudes that students have towards a subject in carrying out learning activities and this attitude is closely related to feelings of pleasure (positive) because according to him, the lesson gives passion and pleasure in learning it. As for something, it can be in the form of an activity, a person, experience, or object that can be used as a stimulus or stimulus that requires a directed response and becomes a reason for students to have a high interest in a subject.

As stated earlier, that interest is not brought from birth but acquired later. Therefore, in the process, some factors influence the emergence of one's interest. Likewise, interest in learning, some factors influence it. One of them is an educator or teacher who can stimulate and generate interest in student learning. Clever, kind, friendly teacher, discipline, and being liked by students has a very big influence in generating student interest in learning. On the other hand, a teacher who has a bad attitude and is not liked by students will find it difficult to stimulate the emergence of interest in learning and student attention.

The forms of the teacher's personality can influence the emergence of student interest in learning. Therefore, in the teaching and learning process, the teacher must be sensitive to the classroom situation. He must know and pay attention to suitable teaching methods and the level of intelligence of his students, meaning that teachers must understand the needs and mental development of their students.

### **Educator Personality**

*Personality* comes from the word *persona* which means mask, which is a tool to hide one's identity. For the Romans, *Persona* means "how one looks to others", so not the real self. As for the person which is a translation of the English *person*, or *persona* in Latin which means human or individual, human self or oneself (Djaali, 2013). According to the Big Indonesian Dictionary, "personality is an essential trait that is reflected in the attitude of a person or a nation that distinguishes itself from other people or nations" (Depdikbud, 1998). While personality according to the terms put forward by several experts includes the following:

According to a psychological review, what is meant by personality is "the arrangement or unity of aspects of mental behavior (thoughts, feelings, etc.) with aspects of behavioral behavior (real actions). These aspects are related functionally in an individual, thus making him behave distinctively and permanently. From the psycho-physical behavior (spiritual physical) that is characteristically permanent, nicknames appear that intend to describe a person's personality (Muhibbinsyah, 2010).

M. Ngalim Purwanto in his book on educational psychology that personality is "a dynamic organization of the psycho-physical system in the individual which also determines his unique (typical) ways of adapting himself to the environment" (Purwanto, 1990). According to Dzakiyah Daradjat, there are two kinds of teacher personality, namely:

1. The teacher who puts himself as a leader who commands and orders. Things like this are less fun in education.
2. Teachers who position themselves as mentors for their students. Usually, this kind of teacher is interesting and fun, he will be respected and loved by his students (Hawi, 2013).

From some of the opinions expressed by several experts above, it can be concluded that the teacher's personality is all the attitudes and actions of a teacher that shows his personality characteristics that can affect the success of his duties as a teacher, namely being a good educator and coach for his students. It is the teacher's personality that will determine whether he or she becomes a good educator and coach for his students, or will be a destroyer or destroyer for the future of students, especially students who are still small (elementary school level) and those who are experiencing mental shock (middle level). All attitudes and actions taken by a teacher can have an impact on their students. All of his attitudes and personality are examples that are imitated and absorbed by students in their development.

Personality needs to be known and studied because personality is closely related to the pattern of acceptance of the social environment towards a person. People who have a personality according to the pattern adopted by the community in their environment will experience a good reception, but on the contrary, if a person's personality is not appropriate, especially contrary to the pattern adopted in their environment, there will be rejected from the community. A good personality, behavior, good morals, emotions, and attitudes of teachers are personality appearances that are very influential on their students. With a good and interesting personality, a teacher can become an ideal teacher and be liked by his students (Zubairi, 2014).

