



The Influence of Christian Religious Education Teachers' Personality Competence on the Character of Grade XI Students at SMA Negeri 1 Tarutung

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ABSTRACT

The purpose of this study is to examine the influence of Christian Religious Education (PAK) teachers' personality competence on the character of Grade XI students at SMA Negeri 1 Tarutung in the 2024/2025 academic year. The research employed a quantitative method with inferential statistical analysis. The population consisted of all Grade XI students at SMA Negeri 1 Tarutung in the 2024/2025 academic year, totaling 248 students. A sample of 15% of the population, amounting to 35 students, was determined using random sampling techniques. Data were collected through a closed-ended questionnaire comprising 32 items. The results of the data analysis indicate that the personality competence of PAK teachers has a positive and significant influence on the character of Grade XI students at SMA Negeri 1 Tarutung in the 2024/2025 academic year. This is evidenced by the following analyses: 1) Analysis prerequisite tests: a) The test of positive correlation yielded an r_{xy} value of $0.554 > r_{table} (\alpha = 0.05, n = 35) = 0.334$. b) The test of significant correlation showed $t_{count} = 3.821 > t_{table} (\alpha = 0.05, df = n - 2 = 33) = 2.042$. 2) Influence tests: a) The regression equation test produced the regression formula: $\hat{Y} = 35.89 + 0.53X$. b) The regression determination coefficient test (r^2) = 30.7%. 3) Hypothesis testing: The F-test showed $F_{count} > F_{table} (\alpha = 0.05, \text{numerator } df = k = 1, \text{denominator } df = n - 2 = 33)$, namely $14.60 > 2.09$. Thus, the alternative hypothesis (H_a), which states that there is a positive and significant influence of Christian Religious Education teachers' personality competence on the character of Grade XI students at SMA Negeri 1 Tarutung in the 2024/2025 academic year, is accepted, while the null hypothesis (H_0) is rejected.

Keywords: *Christian Religious Education, Teachers' Personality Competence, Student Character*

INTRODUCTION

Schools play a vital role as educational institutions in students' lives. Beyond serving as a place to acquire knowledge, schools also contribute significantly to shaping students'

character and personality. In Indonesia, particularly at the senior high school (SMA) level, teachers hold a crucial role. They are not only responsible for delivering academic content but also act as role models and mentors, guiding students in developing proper attitudes and values.

In this context, teachers' personality competence plays a central role in ensuring quality education and in fostering students' moral character. Personality competence refers to inherent qualities within an individual, whereby a teacher's personality reflects the traits, attitudes, and ethics that should be applied in carrying out their responsibilities. A teacher with a strong personality can exert a positive influence on students and create an enjoyable learning atmosphere. Conversely, teachers who lack good personality competence may negatively affect both the learning process and the character development of their students.

In the midst of an increasingly complex and evolving world, it is essential for students to possess strong moral and ethical values. For this reason, the discussion of student character becomes highly relevant, given its significant impact on their personal and social development. Character refers to a distinctive quality inherent in an individual, encompassing values, abilities, and moral capacity in thinking and acting. It is formed through habits and experiences gained from daily interactions within family and community environments. This process is influenced by education and life experiences, which shape behavior, decision-making, and social relationships.

SMA Negeri 1 Tarutung, a senior high school in North Tapanuli Regency, is currently facing challenges related to student character. Based on observations and interviews with religious teachers, Christian Religious Education (PAK) teachers have demonstrated good personality competence, including being authoritative, disciplined, responsible, and wise. However, despite the teachers' commendable personality competence, realities in the field indicate that some students still exhibit less positive character traits, such as: (1) selfishness, where some students are unwilling to help peers struggling to understand the lessons; (2) bullying, with cases of students bullying their classmates; (3) lack of etiquette in communication with peers; (4) hostility among students within the classroom; and (5) lack of responsibility in adhering to school rules.

