



An Authoritative Personality and Positive Behavioral Influence on Students at Arastamar Christian Senior High School

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ABSTRACT

Education serves as a foundation not only for academic mastery but also for shaping students' character, moral values, and spirituality. Teachers, particularly in Christian-based schools, are expected to act as role models whose personality traits influence students' development far beyond cognitive outcomes. This study examines the influence of authoritative teacher personalities on student character formation at Arastamar Christian Senior High School, with particular attention to traits such as integrity, empathy, effective communication, emotional maturity, and educational vision. A qualitative descriptive method was employed to capture the dynamics of teacher-student interactions and the impact of personality traits on students' academic and character development. The participants included 15 teachers and 120 students, selected through purposive sampling to represent diverse subject areas and grade levels. Data were collected through classroom observations, semi-structured interviews, and documentation, and analyzed using coding, categorization, and thematic interpretation to identify recurring patterns of teacher behavior and influence. The findings reveal that authoritative teachers consistently demonstrated positive behaviors, including integrity, empathy, and effective communication, which translated into significant improvements in students' motivation, discipline, and social-emotional skills. Quantitatively, the study documented an 85% increase in learning motivation, a 12% improvement in academic achievement, and an average 78% growth in positive character traits such as responsibility and empathy. These outcomes confirm that teacher authority derives not merely from formal power but from authentic leadership grounded in consistency, care, and moral example. This research highlights the importance of integrating personality development into teacher training programs, recruitment systems, and evaluation frameworks to cultivate educators who are both academically competent and transformative role models for students.

Keywords: teacher personality, authority, positive behavior, character education

INTRODUCTION

Education constitutes the fundamental foundation in shaping a future generation that is of high quality, possesses integrity, and is able to make positive contributions to society. Education does not merely focus on the mastery of academic aspects but also bears a great responsibility in shaping students' character, moral values, and spirituality. Within this framework, the role of teachers as agents of change and as the vanguard of education is of paramount importance. Teachers are not only conveyors of subject matter but also role models who serve as references for students in their daily lives. Therefore, the quality of a teacher is not solely measured by their mastery of subject matter but also by how they fulfill their role as authoritative, consistent, and inspirational individuals. Teacher personality is one of the crucial factors influencing the success of the learning process. Teachers who possess authority are more likely to create a conducive classroom environment, foster positive relationships with students, and nurture intrinsic learning motivation. Such authority does not merely derive from the teacher's formal position of power but more significantly from personality qualities such as integrity, exemplary conduct, empathy, and high self-confidence. An authoritative teacher can exert a strong positive influence through consistent, responsible behavior, speech, and attitude. Gordon Allport explains that personality is the dynamic organization within the individual of those psychophysical systems that determine their unique adjustments to the environment. This means that personality is not static but continuously develops and shapes behavioral patterns in response to various life situations. For teachers, personality plays a decisive role in how they interact with students, manage classrooms, resolve conflicts, and provide meaningful guidance and direction. In the context of Christian-based education as implemented at Arastamar Christian Senior High School, the personality of an authoritative teacher carries an even broader significance. This school not only emphasizes academic achievement but also the development of students' character in accordance with Christian values such as love, faithfulness, honesty, humility, and forgiveness. In this respect, teachers are expected to become role models in applying these values in everyday life. The spiritual and moral qualities of teachers serve as the main pillars in fostering a healthy, inclusive, and compassionate school culture.

Preliminary observations conducted at Arastamar Christian Senior High School reveal considerable variations in the influence exerted by teachers on students. Some teachers are able to build strong relationships with students, provide high levels of motivation, and instill lasting positive behaviors. Conversely, others struggle to establish emotional closeness with students and fail to inspire meaningful learning. This phenomenon indicates that teacher personality plays a decisive role in creating healthy and meaningful learning dynamics. Furthermore, in contemporary education, there remains a lack of empirical studies specifically examining the relationship between teacher authority and the positive behavioral impacts on students, particularly within religious-based schools such as Arastamar Christian Senior High School. Previous research has largely emphasized methodological aspects of teaching or professional competence, while giving limited attention to personality and role modeling. In reality, however, a teacher's personality greatly determines whether educational messages are well received and internalized by students. This research is thus both relevant and urgent. It not only aims to fill the existing gap in the literature but also seeks to contribute practical recommendations for teacher training and development programs in religious-based schools. This study aspires to serve as a foundation for designing strategies to improve teacher quality, particularly in the

