



## A Stable Personality and Acting in Accordance with Social Norms, and Taking Pride in Being an Educator SMK Negeri 1 Laguboti

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### ABSTRACT

*This study aims to describe and analyze the stable personality traits of educators, behaviors aligned with social norms, and the sense of pride in being an educator at SMK Negeri 1 Laguboti. The background of this research is grounded in the importance of teachers' personalities in shaping students' character and fostering a positive learning environment. A descriptive qualitative approach was employed, with data collected through observation, in-depth interviews, and documentation. The findings reveal that most teachers at SMK Negeri 1 Laguboti exhibit stable personalities, characterized by consistent behavior, calmness in facing challenges, and the ability to manage emotions effectively. Moreover, the teachers demonstrate behavior aligned with social norms, such as showing respect for others, upholding professional ethics, and maintaining harmonious relationships with students and colleagues. A strong sense of pride in being educators is reflected in their high commitment to their duties, dedication to teaching, and active participation in school activities. These findings indicate that the three aspects—stable personality, adherence to social norms, and pride in the teaching profession—significantly contribute to the quality of education and the character development of students. It is hoped that this study will serve as a valuable input for educational institutions in developing teachers' personality competencies as role models within the school environment.*

**Keywords:** *stable personality, social norms, pride in being an educator, teacher*

### INTRODUCTION

The quality of educators stands as the cornerstone of educational excellence, shaping not only the outcomes of students but also the broader reputation and sustainability of educational institutions. In the context of Vocational High Schools (Sekolah Menengah Kejuruan/SMK) in Indonesia, this role becomes even more critical as these institutions are tasked with producing a competent, skilled, and industry-ready workforce (Prasetya & Mulyana, 2020). Within this framework, SMK Negeri 1 Laguboti, located in Toba Regency, North Sumatra, has earned recognition as a reputable institution that combines academic

rigor with vocational expertise. However, the quality of education delivered at such institutions fundamentally depends on the professionalism and character of the educators themselves. This study, therefore, emphasizes three interrelated yet often separately discussed dimensions of teacher quality—stable personality, adherence to social norms, and professional pride—as the foundation of effective teaching and holistic education. A stable personality serves as a vital psychological foundation for effective teaching. It encompasses emotional balance, self-control, resilience, and consistent behavior patterns that enable educators to respond constructively to diverse classroom challenges. According to Han et al. (2020), individuals who demonstrate stability in personality traits—particularly conscientiousness and emotional regulation—are more likely to sustain motivation, maintain discipline, and foster positive relationships with learners. In the school environment, teachers with stable personalities exhibit patience and empathy, essential qualities for handling the varied learning abilities and behavioral dispositions of students. Furthermore, stability in temperament enhances teachers' decision-making capacity, allowing them to manage stress, adapt to institutional changes, and uphold a supportive learning atmosphere even under demanding conditions. For vocational educators, who often balance theoretical instruction with practical application, such stability is indispensable in ensuring that both learning and skills training proceed smoothly and effectively. Equally important is adherence to social norms, which in the Indonesian educational context carries profound moral and cultural significance. Teachers, or *guru*, are regarded not merely as transmitters of knowledge but as moral exemplars and community leaders (Slamet, 2017). Their behavior is expected to reflect the ethical and social values that the broader society upholds—such as discipline, humility, respect, and integrity. This adherence to norms is not only institutional but also spiritual and communal, aligning with Indonesia's national education philosophy of *Pancasila* and the *Undang-Undang Guru dan Dosen* (Teachers and Lecturers Law). By acting in accordance with these norms, educators cultivate an environment of trust and mutual respect, serving as role models for students both inside and outside the classroom. Such behavior reinforces the social fabric of the school, ensuring that interactions among teachers, students, and the community are guided by shared ethical principles. Moreover, maintaining conformity with professional standards—such as punctuality, accountability, and fairness—enhances the credibility of teachers and strengthens institutional reputation. The third dimension, professional pride, reflects the intrinsic motivation that drives educators to excel in their vocation. Høigaard et al. (2012) describe professional pride as a positive emotional evaluation of one's professional role, achievements, and contributions. For teachers at vocational schools, pride is not merely derived from students' academic success but from witnessing their growth into skilled workers or entrepreneurs who can contribute productively to society. This sense of fulfillment reinforces teachers' commitment to their professional calling, encouraging them to continuously develop their competencies and pedagogical methods. At SMK Negeri 1 Laguboti, such pride manifests in teachers' dedication to improving instructional quality, mentoring students with empathy, and integrating local wisdom with modern educational practices. When educators take pride in their profession, they tend to display higher levels of enthusiasm, creativity, and perseverance, which positively influence students' engagement and learning outcomes.