The phenomenon observed at SMA Negeri 1 Tarutung raises a fundamental question regarding the extent to which the personality competence of Christian Religious Education (PAK) teachers influences student character. In this regard, teacher personality competence is an essential factor in shaping students' character. To improve students' character, it is important for teachers to share experiences and strategies for character formation. One approach is to organize student involvement in social projects, such as community service, which can foster empathy and concern for others. Additionally, creating an inclusive and supportive classroom environment, where every student feels valued and accepted, is key to fostering a positive learning atmosphere. By implementing these solutions, it is expected that schools can build a better learning environment where students develop positive character, reduce negative behaviors, and enhance their sense of responsibility and ethical conduct in interactions.

Based on the above description, the author conducted a study entitled: "The Influence of Christian Religious Education Teachers' Personality Competence on the Character of Grade XI Students at SMA Negeri 1 Tarutung in the 2024/2025 Academic Year."

METHODS

The research method is defined as a scientific way of obtaining data for specific purposes and uses. In this study, the type of research applied is quantitative with inferential statistics. According to Sugiyono, inferential statistics are statistical techniques used to analyze sample data, and the results are then generalized to the population.

This study was conducted at SMA Negeri 1 Tarutung in the 2024/2025 academic year. The researcher chose this school because of the identified issues related to students' character that needed to be investigated. The research was carried out from February to June 2025.

According to Arikunto, in order to determine whether the proposed hypothesis is accepted or rejected, the data obtained from respondents must be processed through the following steps: 1) Constructing a distribution table of respondents' answers based on the provided alternatives. 2) Constructing a distribution table of respondents' answers based on weighted options. 3) Conducting a normality test. The normality test aims to determine whether the collected data are normally distributed. By conducting this test, it can be identified whether the sample taken originates from a normally distributed population. In this study, the Shapiro-Wilk test was used, as the number of respondents was fewer than 50. For the normality test, the researcher employed SPSS version 24.00 with the following significance criteria: If the significance value is > 0.05 , the data are considered normally distributed. If the significance value is < 0.05 , the data are considered not normally distributed. 4) Conducting an associative hypothesis test (relationship between variables) by calculating the correlation coefficient between variables X and Y using the Product Moment correlation formula (Arikunto). 5) Conducting a significance test of the relationship to determine whether there is a significant effect between variable X and variable Y. 6) Regression analysis. 7) Conducting a coefficient of determination test (r^2). 8) Hypothesis testing.

DISCUSSION AND RESULTS

From the distribution of students' responses regarding the personality competence of Christian Religious Education (PAK) teachers, it was found that the character of the eleventh-grade students of SMA Negeri 1 Tarutung in the 2024/2025 academic year increased positively and significantly. This improvement reflects the influence of the teachers' personality competence, which encompasses seven key aspects, namely discipline, honesty, fairness, noble character, exemplary positive life, wisdom, and self-confidence. These aspects are not only theoretical constructs but also manifest in the daily interactions between teachers and students within the educational environment. The positive correlation between teachers' personality competence and students' character development highlights the crucial role of teachers as role models, particularly within the context of Christian education, where values, ethics, and moral formation are central.

Discipline is one of the most essential aspects of personality competence demonstrated by PAK teachers. Discipline refers to the ability to manage time effectively, fulfill responsibilities punctually, and complete tasks with consistency. When teachers consistently display discipline, students are inspired to emulate such behavior in their own academic and personal lives. For instance, when a teacher arrives punctually for

lessons, maintains orderly classroom management, and ensures that teaching and learning activities proceed smoothly, students internalize the value of time management and responsibility. Over time, this instills in them a disciplined lifestyle that extends beyond the school environment and influences their future endeavors. Discipline, therefore, becomes not merely a rule to be followed but a virtue to be lived.

Another critical element of personality competence is honesty. Honesty is reflected in the teacher's ability to act in accordance with values of truthfulness, without deception or concealing facts. In the classroom context, honesty may manifest in the teacher's fairness in grading, openness in providing feedback, and transparency in addressing academic challenges. Students who encounter honesty in their teachers are more likely to build trust in authority figures and recognize the intrinsic value of integrity. The presence of honesty nurtures a culture of openness, where students feel safe to express their thoughts, admit mistakes, and learn from them without fear of unjust treatment. Thus, honesty not only shapes students' individual moral compass but also fosters a classroom environment rooted in mutual respect and authenticity.

