



The Influence of Christian Religious Education Teachers' Personality Competence on the Character of Eighth-Grade Students at SMP Negeri 1 Siborongborong

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ABSTRACT

This study aims to examine the positive and significant influence of Christian Religious Education teachers' personality competence on the character of eighth-grade students at SMP Negeri 1 Siborongborong in the 2025/2026 academic year. The research hypothesis states that there is a positive and significant influence of Christian Religious Education teachers' personality competence on the character of eighth-grade students at SMP Negeri 1 Siborongborong during the 2025/2026 academic year. The study employed descriptive and inferential quantitative methods. The population consisted of all eighth-grade students at SMP Negeri 1 Siborongborong in the 2025/2026 academic year who were Protestant Christians, totaling 240 students. A random sampling technique was used to select 20% of students from each class, resulting in a sample of 48 students. The research instrument was a closed-ended questionnaire. The data analysis results were as follows: a) The correlation coefficient $r_h = 0.731 > r_t = 0.284$ and $t_h = 7.266 > t_t = 1.67866$ indicate a positive and significant relationship between teachers' personality competence and students' character. b) The regression equation was obtained. c) The coefficient of determination showed that the influence amounted to 53.44%. d) The hypothesis test yielded $F_h = 52.626 > F_t = 3.23$, leading to the rejection of H_0 and the acceptance of H_a . The study concludes that there is a positive and significant influence of Christian Religious Education teachers' personality competence on the character of eighth-grade students at SMP Negeri 1 Siborongborong in the 2025/2026 academic year.

Keywords: *Christian Religious Education Teacher Personality Competencies, Student Character.*

INTRODUCTION

Education is derived from the word *didik* (to educate or train). According to the *Kamus Besar Bahasa Indonesia* (KBBI), *didik* means to provide training related to intellectual capacity as well as moral character. The term *pendidikan* (education) refers to the act or process of educating. Education is a conscious and planned effort aimed at creating a conducive learning environment and process that enables students to actively develop their potential in spiritual-religious awareness, self-control, personality, intelligence,

noble character, and necessary skills. Education plays a crucial role in fostering the intellectual growth of the nation and serves as a key to realizing national ideals. Through education, individuals' abilities can be enhanced in schools, families, and society, enabling students to acquire moral and social values that serve as guidelines for shaping human character.

In schools, teachers are the primary agents in the learning process. Through teaching, teachers guide students in developing good character. Character is an essential aspect of human personality development, encompassing an individual's patterns of thought, attitudes, and behaviors, shaped by values, experiences, and the surrounding environment. Teachers play a vital role in character formation by acting as role models who embody noble values in daily words and actions. They serve as moral and ethical guides, actively instilling an understanding of right and wrong, and promoting the internalization of values such as honesty, responsibility, tolerance, and empathy. Through classroom interactions, teachers create a conducive learning environment for character development, integrate values into the curriculum, and facilitate co-curricular and extracurricular activities that allow students to practice these values in real-life contexts. Students' character results from dynamic interactions between internal and external factors. Internal factors, such as genetic predisposition and temperament, provide a foundational basis, but character development is strongly influenced by external factors. Personality competence refers to a teacher's personal capability that reflects a stable, mature, wise, and authoritative personality, serving as a role model for students while exhibiting noble character. One significant factor influencing students in learning is teacher competence. According to Government Regulation No. 19 of 2005, teacher competence is categorized into four types: (1) Pedagogical Competence, (2) Personality Competence, (3) Professional Competence, and (4) Social Competence. Among these, personality competence significantly impacts students' character. As Sukarno noted, a teacher's personality competence influences character education: the better the teacher's personality competence, the higher the quality of character education delivered to students. Similarly, Sirait emphasized that the personality competence of Christian teachers is crucial and must be understood and applied, as it can be observed and emulated by students to enhance their character and practice it in daily life as Christians. Based on the author's observations at SMP Negeri 1 Siborongborong, particularly in the eighth grade, several issues were identified in Christian Religious Education (PAK) classes, including students cheating during exams or falsely claiming to have completed assignments independently, students exhibiting arrogance by belittling peers, arriving late to class, failing to submit assignments on time, showing disinterest during lessons, not paying attention to teacher explanations and therefore answering questions incorrectly, and prioritizing personal gain over the needs or feelings of classmates, such as refusing to cooperate in group work. Christian Religious Education teachers play an active role in addressing students' character issues by providing guidance and using an approach-oriented teaching method tailored to students.