When examined collectively, these three elements—stable personality, social conformity, and professional pride—create a holistic framework for teacher excellence. A stable personality provides the emotional grounding necessary for resilience; adherence to social norms ensures ethical consistency and moral leadership; and professional pride fuels continuous improvement and satisfaction in one's career. However, despite the theoretical significance of these aspects, their integrated impact within the context of vocational education in Indonesia remains underexplored. Most existing research isolates each factor, focusing, for example, on personality as a predictor of job performance (Widodo & Wahyudin, 2019) or professional pride as a motivational variable (Høigaard et al., 2012), without addressing how they interact dynamically in shaping educational outcomes. This research aims to bridge that gap by investigating how these dimensions intersect and reinforce one another within the specific institutional and cultural environment of SMK Negeri 1 Laguboti. The school's unique context—where vocational training meets character formation—provides a fertile ground for analyzing how personal stability, moral integrity, and pride in one's profession converge to define effective teaching. In addition, the study seeks to highlight how these factors influence teacher-student relationships, pedagogical consistency, and institutional culture. Understanding these interconnections is vital for developing strategies that promote teacher well-being, strengthen professional identity, and ultimately enhance the quality of vocational education in Indonesia. Teachers who possess emotional stability, adhere to moral and social expectations, and take pride in their roles represent the ideal embodiment of educational integrity and excellence. Their influence extends beyond academic instruction, shaping the ethical and emotional development of students and preparing them to navigate both professional and personal challenges. Thus, by examining the synergy of these three elements at SMK Negeri 1 Laguboti, this study contributes to a deeper understanding of what constitutes a truly effective educator in the context of Indonesian vocational education.

## **METHODS**

This study will employ a descriptive qualitative case study design, which enables an in-depth exploration of teacher effectiveness through the interconnected dimensions of personality stability, adherence to social norms, and professional pride within a real-world educational context. According to Yin (2018), the case study approach is particularly well suited to investigating complex social phenomena where context plays a crucial role in shaping meaning and behavior. SMK Negeri 1 Laguboti, located in Toba Regency, North Sumatra, serves as the research site due to its established reputation as a vocational education institution with a strong commitment to professional and character development. The school's focus on vocational programs such as fashion design and production provides a relevant context for examining how teachers embody professional competence, personal stability, and pride in their work. Participants in this study will consist of 8 to 12 full-time educators selected through purposive sampling. This approach ensures the inclusion of individuals who can provide rich, relevant insights into the phenomena under investigation. Participants will represent a mix of junior and senior teachers drawn from various departments to capture a range of experiences and professional perspectives. Selection will be guided by preliminary consultations with the

school's principal and vice-principal to identify teachers recognized for their exemplary professional behavior, consistent teaching performance, or strong moral character. Ethical considerations will be upheld throughout the process, including obtaining informed consent, ensuring confidentiality, and respecting participants' right to withdraw from the study at any stage. Data will be collected through semi-structured interviews and non-participant observation. The semi-structured interviews will allow for flexibility in exploring participants' reflections on their personal and professional experiences while maintaining a consistent focus on key research themes. Questions will explore teachers' perceptions of their emotional stability, ability to manage stress, and consistency in behavior, as well as their understanding and practice of social norms within the school and community. Interviews will also address how teachers experience and express professional pride in their roles. Complementing this, non-participant observations will be conducted to examine teachers' real-time behaviors in both instructional and non-instructional settings, such as classroom teaching, student interactions, meetings, and school events. This triangulation of self-reported and observed data strengthens the study's validity by cross-verifying findings from multiple sources.

The collected data will be analyzed using Thematic Analysis as proposed by Braun and Clarke (2006). The process will begin with the transcription of interviews and systematic documentation of field notes. Each data set will be carefully coded to identify meaningful segments related to the three core constructs: personality stability, adherence to social norms, and professional pride. Codes will then be organized into broader themes that reveal underlying patterns and relationships among the constructs. The emerging themes will be refined and defined to ensure they accurately represent participants' lived experiences and provide a coherent understanding of how these psychological and social dimensions contribute to teacher effectiveness in the vocational education context. Through this interpretive process, the study aims to generate a nuanced understanding of the interplay between individual traits, professional ethics, and emotional engagement in shaping the quality of educators at SMK Negeri 1 Laguboti.