In teaching the teacher plays a very important role, he will be the focal point as well as a role model for his students. Therefore, it is felt that it is very important and necessary to equip teachers from an early age. In the Qur'an Surah Al-Mudatsir verses 1-7:

يَا أَيُّهَا الْمُدَّثِّرُ (1) قُمْ فَأَنْذِرْ (2) وَرَبِّكَ فَكْبِيرٌ (3) وَثِيَابَكَ فَطَهِّرْ (4) وَالرُّجْزَ فَاهْجُرْ (5) وَلَا تَمُنُّنْ تُسْتَكْبِرُ (6) وَلِرَبِّكَ فَاصْبِرْ

(Y)

*"O people who are wrapped (covered)! (1). Get up, then give a warning! (2). And your Lord glorify! (3). And clean your clothes (4). And leave all that is abominable (5). And do not (Muhammad) give (with the intention of) getting (reward) more. 7). And to (to fulfill the command of) your Lord, be patient."* (Surat al-Mudatsir, verses 1-7).

From the meaning of the letter al-Muddatsir verses 1-7, it can be seen that an educator is required to give a warning to students when violating the rules/norms, relying his profession on the majesty of Allah, neat and clean in dress, leaving religious prohibitions, not selfless or expect rewards for what they do, be sincere in teaching, and be patient both inside and outside the classroom. The teacher's competence in the teaching and learning process in detail is as follows:

1. Have faith and fear Allah SWT.

In this case, the teacher must be religious and obedient in carrying out his worship. Because faith will make a person afraid to do evil and do more good. So that it can be a good example for students both in class and outside the classroom. For example, a male teacher who is Muslim on Fridays performs Friday prayers at the place where he lives.

2. Believe in yourself

Teachers have advantages compared to others, therefore they develop a sense of self-confidence and responsibility that they have great potential in the field of teaching and can solve various problems faced. Example: A teacher who has followed the arrangement of the CBSA method dares to apply it in teaching and learning activities in the classroom.

3. Tolerance and tolerance

Teachers always hope that with different communities and the uniqueness of students and society, teachers need to develop an attitude of tolerance and tolerance in responding to the differences they encounter in teaching and learning activities with students and the community. Example: In a teaching and learning situation in a classroom the teacher develops discussion methods in certain subjects and provides opportunities for students to express different opinions.

4. Be open and democratic

Teachers are expected to be facilitators in developing a culture of critical thinking in the community, always accepting differences of opinion. So a teacher is required to be democratic in issuing and accepting ideas about the problems that exist around him so that the teacher becomes open and does not close himself off from things that are outside of him. Example: A teacher acts as a moderator in a discussion event.

5. Be patient in living the teaching profession  
Being a good teacher is not as easy as turning the palm, it requires patience in achieving it.  
Example: A teacher gives science subject matter to students in class through face-to-face activities, guiding students to carry out laboratory experiments.
6. Develop yourself for professional progress  
Teachers can develop themselves according to renewal, both in the field of their profession and in their specialization. Example: In the field of information technology, a teacher still feels lacking in obtaining additional knowledge.
7. Understanding the purpose of education  
Teachers can live up to the goals of education both nationally, institutionally, curricula to the goals of the subjects they are given. Example: As a teacher, you must know the purpose of education in the national education system law.
8. Able to build human relationships  
The ability of teachers to be able to relate to others based on mutual respect between one another. Example: A teacher forms a partnership with other fellow teachers regardless of ethnic or religious differences.
9. Understand your strengths and weaknesses  
The ability to understand various aspects of oneself, both positive and negative. A teacher must be able to recognize himself to know the strengths and weaknesses he has. This is important for a teacher to have because to improve self-sufficiency and take advantage of existing strengths as the potential to become more creative, innovative, and professional teachers. Example: A teacher feels inadequate to be able to work and study without the help of others.
10. Creative and innovative at work  
Teachers can make changes in developing their profession as *innovators* and *creators*.  
Example: A teacher delivering subject matter in class is not fixated on a single method.  
With the teacher's personality competence above, if an educator can implement it in the learning process, it will be able to foster interest and enthusiasm in learning.