METHODS

This study employed a quantitative research design, combining descriptive and inferential approaches. The descriptive method was used to describe the characteristics of the variables under study, while the inferential method was applied to examine the

relationship and the influence of Christian Religious Education teachers' personality competence on the character of eighth-grade students. The population consisted of all eighth-grade students at SMP Negeri 1 Siborongborong in the 2025/2026 academic year who were Protestant Christians, totaling 240 students. A random sampling technique was used to select 20% of students from each class, resulting in a sample of 48 students. This sampling method ensured that each student had an equal chance of being selected, minimizing sampling bias. Data were collected using a closed-ended questionnaire designed to measure two main variables: teachers' personality competence and students' character. The questionnaire items were developed based on relevant literature and theoretical frameworks, and each item employed a Likert scale to quantify responses. The questionnaires were distributed to the selected students, and they were asked to respond independently. The researcher provided clear instructions and ensured that respondents understood the purpose of the study. All collected data were then coded and prepared for statistical analysis. The collected data were analyzed using statistical techniques. First, descriptive statistics were used to summarize the data. Second, inferential statistics were employed to test the hypotheses, including: 1) Correlation Analysis – To examine the strength and direction of the relationship between teachers' personality competence and students' character ($r_h = 0.731 > r_t = 0.284$). 2) Regression Analysis – To determine the influence of teachers' personality competence on students' character and to derive the regression equation. 3) Coefficient of Determination (R^2) – To evaluate the percentage of variance in students' character explained by teachers' personality competence (53.44%). 4) Hypothesis Testing (t_{test} and F_{test}) – To determine whether the observed relationships were statistically significant ($t_h = 7.266 > t_t = 1.67866$; $F_h = 52.626 > F_t = 3.23$). The study adhered to ethical research principles. Participation was voluntary, and students were informed about the purpose of the research. Confidentiality and anonymity of the participants' responses were strictly maintained.

RESULT AND DISCUSSION

Personality competence of teachers refers to a set of personal qualities that reflect stability, maturity, wisdom, ethical integrity, and the ability to serve as a role model for students. In the context of Christian Religious Education (CRE), personality competence is particularly important because it not only shapes the learning environment but also provides students with a model for moral and ethical behavior aligned with Christian values. Teachers with strong personality competence demonstrate consistency between their words and actions, exhibit fairness and empathy, and provide guidance that helps students internalize ethical principles.

Character development in students encompasses attitudes, behaviors, and moral reasoning that reflect integrity, responsibility, respect, empathy, and social awareness. Character is shaped by both internal factors (such as temperament and personality) and external influences, including teachers, family, peers, and the school environment. In this sense, teachers are central agents in nurturing students' character, particularly in religious education where ethical and spiritual dimensions are emphasized.

The influence of CRE teachers' personality competence on students' character can be observed in several ways:

1. **Modeling Ethical Behavior:** Teachers serve as role models for students. When teachers demonstrate honesty, patience, and fairness, students are more likely to emulate these behaviors in their interactions with peers and in daily life.
2. **Moral Guidance and Value Internalization:** Teachers actively guide students to distinguish right from wrong, reinforcing Christian values such as compassion, tolerance, and responsibility. This guidance helps students internalize moral principles and apply them in real-life contexts.
3. **Classroom Climate:** Teachers with strong personality competence create a supportive and respectful classroom environment. Such a climate encourages positive social interactions, collaborative learning, and respectful communication, which are crucial for character development.
4. **Behavioral Reinforcement:** By consistently applying ethical standards and reinforcing positive behaviors, teachers help students develop self-discipline and moral accountability.

Empirical studies, including the research at SMP Negeri 1 Siborongborong, show that teachers' personality competence has a statistically significant positive influence on students' character. The stronger the teacher's personality competence, the more likely students are to develop traits such as responsibility, empathy, honesty, and social awareness. The relationship is not merely correlational but causal in the sense that teachers' consistent modeling and guidance directly shape the attitudes and moral reasoning of students.

The Relationship Between Teachers' Personality Competence and Students' Character

The correlation analysis in this study revealed a coefficient of $r_h = 0.731$, exceeding the critical value $r_t = 0.284$. The t_{test} value ($t_h = 7.266$) also surpassed the critical t_{value} ($t_t = 1.67866$), indicating a strong and significant positive relationship between Christian Religious Education teachers' personality competence and the character of eighth-grade students at SMP Negeri 1 Siborongborong. This finding suggests that teachers who possess stable, mature, and ethically sound personalities significantly influence students' moral and behavioral development.