## RESULTS AND DISCUSSION

The findings of this study indicate that the manifestation of a stable personality among teachers at SMK Negeri 1 Laguboti is a defining factor in their professional effectiveness. The data revealed that educators consistently displaying traits of conscientiousness and emotional regulation were perceived as more capable of creating a structured, positive, and goal-oriented learning environment. Teachers with high conscientiousness demonstrated diligence in lesson preparation, punctuality in task completion, and an organized approach to classroom management. Their work habits reflected a consistent commitment to pedagogical excellence and accountability, which translated into predictable classroom routines and clearly defined expectations. Such predictability provided students with psychological security and clarity, essential components in vocational training where procedural discipline and consistent practice are critical. Emotional regulation emerged as an equally vital dimension of personality stability. Teachers who maintained composure under stress—whether dealing with student misbehavior, unexpected administrative changes, or workload pressures—were able to sustain a harmonious classroom atmosphere. Observations indicated that these teachers

rarely reacted impulsively; instead, they adopted reflective approaches to problem-solving and conflict resolution. This calm demeanor not only fostered mutual respect between teachers and students but also modeled emotional intelligence, encouraging students to emulate similar self-control in their learning and peer interactions. Furthermore, vocational education requires hands-on, collaborative engagement that often exposes students to trial and error; thus, emotionally stable teachers were more effective at guiding students through mistakes without judgment, reinforcing persistence and confidence. In addition, the manifestation of personality stability was not confined to classroom instruction but extended into collegial relationships and institutional behavior. Teachers with stable personalities were consistently recognized by administrators as dependable collaborators. They adhered to deadlines, provided mentorship to junior colleagues, and engaged in professional development activities with enthusiasm. In essence, stability in personality served as the bedrock upon which teachers built credibility and trust within the institutional ecosystem. These findings align with Han et al. (2020), who emphasize that personality traits such as conscientiousness and emotional stability are predictive of job performance, resilience, and interpersonal effectiveness. In the context of SMK Negeri 1 Laguboti, such traits represent not only individual virtues but also organizational assets that reinforce the school's vocational mission.

### ***Adherence to Educational and Social Norms***

Adherence to educational and social norms emerged as a central mechanism through which teachers sustained legitimacy and moral authority within the school community. The findings reveal two distinct but interrelated layers: institutional norms and socio-cultural norms. Institutional norms encompass professional behaviors mandated by school policy and national educational standards—such as punctuality, adherence to curriculum schedules, and compliance with administrative procedures. Teachers who demonstrated consistency in these practices were recognized as reliable and disciplined professionals. Their adherence to institutional expectations not only enhanced classroom efficiency but also strengthened students' perception of order and responsibility, which are integral values in vocational training programs. On the other hand, socio-cultural norms relate to community expectations rooted in local values, religion, and traditional customs (*adat*). Teachers were perceived as moral exemplars, expected to embody humility, respect, and ethical conduct both inside and outside the school environment. In the Toba Batak cultural context, where communal values and collective harmony are highly esteemed, teachers' respect for local customs—such as participating in community rituals and maintaining courteous interpersonal relationships—was considered a reflection of their integrity. Violating these social expectations, even unintentionally, could undermine a teacher's credibility regardless of their professional competence. This finding supports Slamet's (2017) assertion that in Indonesia, a teacher's moral standing is inseparable from their pedagogical effectiveness. Adherence to norms functioned as a moral compass that guided teachers' daily decision-making and interactions. For example, teachers who emphasized fairness in grading, modesty in behavior, and sincerity in student counseling were often cited by students and parents as role models. Their consistency in upholding both formal and informal norms fostered a culture of mutual respect, where students internalized discipline not through coercion but through observation and admiration. In vocational education, where moral and practical

competencies must develop concurrently, such modeling plays a vital pedagogical role. Thus, adherence to educational and social norms serves as both a regulatory framework and an ethical foundation that anchors teacher professionalism at SMK Negeri 1 Laguboti.