Fairness, as another dimension of personality competence, refers to the teacher's ability to treat all individuals equitably without favoritism or discrimination. In educational settings, fairness is of utmost importance, particularly in diverse classrooms where students may come from different social, cultural, or economic backgrounds. A fair teacher ensures that each student has equal opportunities to participate, learn, and succeed. For instance, fairness can be observed when teachers assign tasks without bias, evaluate students' performance objectively, and provide equal encouragement and support to all learners. When students witness fairness in their teachers, they are encouraged to practice equality in their own interactions, which contributes to the formation of just and inclusive character traits.

The aspect of noble character is also a vital component of teachers' personality competence. Noble character encompasses the ability to empathize with others, show kindness, and uphold moral values in daily interactions. Teachers with noble character are sensitive to the emotional needs of their students and demonstrate care and compassion, particularly when students face difficulties. Such attitudes not only comfort and support students but also provide them with a model for how to treat others with dignity and respect. The internalization of noble character among students contributes significantly to the development of empathy, kindness, and strong moral awareness, which are crucial for navigating interpersonal relationships and contributing positively to society.

Closely related to noble character is the ability to live an exemplary positive life. Teachers who exemplify positive behaviors and attitudes serve as role models for younger generations. Their lifestyle, speech, and interactions within and outside the school environment become a living testimony that students can observe and emulate. A teacher who consistently demonstrates patience, perseverance, humility, and a strong work ethic sends a powerful message to students about the importance of embodying virtues in everyday life. The exemplary positive life of a teacher has a lasting impact, as students not only hear about values in theory but also see them practiced in reality. This alignment between words and deeds strengthens students' moral convictions and inspires them to live with integrity.

Wisdom is another important quality of PAK teachers' personality competence. Wisdom refers to the ability to resolve conflicts constructively and peacefully, while also making

balanced and thoughtful decisions. In a school environment, conflicts are inevitable, whether among students or between students and teachers. A wise teacher addresses such conflicts with patience, fairness, and a long-term perspective, seeking solutions that promote reconciliation and growth. This approach teaches students valuable lessons about managing disagreements, practicing tolerance, and seeking harmony rather than division. Wisdom also empowers teachers to guide students through moral dilemmas and life challenges, equipping them with critical thinking skills and ethical reasoning that will serve them throughout their lives.

Finally, self-confidence is an essential aspect of personality competence. Self-confidence involves a strong belief in one's abilities and potential, which allows teachers to carry out their roles effectively and inspire confidence in their students. A self-confident teacher communicates ideas clearly, manages classrooms assertively, and demonstrates resilience in facing challenges. When students observe such confidence, they too are encouraged to develop belief in their own capabilities. Self-confidence in teachers not only strengthens the teaching and learning process but also creates an atmosphere of assurance and motivation, which fosters students' willingness to take risks, explore new ideas, and pursue personal growth.

In conclusion, the study at SMA Negeri 1 Tarutung during the 2024/2025 academic year demonstrates that the personality competence of PAK teachers has a significant positive influence on students' character development. Each aspect of personality competence—discipline, honesty, fairness, noble character, exemplary positive life, wisdom, and self-confidence—plays an interconnected role in shaping students' values, attitudes, and behaviors. The integration of these aspects into the daily practices of PAK teachers not only enhances the quality of education but also contributes to the holistic formation of students as individuals with strong moral character. As students internalize these virtues, they are better prepared to face the challenges of life, contribute meaningfully to society, and live out their faith in practical and impactful ways. The findings affirm that when teachers embody personality competence, the educational process extends beyond academic achievement to encompass the cultivation of values and the transformation of character.

With the implementation of these competencies, students' character developed positively and significantly, which was reflected in nine distinct traits that align closely with Christian values. These traits—love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control—represent not only the outcomes of effective personality competence demonstrated by Christian Religious Education (PAK) teachers but also the holistic transformation of students into individuals with strong moral and spiritual foundations. Each trait contributes to the overall growth of students, shaping their attitudes, relationships, and moral decision-making in ways that extend beyond the classroom. The integration of these traits into the lives of students illustrates how education, particularly faith-based education, can nurture the whole person and cultivate values essential for personal well-being and communal harmony.

