

# The Influence of Islamic Religious Education Teachers' Personality Competence on Students' Morals: A Case Study at State Senior High School

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## ABSTRACT

**Purpose of the study:** The purpose of this study is to examine the influence of Islamic Religious Education teachers' personality competence on the moral development of students at State Senior High School 2 Jambi City, using a quantitative approach to provide empirical evidence and identify key factors contributing to student character formation.

**Methodology:** This study uses a quantitative research approach with standardized questionnaires as the primary data collection tool. The sample consists of 60 students and 4 Islamic Religious Education teachers, selected through simple random sampling. Data analysis is conducted using SPSS software for descriptive statistics, correlation tests, and regression analysis to identify causal relationships between variables.

**Main Findings:** This study found that the personality competence of Islamic Religious Education teachers significantly influenced student morale at State Senior High School 2 Jambi City, with a beta coefficient of 0.65 ( $p < 0.001$ ). The average score of teacher personality competence was 4.2, and student morale was 4.0, indicating a high category.

**Novelty/Originality of this study:** This study provides novelty by quantitatively revealing the direct influence of the personality competence of Islamic Religious Education teachers on the formation of student morals, as well as identifying the aspect of teacher role models as a dominant factor in supporting character education in schools.

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## 1. INTRODUCTION

Education plays a very important role in shaping students' character and personality. One important aspect of education in Indonesia is Islamic Religious Education, which aims not only to provide a conceptual understanding of religion, but also to shape noble morals in students [1], [2]. In this context, the role of Islamic Religious Education teachers becomes very strategic as guides and role models for students [3], [4]. The personality competence of Islamic Religious Education teachers is one of the main factors that can influence the formation of students' morals, because teachers not only act as teachers, but also as figures who are expected to provide real examples in everyday life [4], [5].

Teacher personality competence includes various aspects, such as honesty, discipline, sincerity, exemplary behavior, and high moral integrity. This competence is the main foundation in carrying out educational tasks, especially in instilling religious and moral values in students [6], [7]. According to Law Number 14 of 2005 concerning Teachers and Lecturers, personality competence is one of the four basic competencies that must be possessed by a teacher, in addition to pedagogical, professional, and social competence [8], [9].

However, the reality in the field shows that the formation of students' morals in schools still faces various challenges. Phenomena such as decreasing respect for teachers, low discipline, and increasing deviant behavior are serious concerns for the world of education [10], [11]. In this context, the personality competence of Islamic religious education teachers needs to be studied more deeply to understand the extent of its influence on the formation of student morals, especially at State Senior High School 2, Jambi City.

This study has a novelty in the focus of analysis that not only evaluates the personality competence of Islamic religious education teachers in general, but also links it directly to the level of student morals in a particular school environment, namely State Senior High School 2, Jambi City. In addition, this study uses a quantitative approach with standardized instruments to measure causal relationships objectively [12], [13]. Another novelty lies in the effort to explore specific factors in teacher personality that contribute most to the formation of student morals, so that the results of this study can provide new insights for improving educational practices in religious-based schools.

This research is important to conduct considering the increasingly complex challenges in the formation of student character in the modern era. The rapid development of technology and the influence of globalization have had a positive impact, but have also resulted in a decline in moral and ethical values in the younger generation [14], [15]. Schools as one of the formal educational institutions have a great responsibility in shaping students' morals through religious-based education, especially Islamic Religious Education [16], [17]. Islamic Religious Education teachers, as educators and role models, play a central role in instilling religious and moral values in students [18], [19].

Previous research described the condition of teacher competence without connecting it to direct results, such as the formation of student morals [20]. The current study fills this gap by examining the impact of teacher personality competency on student morality. The current study is important to conduct because it fills a gap in previous studies that have not directly linked teacher personality competency to student morality. With a quantitative approach, this study provides empirical evidence on the influence of teacher personality on students, which can be the basis for designing strategies to improve the quality of character education in schools. In addition, this study is relevant amidst the moral challenges of the younger generation due to the influence of globalization and modern technology, which require the role of teachers as the main role models in forming noble morals.

Teacher personality competence not only functions as an individual attribute, but also has a significant influence in forming a conducive learning environment for the development of student character. Unfortunately, research on the direct relationship between Islamic Religious Education teacher personality competence and student morals is still limited, especially in the context of schools in the Jambi City area [21], [22]. Therefore, this study is urgently needed to provide an empirical picture of the extent to which Islamic Religious Education teacher personality competence influences the formation of student morals, so that it can be a foundation for efforts to improve the quality of character education in Indonesia.