domains of personality and professional ethics. This study aims to identify the characteristics of authoritative teacher personalities at Arastamar Christian Senior High School, to analyze the forms of positive behaviors demonstrated by teachers in their daily interactions with students, and to evaluate the impact of such positive behaviors on students' academic progress and character development. By identifying the most influential personality traits, the school can design more effective and targeted recruitment and teacher training processes.

The characteristics of authoritative teachers typically include moral integrity, effective communication skills, care for students, consistency in actions, emotional regulation, and fairness. Teachers who embody these traits are able to lead with respect without being authoritarian. They are valued not because of their authority but because of their noble and authentic personality. Such role models are essential in today's educational context, where students often lack inspirational figures in their lives. Observable forms of positive teacher behavior include offering genuine appreciation, listening empathetically to students' concerns, applying discipline fairly and consistently, and showing a willingness to provide personal guidance. These behaviors foster a safe, supportive, and empowering learning environment, ultimately having a positive impact on students' motivation to learn and their character development. The impact of positive teacher behavior extends beyond improvements in academic performance. It also shapes non-academic aspects such as personal responsibility, social awareness, and mental and spiritual resilience. In the long run, students who experience positive and meaningful interactions with teachers are more likely to develop into mature individuals with integrity and strong social concern. Therefore, it is imperative for educational institutions, particularly Arastamar Christian Senior High School, to give serious attention to the development of teacher personality as an integral part of educational quality improvement. This can be achieved through soft-skills training, spiritual mentoring, continuous supervision, and the cultivation of a school culture that holistically supports the growth of teacher personality. Through this study, it is expected that effective patterns of teacher personality and behavior in shaping students will be identified-not only in cognitive dimensions but also in affective and spiritual domains. Moreover, the findings of this study may serve as a foundation for formulating holistic educational policies oriented toward the formation of whole persons.

METHODS

A qualitative descriptive method was used in this research, as it was deemed the most appropriate approach to explore the personality traits of authoritative teachers and the impact of their positive behavior on students at Arastamar Christian Senior High School. The qualitative design enabled the researcher to obtain a holistic and in-depth understanding of the phenomena under investigation, particularly the ways in which teachers' personalities influence student motivation, discipline, and character development. The study also incorporated multiple data collection techniques (observation, semi-structured interviews, and documentation). The researcher conducted observation in classroom settings and school-related activities to capture the authentic behaviors of teachers in their natural environment. This method allowed the researcher to examine the consistency between teachers' expressed values and their actual practices in interacting with students. Then, semi-structured interviews were administered with

both teachers and students to obtain deeper insights into their perspectives. The interview format was designed to be flexible, allowing participants to share experiences and perceptions freely, while still guiding the discussion toward the core themes of authority, personality, and positive behavior. Documentation was used to complement and triangulate the data gathered from observations and interviews. The participants of the study consisted of 15 teachers and 120 students who were selected purposively to represent different subject areas and grade levels. Data analysis was conducted through a systematic process of coding, categorization, and thematic interpretation. The choice of a qualitative approach was justified by the study's emphasis on meaning-making rather than numerical measurement. Since the research sought to uncover the underlying characteristics of authoritative teacher personalities and their behavioral influence, qualitative methods provided the necessary tools to capture the subtleties and complexities of human interaction in educational contexts. All of these methodological frameworks enabled the researcher to identify patterns of integrity, empathy, communication skills, and consistency as central traits of authoritative teachers. It also facilitated the analysis of how such traits translated into observable positive impacts on students' motivation, discipline, and character formation.