The Influence of Teacher Personality Competence on Students' Character

The regression analysis showed that teachers' personality competence contributed 53.44% ($R^2 = 0.5344$) to the variance in students' character. This demonstrates that more than half of students' character development can be attributed to the personality competence of their teachers. The remaining 46.56% may be influenced by external factors such as family, peer interactions, personal temperament, and broader social environment. The F-test result ($F_h = 52.626 > F_t = 3.23$) confirmed that the overall regression model was statistically significant, supporting the hypothesis that teacher personality competence positively affects student character.

These findings align with existing educational theories and prior research, emphasizing the importance of teacher personality in character education. According to Sirait (year), the personality competence of Christian teachers serves as a model for students, facilitating the internalization of values such as honesty, responsibility, empathy, and tolerance. Sukarno (year) also argued that higher teacher personality competence enhances the quality and effectiveness of character education. Teachers act not only as

educators but also as moral exemplars, whose consistent behaviors, ethical decision-making, and interpersonal conduct shape students' attitudes and behaviors.

In practice, teachers' personality competence manifests through their daily interactions, ethical behavior, and guidance. Teachers who demonstrate patience, fairness, and respect foster a classroom environment conducive to character development. Students observing these behaviors are more likely to adopt similar traits, exhibiting responsibility, cooperation, and moral reasoning. The study indicates that enhancing teachers' personality competence can directly strengthen students' character, improving both classroom culture and learning outcomes.

While the study confirms a significant influence of teacher personality competence, it is important to acknowledge that students' character is also shaped by external factors. Family upbringing, peer influence, social environment, and school policies contribute to character development. Therefore, teacher competence should be complemented by a holistic approach, including co-curricular activities, parental involvement, and supportive school culture, to maximize character education outcomes.

CONCLUSION

Based on the findings of the study, it can be concluded that Christian Religious Education (CRE) teachers' personality competence has a significant and positive influence on the character development of eighth-grade students at SMP Negeri 1 Siborongborong in the 2025/2026 academic year. The analysis of the data, using correlation, regression, and hypothesis testing, clearly indicates that students' character is strongly associated with the personality competence of their teachers. The correlation coefficient ($r_h = 0.731$) exceeded the critical value ($r_t = 0.284$), and the t-test ($t_h = 7.266 > t_t = 1.67866$) confirmed that this relationship is statistically significant. These results demonstrate that teachers who exhibit stability, maturity, wisdom, ethical integrity, and consistent behavior positively shape students' moral, social, and ethical development.

Furthermore, the regression analysis revealed that teachers' personality competence contributes 53.44% to the variance in students' character. This finding indicates that over half of the students' character formation can be attributed to the influence of teachers' personality competence, while the remaining portion is affected by other external and internal factors, such as family, peers, personal temperament, and broader social and cultural contexts. The F-test result ($F_h = 52.626 > F_t = 3.23$) further confirmed that the overall model of the study is statistically significant, supporting the research hypothesis and validating the predictive power of teachers' personality competence on students' character.

The findings of this study align with existing educational theories and prior research emphasizing the critical role of teachers in character education. Personality competence enables teachers to serve as effective role models, providing guidance and behavioral examples that students can observe, internalize, and emulate. By demonstrating ethical conduct, empathy, fairness, and responsibility, teachers help students develop moral reasoning, self-discipline, and prosocial behaviors. Moreover, the study highlights that a positive classroom environment, facilitated by teachers with strong personality competence, fosters a culture of respect, cooperation, and moral accountability, which are essential components of character development.

In practical terms, this study underscores the importance of professional development programs that focus on enhancing teachers' personality competence, mentoring, and reflective practice. By strengthening teachers' personal and ethical capabilities, schools can more effectively promote students' character formation and overall moral development. Additionally, while teacher competence plays a major role, schools should implement holistic strategies that involve family engagement, peer collaboration, and extracurricular activities to support and reinforce character education.

In conclusion, the study confirms that Christian Religious Education teachers' personality competence is a fundamental determinant of students' character development. Teachers who embody ethical, stable, and exemplary personalities not only enhance learning outcomes but also cultivate students' moral, social, and spiritual growth, preparing them to become responsible, empathetic, and principled members of society. The study contributes to both theoretical understanding and practical implications, emphasizing that character education is inseparable from teacher competence and moral exemplarity.

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