### **Correlation of Educator Personality with Students' Interest in Learning**

The purpose of learning in Islamic religious education will be achieved perfectly and well if there is a good relationship between educators and students. One of the things that make the fabric of goodness is the synergy in the learning process at schools or madrasas. Meanwhile, to bring up the synergy itself begins with the figure of an educator, where the figure is more about the personality of an educator. What's more, teachers must have pedagogical constructs and



knowledge of the subject matter (Solihin et al., 2021). By mastering these two things, the teacher will have the main capital in his professionalism as a teacher.

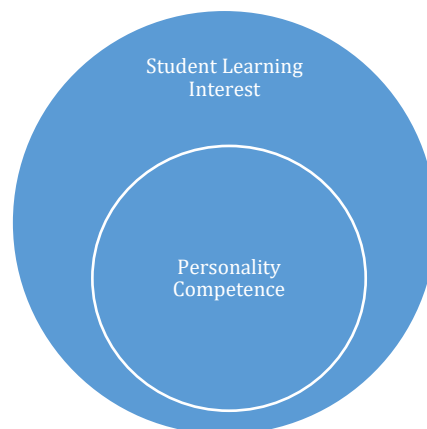
Personality is the most important factor of an educator because with that personality a teacher can become an educator and coach for his students or maybe even the opposite. The personality of a teacher can be seen from his attitudes and actions, his speech, how to get along, dress, and in dealing with problems or problems, both light and heavy, especially in the learning process at school or madrasa. The appearance of an educator at the time of teaching has an impact on how it can generate interest in children's learning in the learning process. A person's interest in learning will be higher if it is balanced with the personality of a good educator.

Every teacher must have a different personality, each has different characteristics and characteristics. Some are friendly, friendly, sympathetic, and warm, but not infrequently some teachers like to be angry, are less friendly, are less creative, come to class often late, and some even seem indifferent and inattentive.

Conditions like these can affect students' interest in learning. If a teacher displays an interesting and fun personality, of course, students will feel interested in learning. That interest will grow by itself, the personality of a good and ideal teacher is what drives students' interest in learning. Thus, the teacher's personality has a relationship with student learning interests.

As previously understood, interest can affect the quality of student achievement in certain fields of study. For example, if a student has a high interest in English subjects, the student will focus more attention on English than other students. Then due to the intensive concentration of attention on the material, it will make students become more active in learning and will eventually achieve the desired achievement.

Interest is a relatively permanent trait in a person and has a major role in the learning success of each student at school because with interest a person will do something he or she is interested in, on the other hand without interest someone can't do something because student involvement with learning is closely related to the nature of learning. characteristics of students who are cognitive and effective such as motivation, self-confidence, and interest in learning. Interest plays an important role in supporting student learning success, including as an impetus to do something, a stimulus or stimulant to a job, and motivation to support learning.



**Figure 1.** *The core of Personality Competence*

From figure 1, it can be seen that the core of students' interest in learning is in the teacher's personality in teaching. Even though a teacher teaches difficult lessons, if the teacher's personality is good and can protect his students well, the student's interest in learning will be better. Vice versa, if the personality of the teacher who teaches does not show traits that can bring the classroom atmosphere into a pleasant atmosphere and are liked by students, it will hurt students' interest in learning. The presence of a teacher with a good personality will have an impact on student interest in learning, such as;

1. Diligent in studying

Diligent is trying hard to achieve something, likes to work hard and constantly. Diligent in learning means someone who always tries diligently continuously in learning. Someone diligent in studying indicates that he is interested in the subject.

2. Diligent in learning.

Diligent is someone who is really in learning. Perseverance is a person who is stubborn in doing something that is his goal. While persistence is someone serious in learning, to achieve the expected learning goals. Someone diligent in learning indicates he is interested in the subject.

3. Discipline in learning

Discipline is compliance in obeying existing regulations. Discipline in learning is obedience and obedience of students in following the rules of learning. Students who are interested in a subject will automatically be disciplined in that lesson, one of which is being on time in submitting assignments.

4. Feeling happy

According to Alisuf Sabri, interest is "a tendency to always pay attention and remember something continuously. This interest is closely related to feelings of pleasure because it can

be said that interest occurs because of a happy attitude towards something. People who are interested in something mean that their attitude is happy about that thing" (Sabri, 2007).