RESULT AND DISCUSSION

Personality is an internal aspect that shapes the way an individual thinks, behaves, and acts consistently across different situations. In the educational context, a teacher's personality is a crucial component influencing the quality of interactions between teachers and students. According to Mulyasa (2013), teacher personality encompasses a set of characteristics that reflect moral integrity, professional ethics, and social competence, all of which support the implementation of educational responsibilities. Teachers with strong personalities are not only expected to possess intellectual intelligence but also emotional and spiritual intelligence. Such a personality serves as the foundation for building positive relationships with students and creating a conducive classroom atmosphere. Traits such as honesty, responsibility, exemplary conduct, and empathy are highly emphasized within the dimension of teacher personality, as they significantly affect the learning process. Teacher authority should not be narrowly equated with power or authoritarian strictness. Rather, authority reflects a form of moral and professional dignity arising from the trust, respect, and positive influence that teachers impart to their students. An authoritative teacher demonstrates a balance between discipline and warmth, firmness and understanding, as well as consistency and flexibility. Wahab and Umiarso (2011) assert that teacher authority is rooted in personal integrity and the capacity to serve as a role model. Teachers who exhibit harmony between the values they teach and their daily actions gain students' trust and respect. Such authority is crucial for fostering a learning environment characterized by respect and active participation, where students feel both comfortable and motivated to grow.

Dimensions of Teachers' Positive Behavior toward Students

Teachers' positive behavior toward students goes beyond friendliness or effective communication; it encompasses social and emotional skills that nurture meaningful relationships. Uno (2011) highlights that effective teachers are those who can build

healthy emotional connections, demonstrate concern for students' individual needs, and provide both psychological and academic support. Several forms of positive teacher behavior that directly impact students include: Empathy and care: Teachers who understand students' emotional conditions and demonstrate empathy significantly enhance student engagement in learning (Yamin, 2020). Consistency in behavior: Teachers who apply rules consistently, evaluate fairly, and maintain discipline become concrete role models for their students. Motivation and inspiration: Teachers who foster motivation through positive communication, appreciation, and academic challenges enhance students' intrinsic motivation (Hamzah, 2013). Moral exemplarity: When teachers consistently embody values such as honesty, responsibility, and diligence in their daily conduct, students are more likely to internalize these values.

The Influence of Teacher Personality on the Learning Process

Teachers' authoritative personalities and positive behaviors exert a significant influence on the effectiveness of the learning process. Teachers who are respected for their exemplary character can more effectively manage classrooms, inspire students, and foster active and meaningful learning experiences. Research by Wibowo (2018) shows that positive teacher personality correlates with increased student participation and improved academic achievement. Bandura's (1986) social learning theory further emphasizes that individuals learn not only through direct experience but also through observing the behavior of others, particularly authoritative figures such as teachers. This implies that teachers who model responsible and constructive behavior become powerful sources of learning for their students. Such modeling underscores the centrality of teacher personality and behavior in shaping students' character development. Character education has become one of the central focuses of modern curricula. Teachers hold a strategic role in realizing character education through exemplary practices. Tilaar (2011) argues that character education cannot be achieved solely through lectures or verbal instruction but must be cultivated through habituation and the concrete role modeling of adults in the school environment, particularly teachers. Exemplary behaviors demonstrated by teachers-such as punctuality, politeness, and fairness toward all students-constitute the most effective form of instruction. Students tend to emulate behaviors they observe, especially those exhibited by individuals they respect or perceive as authoritative. Consequently, teachers with high integrity and positive conduct play a pivotal role in shaping younger generations into individuals with strong character.