Love is considered the foundation of all character, serving as the central trait from which other virtues flow. In the educational context, love is expressed through genuine care, empathy, and the willingness to make sacrifices for the well-being of others. When students observe love demonstrated by their teachers, whether through acts of compassion, encouragement, or dedication to their growth, they are inspired to adopt

similar attitudes in their relationships with peers, family members, and community. Love fosters unity, breaks down barriers, and encourages inclusivity, thereby creating a learning environment where each individual feels valued. As a result, students become more compassionate, sensitive to the needs of others, and willing to contribute to collective growth rather than focusing solely on personal achievement.

The second trait, joy, reflects a deep sense of happiness that is rooted not in external circumstances but in a meaningful relationship with God. Joy allows students to maintain a positive outlook even in the midst of challenges. In educational life, this manifests as enthusiasm for learning, resilience in the face of difficulties, and the ability to encourage others. Teachers who display joy in their vocation serve as a powerful example, showing that true fulfillment comes not from material success but from inner contentment and a purposeful life. When students internalize joy, they are better equipped to cope with stress, setbacks, and pressures, enabling them to remain motivated and optimistic in their academic and personal journeys.

Peace is another significant trait that emerges from the development of students' character. Peace refers to inner calm and harmonious relationships with both God and others. In school life, peace is reflected in a cooperative spirit, avoidance of conflict, and the pursuit of reconciliation when disagreements arise. Students who cultivate peace are less prone to hostility, gossip, or divisiveness, and more inclined to build bridges of understanding. Teachers contribute to this process by fostering a classroom atmosphere that values dialogue, respect, and unity. As students learn to embody peace, they become peacemakers within their communities, serving as agents of harmony in a world often marked by conflict and division.

Patience, closely related to peace, reflects the ability to endure challenges, delays, or difficulties without losing hope or becoming discouraged. In an academic context, patience is vital for both long-term learning and personal growth. Students learn to wait for outcomes, persist through challenging subjects, and maintain perseverance even when results are not immediate. Teachers model patience through their consistent guidance and their willingness to support students who learn at different paces. This helps students recognize that progress is often gradual, requiring endurance and resilience. Ultimately, patience becomes an anchor that allows students to face life's inevitable trials with steadiness and hope.

Kindness is another virtue that emerges strongly from the character development of students. Kindness represents a generous and selfless disposition, marked by a readiness to help others without expecting anything in return. In the school environment, kindness may take the form of offering encouragement, assisting classmates, or showing understanding toward those who are struggling. Teachers who exhibit kindness create a nurturing environment that encourages students to do the same. This cycle of kindness contributes to the development of a supportive community, where relationships are strengthened by mutual care and compassion.

Closely tied to kindness is goodness, which refers to positive actions that reflect goodwill toward others. Goodness goes beyond intentions and is demonstrated through concrete deeds. In students' lives, goodness can be observed in their willingness to volunteer, their commitment to ethical behavior, and their desire to make positive contributions to society. The cultivation of goodness ensures that students not only think about what is right but also act upon it consistently. Teachers play a vital role in guiding students to

channel their abilities and resources toward activities that benefit others, reinforcing the principle that goodness must be lived out in tangible ways.

Faithfulness is another critical aspect of students' character growth. Faithfulness involves a strong commitment to God, adherence to His principles, and reliability in human relationships. In education, faithfulness is reflected in dedication to studies, loyalty in friendships, and responsibility in fulfilling one's duties. Teachers who model faithfulness in their teaching practices—through consistency, reliability, and devotion—provide students with a clear picture of what it means to live a life marked by steadfastness. As students embrace faithfulness, they become individuals who can be trusted and who hold firmly to their values even in the face of challenges.