This study has novelty in highlighting the influence of Islamic Religious Education teachers' personality competency on students' morals specifically in the context of public senior high schools, which has not been widely studied before. The urgency of this study lies in the need to improve the quality of character education amidst the moral challenges faced by today's young generation. By understanding the role of teacher personality as an important factor in the formation of students' morals, the results of this study are expected to provide significant contributions to the development of more effective learning strategies and educational policies in building students' character.

This study aims to identify the influence of Islamic Religious Education teacher personality competence on student morals at State Senior High School 2, Jambi City. The results of this study are expected to contribute to improving the quality of character education in schools, as well as being input for teachers, schools, and policy makers in strengthening the role of Islamic Religious Education teachers as role models of noble morals.

## 2. RESEARCH METHOD

This study uses a quantitative approach. This approach was chosen because it aims to test the causal relationship between the personality competency variables of Islamic Religious Education teachers and the formation of student morals. This study is a descriptive causal study that aims to identify the influence of the personality competency of Islamic Religious Education teachers on student morals [23], [24]. The variables in

this study consist of the personality competency of Islamic Religious Education teachers as an independent variable and student morals as a dependent variable.

All students and Islamic Religious Education teachers at State Senior High School 2, Jambi City. The sample determination was carried out using a simple random sampling technique, considering the characteristics of students based on grade 10. The number of samples in this study consisted of 60 students and 4 Islamic religious education teachers.

The data collection technique in this study involved several methods to ensure that the data obtained was accurate and comprehensive. First, the questionnaire was used as the main tool to measure students' perceptions of the personality competency of Islamic Religious Education teachers and the level of student morals. The teacher personality competency questionnaire was compiled based on indicators such as honesty, discipline, sincerity, exemplary behavior, and moral integrity, while the student morality questionnaire included indicators such as discipline, honesty, respect for teachers, concern for others, and responsibility [25]. Each item uses a 5-point Likert scale. Each questionnaire consists of 25 items.

Before being used, the questionnaire instrument was tested for validity and reliability, with a validity test using inter-item correlation analysis and a reliability test using Cronbach's Alpha [26], [27]. The data collection procedure was carried out in several stages, namely preparation by compiling and testing the instrument and asking permission from the school, implementation by distributing questionnaires to 60 randomly selected students and conducting interviews with 4 Islamic Religious Education teachers, and data processing to verify its completeness before further analysis. These techniques are designed to ensure that the data obtained can provide an objective and valid picture of the relationship between Islamic Religious Education teacher personality competency and student morality.

The data analysis technique in this study consists of several stages to ensure that the analysis results can provide valid and objective conclusions. The first step is to conduct a descriptive analysis to describe the distribution of data from the independent variables, namely the personality competence of Islamic Religious Education teachers, and the dependent variable, namely student morals. This analysis aims to provide an overview of the average, standard deviation, maximum, and minimum of each variable.

After that, a classical assumption test is carried out to ensure that the data meets the requirements before the regression analysis is carried out [28], [29]. The classical assumption test includes a normality test to determine whether the data is normally distributed, a multicollinearity test to ensure that there is no relationship between independent variables (if more than one), and a heteroscedasticity test to ensure that there is no non-homogeneous residual variance [30], [31]. In addition, if relevant, an autocorrelation test is carried out to ensure that there is no relationship between residuals in the data.

The next stage is a simple linear regression analysis to test the effect of the personality competence of Islamic Religious Education teachers on student morals. This analysis is carried out to determine how much influence the independent variables have on the dependent variable.

### 3. RESULTS AND DISCUSSION

#### 3.1. Normality Test

Normality test is conducted to ensure that the data on the independent and dependent variables have a normal distribution. This is important to fulfill one of the basic assumptions of regression analysis. Normality test using Kolmogorov-Smirnov test with the hypothesis:

- $H_0$ : Data is normally distributed
- $H_1$ : Data is not normally distributed

Table 1. Results of the Normality Test (Kolmogorov-Smirnov Test)

Variable	Statistic Kolmogorov-Smirnov	Sig. (p-value)	Description
Teacher Personality Competence	0.072	0.200	Data is normally distributed
Student Morale	0.065	0.200	Data is normally distributed

The results of the normality test using Kolmogorov-Smirnov show that the data on the variables of teacher personality competence and student morality have p-values of 0.200 each. Because this value is greater than 0.05, it can be concluded that the data is normally distributed. The normal distribution of data indicates that the research variables meet the normality assumptions required for regression analysis.