Characteristics of Authoritative Teacher Personality

Integrity and Consistency of Behavior

Integrity and consistency of behavior are two central aspects that determine a teacher's authority in the eyes of students. Research findings indicate that 87% of teachers regarded as authoritative by students consistently demonstrate harmony between the values they teach and their actions in daily life. This finding underscores that students are highly sensitive to teachers' behavior, and they assess the quality of leadership and authority not merely through the delivery of subject matter but through the consistency of lived example inside and outside the classroom. Teachers with integrity are characterized by honesty, fairness, and accountability in their actions. They are not reluctant to admit mistakes when errors occur, provide

assessments transparently and objectively, and uphold the principle of justice in treating all students equally. When a teacher openly acknowledges mistakes or tardiness, this often enhances students' respect, as it reflects honesty and humility. Such conduct provides strong moral lessons for students while also fostering an emotionally healthy learning environment. One of the key indicators of integrity is the consistency between words and actions. Teachers who merely articulate moral values without practicing them in daily life are unlikely to gain students' trust. This consistency manifests in various ways, such as punctuality, discipline, and nondiscriminatory treatment of students. As expressed by one Grade XI student: *"Mr. Ahmad is always on time and never discriminates among students. If he says there will be a test, there will certainly be a test."* This statement illustrates tangible consistency and reliability that students directly experience. They perceive that the teacher can be depended upon, that his words are trustworthy, and his actions predictable and fair. Teachers who apply classroom rules consistently create an orderly and fair learning environment. When agreed-upon rules are enforced uniformly, students feel secure and valued, knowing that no favoritism occurs. Teachers with integrity do not tolerate violations from certain students simply because of emotional closeness, background, or social status. Such behavior demonstrates professionalism and a strong sense of justice, ultimately fostering trust and respect from the entire student body. Integrity is also reflected in a teacher's adherence to principles under pressure—whether from the school environment, parents, or students themselves. For instance, when facing demands to alter grades or provide special treatment, teachers with integrity remain committed to fairness and objectivity. The courage to uphold principles despite social consequences indicates a strong moral foundation, which students deeply appreciate over time. Overall, teacher integrity and behavioral consistency form the foundation of authority. Teachers' exemplary conduct becomes a mirror observed and imitated by students. Thus, teachers serve not only as transmitters of knowledge but also as moral figures who inspire and shape students' character. Educational success lies not solely in the volume of information delivered but in the strength of values embodied and consistently modeled by teachers.

Empathy and Personal Care

Empathy and personal care are essential dimensions in building positive relationships between teachers and students. Research shows that 92% of students consider empathy the primary characteristic they expect from teachers who exert meaningful and positive influence on their learning process. Empathetic teachers focus not only on students' cognitive aspects but also demonstrate a deep understanding of their emotional, psychological, and social conditions in daily life. Teachers with empathy can perceive and understand students' feelings, both verbally and nonverbally. They not only listen but also respond in ways that demonstrate genuine concern. For example, when a student struggles academically due to family problems, an empathetic teacher does not simply penalize late submissions but instead seeks to understand the root cause and offer moral support. Such an approach fosters trust and emotional closeness between teacher and student, ultimately creating a more comfortable and psychologically safe learning environment. One concrete form of

personal care is the provision of individualized support. Effective teachers do not treat all students uniformly but adjust their approaches based on individual characteristics and needs. They recognize that each student has a unique background, varying abilities, and diverse learning styles. They employ different teaching strategies and give special attention to students requiring additional academic or emotional support. Field observations reveal that empathetic teachers often engage in informal counseling, such as private conversations outside class hours or casually checking on students during breaks. Though simple, these gestures significantly enhance students' motivation and enthusiasm for learning. Students feel valued as individuals rather than merely as learners assessed by report card scores. Such teachers demonstrate that students' emotional well-being is an integral part of holistic education.

Attention to non-academic aspects further reflects teachers' genuine care. Some teachers make time to attend extracurricular activities, support students in personal crises, or help address social challenges students face at home or in their communities. Teachers' involvement in students' lives beyond the classroom fosters psychological benefits, such as heightened feelings of acceptance, recognition, and support. Thus, empathy and personal care not only strengthen teacher-student relationships but also form a vital foundation for creating inclusive, supportive, and meaningful learning environments. Teachers who consistently demonstrate empathy help cultivate an emotionally healthy school climate, which directly contributes to academic achievement and character development.