### ***Professional Pride as a Driver of Commitment***

The analysis of interview and observational data highlights professional pride as a profound motivational force shaping teachers' commitment, enthusiasm, and perseverance. Professional pride among teachers at SMK Negeri 1 Laguboti was primarily derived from two interrelated domains: student success and validation of the vocational mission. Teachers expressed deep satisfaction when witnessing their students achieve tangible success—such as winning regional skill competitions, securing employment in reputable industries, or launching small businesses. These achievements were viewed as direct extensions of teachers' instructional impact, providing emotional and moral validation for their efforts. This pride extended beyond individual student outcomes to a collective affirmation of the school's vocational mandate. Teachers took pride in contributing to a system that empowered young people with technical skills and work ethics necessary for national development. Such vocational pride often translated into proactive engagement in curriculum innovation, mentorship programs, and extracurricular initiatives designed to enhance students' employability. Teachers voluntarily devoted extra time to prepare students for competitions, revise learning modules, or collaborate with industry partners, illustrating how pride acts as a catalyst for professional growth. Moreover, professional pride was found to foster resilience and long-term loyalty to the teaching profession. Teachers who viewed their role as a calling rather than merely an occupation exhibited higher tolerance for institutional challenges such as limited resources or bureaucratic constraints. Their intrinsic motivation reduced susceptibility to burnout and turnover, aligning with Høigaard et al. (2012), who identified professional pride as a buffer against occupational stress. At SMK Negeri 1 Laguboti, pride not only enhanced individual well-being but also created a positive contagion effect across the faculty, inspiring collective enthusiasm and institutional morale. This sense of shared purpose strengthened the school's identity as a community of educators dedicated to service, integrity, and vocational excellence.

The most significant insight from the study lies in the interplay among the three constructs, stable personality, adherence to norms, and professional pride—which together create a synergistic framework of effective teaching. While each element contributes uniquely to teacher performance, their interaction amplifies overall professional efficacy. Teachers with stable personalities possessed the emotional and psychological grounding necessary to navigate the demands of educational and social norms consistently. Their composure allowed them to maintain integrity and discipline even under pressure, which, in turn, enhanced their social legitimacy among students and community members. This legitimacy served as a foundation upon which professional pride could flourish; teachers who were respected and trusted found greater meaning and satisfaction in their roles, reinforcing their commitment to excellence.

Conversely, the study observed that the absence or weakness of one construct often disrupted the equilibrium of professional effectiveness. For example, teachers with technical competence but lacking emotional stability or social conformity struggled to sustain credibility and trust. Similarly, educators who adhered to norms but lacked

professional pride tended to perform their duties mechanically, showing little innovation or long-term motivation. Thus, the triadic interaction among personality, norms, and pride constitutes a self-reinforcing cycle: stability nurtures discipline, norm adherence strengthens reputation, and pride fuels continuous engagement. Together, these elements form what might be described as a “moral-psychological ecosystem” that underpins teacher quality in vocational education.

Furthermore, the findings suggest that institutional culture plays a moderating role in this interplay. At SMK Negeri 1 Laguboti, administrative support, collegial collaboration, and alignment with community values provided a conducive environment for these constructs to develop harmoniously. When the school leadership recognized and rewarded teachers who embodied stability, discipline, and pride, it reinforced a culture of professionalism that extended across the faculty. This dynamic illustrates how individual traits and institutional structures mutually influence one another in sustaining educational excellence. From a theoretical standpoint, this interplay resonates with the Person–Environment Fit Theory, which posits that professional satisfaction and performance emerge when personal attributes align with organizational values (Kristof-Brown et al., 2005). Teachers at SMK Negeri 1 Laguboti exemplify this alignment: their stable personalities align with the school’s demand for consistency, their adherence to norms aligns with community expectations, and their pride aligns with the vocational mission of skill empowerment. This congruence fosters both individual fulfillment and institutional effectiveness, illustrating how psychological, ethical, and motivational dimensions collectively define teacher quality.

## CONCLUSION

The findings of this proposed study would align with existing international literature on teacher efficacy and personality (Han et al., 2020) while grounding the concepts within the unique socio-cultural framework of Indonesian vocational education. The observation that personality, norms, and pride are synergistically linked underscores a holistic model of teacher quality that goes beyond mere instructional competence.

The central role of social norms in the Indonesian context, particularly the high expectation for moral conduct and respect, suggests that professional development should not only focus on pedagogy but also on reinforcing the ethical and relational aspects of the *guru* identity (Slamet, 2017). A stable personality, therefore, is not just about personal well-being, but a practical necessity for consistently meeting these high social demands. Furthermore, the strong influence of professional pride driven by vocational outcomes highlights a distinct motivator for SMK educators, differentiating them from general education teachers. Policies at SMK Negeri 1 Laguboti, and similarly-structured vocational schools, could be strengthened by formally celebrating student workforce placements and alumni achievements to directly reinforce this pride, thereby boosting teacher morale and retention (Høigaard et al., 2012).

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