### 3.2. Multicollinearity Test

Multicollinearity test is conducted to ensure that there is no very high linear relationship between independent variables in the regression model. The indicators used are the Variance Inflation Factor (VIF) and tolerance values with the following criteria:

- There is no multicollinearity if  $VIF < 10$  and  $tolerance > 0.1$ .

Table 2. Multicollinearity Test Results

Independent Variable	VIF	Tolerance	Description
Teacher Personality Competence	1.000	1.000	No multicollinearity

The results of the multicollinearity test show that the Variance Inflation Factor (VIF) value for the teacher personality competency variable is 1.000, with a tolerance value of 1.000. Because the VIF value is less than 10 and the tolerance is more than 0.1, there is no indication of multicollinearity in the independent variables. These results indicate that the relationship between the independent variables does not interfere with the stability of the regression model.

### 3.3. Heteroscedasticity

Heteroscedasticity test is conducted to ensure that the residual variance is homogeneous. The test is conducted using the Glejser method with the hypothesis:

- $H_0$ : There is no heteroscedasticity
- $H_1$ : There is heteroscedasticity

Table 3. Results of Heteroscedasticity Test (Glejser Test)

Independent Variable	Beta Coefficient	Sig. (p-value)	Description
Teacher Personality Competence	-0.056	0.512	There is no heteroscedasticity

The results of the heteroscedasticity test using the Glejser method show that the teacher personality competency variable has a p-value of 0.512. Since this value is greater than 0.05, it can be concluded that there is no heteroscedasticity problem in the regression model. Thus, the model meets the assumption of homogeneity of residual variance, which is important for producing unbiased estimates.

### 3.4. Descriptive Statistical Test

Descriptive analysis was conducted to provide an overview of the distribution of data on the variables of teacher personality competency and student morality. The statistics reported include the mean, standard deviation, minimum, and maximum values. These results are used to understand the basic characteristics of the data analyzed. The results of descriptive statistics can be seen in Table 4 below:

Table 4. Descriptive Statistics of Teacher Personality Competence and Student Morale

Variable	Mean	SD	Minimum	Maximum
Teacher Personality Competence	4.2	0.5	3.5	5.0
Student Morale	4.0	0.6	3.0	4.8

The results of the descriptive analysis show that the average score of teacher personality competency is 4.2, with a standard deviation of 0.5. This score reflects that teacher personality competency is considered to be in the high category. The minimum value obtained is 3.5, while the maximum value reaches 5.0. For student morale, the average score is 4.0, with a standard deviation of 0.6. Student morale is also in the good category, with a minimum value of 3.0 and a maximum value of 4.8. These results indicate that in general teachers have good personality competency, which is in line with the high level of student morale.

### 3.5. Results of Instrument Validity and Reliability Tests

Before the research instrument is used to collect data, validity and reliability tests are conducted to ensure that the instrument meets the eligibility criteria. Validity tests are conducted to measure the extent to which each item on the instrument can describe the construct being measured. Validity is measured using correlation analysis between items and total scores, with the criterion that an item is considered valid if the significance value (p-value) is less than 0.05.

Reliability testing is conducted to ensure the consistency of the instrument measurement results. Reliability is measured using the Cronbach's Alpha value, where the instrument is declared reliable if the Cronbach's Alpha value  $\geq 0.7$ . The results of the validity and reliability tests of the instrument can be seen in Table 5.

Table 5. Results of Instrument Validity and Reliability Tests

Instrument	Number of Items	Cronbach's Alpha Value	Description
Teacher Personality Competence	25	0.89	Reliable
Student Moral	25	0.91	Reliable

The research instrument used to measure teacher personality competence and student morality has been tested for validity and reliability. The results of the validity test show that all items in the questionnaire have a significant correlation with the total score ( $p < 0.05$ ), so it is considered valid. The reliability test shows a Cronbach's Alpha value of 0.89 for teacher personality competence and 0.91 for student morality. This value is greater than the threshold of 0.7, which means that the research instrument has a high level of reliability and can be trusted to be used in this study.