Gentleness emerges as a complementary trait, marked by humility, calmness, and the ability to exercise self-control even in difficult situations. Gentle individuals are not easily provoked to anger but respond with patience and compassion. In school, gentleness contributes to a culture of respect, as students learn to communicate without hostility and resolve conflicts without aggression. Teachers who embody gentleness demonstrate that strength is not found in domination but in the ability to exercise restraint and humility. This has a transformative effect on students, guiding them to approach others with respect and kindness.

The final trait, self-control, encompasses the ability to regulate one's desires, impulses, and emotions in a manner consistent with wisdom and moral principles. Self-control is essential in academic life, where students must resist distractions, manage their time wisely, and focus on their goals. Teachers who demonstrate self-control—whether in managing their emotions, maintaining discipline, or making balanced decisions—set a powerful example for students. Through consistent practice, students internalize self-control as a means of achieving balance and integrity in their lives.

In conclusion, the development of students' character through the implementation of these competencies is evident in the cultivation of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. These traits not only reflect the moral and spiritual growth of students but also highlight the transformative influence of teachers who embody and model such virtues. By integrating these traits into their daily lives, students are equipped to navigate the complexities of the modern world with strength, integrity, and compassion. The findings underscore that character formation is an integral part of education, particularly within the framework of Christian Religious Education, where the goal is not only academic excellence but also the holistic development of individuals who embody values that contribute to personal fulfillment and societal well-being.

From the prerequisite analysis test, which examined whether there is a positive relationship between variable X and variable Y, the correlation coefficient obtained was $r_{\text{count}} = 0.554$, compared with $r_{\text{table}} = 0.334$ at a 5% significance level and a 95% confidence interval with $n = 31$. Since $r_{\text{count}} > r_{\text{table}}$ ($0.554 > 0.334$), it can be concluded that there is a positive influence between variable X (Christian Religious Education teachers' personality competence) and variable Y (students' character).

From the significance test of the relationship between variable X and variable Y, the result showed $t_{\text{count}} = 3.821$ compared with $t_{\text{table}} = 2.042$ at a 5% significance level and $n-2 = 33$. Since $t_{\text{count}} > t_{\text{table}}$ ($3.821 > 2.042$), it can be concluded that there is a significant influence

between variable X (Christian Religious Education teachers' personality competence) and variable Y (students' character).

From the regression analysis, the results were as follows: a) The regression equation was $\hat{Y} = 35.89 + 0.53X$. This equation indicates that with a constant value of 35.89, every unit increase in Christian Religious Education teachers' personality competence contributes to an increase of 0.53 in students' character. b) The coefficient of determination (r^2) was 0.307, meaning that the personality competence of Christian Religious Education teachers accounts for 30.7% of the variation in the character of the eleventh-grade students of SMA Negeri 1 Tarutung in the 2024/2025 academic year.

From the F-test, the analysis of variance produced an F_{count} value of 14.60, which was greater than $F_{\text{table}} = 2.09$ with numerator $df = 13$ and denominator $df = 33$. Since $F_{\text{count}} \geq F_{\text{table}}$ ($14.60 > 2.09$), the null hypothesis (H_0), which stated that there is no influence, was rejected, while the alternative hypothesis (H_a), which stated that there is an influence, was accepted.

Thus, it can be concluded that the research hypothesis proposed by the researcher is accepted, namely, there is a positive and significant influence between the personality competence of Christian Religious Education teachers and the character of the eleventh-grade students of SMA Negeri 1 Tarutung in the 2024/2025 academic year.

Conclusion

From the results of the study, it was found that the hypothesis test produced a value of $F_{\text{count}} > F_{\text{table}}$, namely $14.60 > 2.09$; therefore, the research hypothesis was accepted. It can thus be concluded that there is a positive and significant influence of Christian Religious Education teachers' personality competence on the character of the eleventh-grade students of SMA Negeri 1 Tarutung in the 2024/2025 academic year, amounting to 30.7%. Based on theoretical perspectives and the research findings, it can be concluded that the personality competence of Christian Religious Education teachers can enhance the character of the eleventh-grade students of SMA Negeri 1 Tarutung in the 2024/2025 academic year. The better the personality competence of Christian Religious Education teachers in a school, the better the character development of the students will be.

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