Based on this definition, feeling happy when following a subject indicates that the student is interested in that subject.

5. Paying more attention

In the latest Big Indonesian Dictionary it is stated that: "Interest means attention, enjoyment of something. Interested: pay attention, have a fondness for" (Alex, 1994).

Based on this definition, students who look focused and listen well when the teacher explains are characteristics of students who are interested in learning because they feel that the subject is important so that they pay more attention to the subject.

6. Activity

Students who are interested in a subject will often ask questions and participate actively in the process of learning activities that show that they are interested and interested in the subject.

The indicators above are a reflection of a student that should happen, but it is not easy, there needs to be the role of a teacher or educator and one form of participation is the personality of an educator.

## CONCLUSION

As an educator, especially a teacher of Islamic religious education, he must be able to have a good personality and have good morals like the morality of the Prophet Sallallahu 'alaihi wassalam. The behavior and actions of educators in everyday life both at school and in society must be by the Qur'an and hadith so that they are in line with the application of the subject matter taught to students. Because being a *role model* or direct example of good deeds is a better way of educating than just teaching theory. And one of the personalities of an educator that can create interest in student learning is; professional educators, Islamic character, patient, innovative, creative, and fun.

Teacher personality competencies are all the attitudes and actions of a teacher that show personality characteristics that can affect the success of their duties as an educator, namely being creative, innovative, and professional educators and coaches, these competencies, can arouse children's learning interest.

Because personality for an educator is very important, of course, this can be a factor that affects student interest in learning. A teacher who is known by his students as a person with a good personality will make it easier for students to receive lessons in class and increase their achievement and interest in learning.

## **BIBLIOGRAPHY**

- Alex. (1994) *Kamus Lengkap Bahasa Indonesia Terbaru*. Surabaya: Alfabeta.
- Arifin, M. (2009). *Ilmu Pendidikan Islam*. Jakarta: PT. Bumi Aksara.
- Bukhari, Syaiful. (1992). *Prestasi Belajar dan Kompetensi Guru*. Surabaya: Usaha Nasional,
- Djaali. (2013). *Psikologi Pendidikan*. Jakarta: PT Bumi Aksara.
- Hamalik, Oemar. (2010). *Psikologi Belajar dan Mengajar*. Bandung: Sinar Baru Algesindo.
- Hawi, Akmal. (2013) *Kompetensi Guru Pendidikan Agama Islam*. Jakarta: Raja Grafindo Persada.
- Hazin, Nurkholif. (1994). *Kamus Lengkap Bahasa Indonesia Super Baru*, Jakarta: Terbit Terang.
- Kementrian Agama RI. (2012). *Ummul Mukminin Al-Quran dan Terjemahan untuk Wanita*. Jakarta: WALI Oasis Terrace Recident.
- Muhibbin Syah. (2010). *Psikologi Pendidikan dengan Pendekatan Baru*. Bandung: PT. Remaja Rosdakarya.
- Purwanto, M Ngalm. (1990). *Psikologi Pendidikan*. Jakarta: Remaja Rosdakarya.
- Ramayulis. (2002). *Ilmu Pendidikan Islam*. Jakarta: Kalam Mulia.
- Sabri, M Alisuf. (2007). *Psikologi Pendidikan*. Jakarta: Pedoman Ilmu Jaya.
- Solihin, R., Iqbal, M., & Muin, M. T. (2021). Konstruksi Kompetensi Pedagogik Guru Dalam Pembelajaran. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 3(2), 85–94.
- Yusuf, Syamsu. (2012). *Psikologi Perkembangan anak dan Remaja*. Bandung: Remaja Rosdakarya.
- Zubairi. (2014). PERILAKU AKHLAQ DALAM PENDIDIKAN ISLAM. *Jurnal Asy-Syukriyyah*, 13, 87–127.



© 2022 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).