### 3.6. Simple Regression Test Results

A simple regression test was conducted to test the causal relationship between the independent variable (teacher personality competence) and the dependent variable (student morale). The results of this test include beta coefficients, t-values, and p-values to assess the significance of the influence of the independent variable on the dependent variable. The results of the simple regression analysis can be seen in Table 6.

Table 6. Simple Regression Test Results

Independent Variable	Beta Coefficient	t-value	p-value	Description
Teacher Personality Competence	0.65	6.78	0.000	Significant ( $p < 0.05$ )

The results of simple regression analysis show that teacher personality competence has a positive and significant influence on student morale. The beta coefficient obtained of 0.65 indicates that every one unit increase in teacher personality competence will increase student morale by 0.65 units. The t value of 6.78 with a p-value  $< 0.001$  confirms that the influence is statistically significant. These results indicate that teacher personality competence is an important factor in the formation of student morale, which supports the findings of previous studies.

The results of the study indicate that the personality competency of Islamic Religious Education teachers has a significant influence on student morals. This finding is in line with the theory that states that teachers not only act as teachers, but also as role models who have a great influence on the formation of student character. Personality competencies, such as honesty, discipline, and exemplary behavior, play an important role in creating a learning environment that is conducive to the development of student morals. This strengthens the view that value-based education is greatly influenced by the figure of the educator.

In terms of descriptive statistics, the average teacher personality competency is in the high category (mean = 4.2), while student morality is in the good category (mean = 4.0). These results indicate a positive relationship between teacher personality quality and student morality levels. The aspects of teacher honesty and exemplary behavior that received the highest scores in the assessment indicate that students highly value these values in their interactions with teachers. However, the aspect of discipline is relatively lower, indicating the need for improvement in this regard to support the formation of student character more holistically.

The validity and reliability test of the instrument shows that the measuring instrument used has a high level of validity and reliability. This ensures that the data collected reflects the actual conditions and can be used as a basis for drawing strong conclusions. This finding supports the importance of using standardized instruments in educational research to produce accurate and reliable findings.

The results of the simple regression analysis revealed that teacher personality competence significantly contributed to the formation of student morals, with a beta coefficient value of 0.65. This finding confirms that increasing teacher personality competence directly contributes to improving student morals. Teachers who show exemplary behavior through daily actions help students to internalize the moral values taught in religious lessons [32], [33]. This also supports previous research which states that the influence of teachers in moral education is more effective when supported by consistent teacher attitudes and behaviors.

However, this study also revealed challenges in the formation of students' morals, especially in the aspect of responsibility, which showed a relatively lower score compared to other moral indicators. This indicates that the influence of teachers alone may not be enough, so that collaboration between teachers, parents, and the community is needed to create an environment that supports the formation of students' character as a whole. In addition, technological developments and globalization can also affect students' morals, so a more adaptive educational approach needs to be applied.

Overall, the results of this study provide important implications for the development of value-based education strategies. Islamic Religious Education teachers need to continue to improve their personality competencies through training and self-reflection, while schools can strengthen character education programs by

involving various stakeholders. With an integrated approach, it is hoped that the formation of students' morals can take place more effectively and sustainably.

This study has a significant impact on understanding the role of teacher personality in shaping student character. The results of this study can be a reference for teachers, schools, and policy makers to improve the quality of teaching through the development of teacher personality competencies. However, this study has several limitations, such as the limited scope of the location in one school, so the generalization of the research results to a wider context may be limited. In addition, other factors that influence student morale, such as family and peer environments, may not be fully accommodated in this study. Further research with a wider scope and a more comprehensive approach is needed to provide a deeper understanding.

#### 4. CONCLUSION

This study found that the personality competence of Islamic Religious Education teachers significantly influenced student morale at State Senior High School 2 Jambi City, with a beta coefficient of 0.65 ( $p < 0.001$ ). The average score of teacher personality competence was 4.2, and student morale was 4.0, indicating a high category. This finding confirms the importance of the role of teachers as role models in shaping student character, although collaboration with parents and the community is still needed to strengthen the aspect of student responsibility. Further research is suggested to expand the scope of locations and consider other factors, such as family and peer environment, in order to gain a more comprehensive understanding of the influence of teacher personality competence on student morale.

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