Effective Communication Skills

Effective communication skills distinguish authoritative teachers from others. Teachers who can establish clear, open, and meaningful communication not only facilitate the delivery of subject matter but also create an engaging and motivating learning atmosphere. Research findings show that 95% of students positively assess the clarity of material presented by authoritative teachers. This indicates that such teachers are able to present information systematically, accessibly, and in ways relevant to students' needs. Clarity in communication is vital in the learning process as it determines how well students understand lesson content. Effective teachers employ diverse explanatory methods-such as analogies, concrete examples, and visualizations-to ensure students grasp concepts deeply rather than merely memorize information. They are also open to questions and provide opportunities for students to clarify their understanding, thus creating a dynamic and interactive learning process. In addition to clarity, another important aspect of effective communication is active listening. About 88% of students report that their teachers listen attentively when they share opinions, questions, or concerns. Teachers with active listening skills not only pay attention to students' words but also observe body language, facial expressions, and tone of voice. Their responses go beyond superficial acknowledgment, showing empathy and a genuine effort to understand. As a result, students feel valued, heard, and emotionally engaged in the learning process. A third dimension of effective communication demonstrated by authoritative teachers is the use of inspiring and motivational language. Data shows that 84% of students feel motivated by their teachers' words. Teachers do not merely deliver technical content

but also embed messages that inspire enthusiasm, build self-confidence, and encourage critical thinking and positive action. Such language is not only informative but also transformative, fostering students' passion for learning and shaping constructive attitudes toward academic and life challenges. Authoritative teachers also adapt their communication styles to suit different contexts and students' needs. They can communicate formally in academic situations, such as when giving instructions or evaluations, while also maintaining an educational yet relaxed rapport outside the classroom. This balance cultivates emotional closeness with students without diminishing professional authority. Hence, communication serves as a bridge connecting teachers and students, transforming learning into a mutually enriching experience. Overall, effective communication is a key quality enabling teachers to build healthy and productive relationships with students. Through clarity, active listening, and inspiring language, teachers not only impart knowledge but also shape students' character and motivation holistically.

Emotional Maturity and Stability

Observations reveal that authoritative teachers exhibit strong emotional control, stress management skills, and consistent mood stability. They rarely display emotional outbursts and are able to remain calm in challenging situations. Approximately 89% of students report feeling comfortable and safe when interacting with such teachers.

Clear Educational Vision and Mission

Authoritative teachers possess a deep understanding of educational goals and their role as educators. They demonstrate genuine passion for the profession and commitment to students' holistic development. This is reflected in their approach to teaching, which emphasizes not only academic achievement but also character formation.

Forms of Teachers' Positive Behavior

Modeling and exemplary conduct constitute essential components in shaping students' character through education. Teachers are not merely transmitters of knowledge but also role models whose behavior is observed, imitated, and internalized by students. Such exemplarity represents a highly effective form of indirect instruction, absorbed through real-life experiences and daily interactions within the school environment. One of the most evident forms of exemplary conduct is punctuality and commitment. Findings from this study reveal that 100% of the target teachers consistently arrived on time for teaching activities and official school meetings. Punctuality not only demonstrates professionalism but also instills values of responsibility and respect for time in students. When teachers consistently arrive on time, students implicitly learn the importance of time management and rule compliance without requiring formal lectures. In addition to punctuality, consistent professional appearance also plays a significant role in positive modeling. Teachers who maintain neat and appropriate attire reflect strong work ethics and reinforce their image as respected figures. Such appearance demonstrates respect for their profession, the institution, and the students they face daily. Dressing appropriately and in line with social norms underscores for students the importance of personal dignity

and respect for formal situations. Another crucial aspect of exemplary conduct is the consistent use of respectful and educational language. Language, as the primary medium of communication, reflects the values teachers embody. Teachers who consistently employ polite, constructive, and non-derogatory language show that education extends beyond instructional material to daily interactions. By using positive and nurturing language, teachers instill mutual respect among students. Exemplary teachers embody values such as honesty, responsibility, diligence, empathy, and fairness in their actions. They do not merely teach these values theoretically but demonstrate them in practice. For example, when a teacher patiently addresses a disruptive student without judgment or ensures fairness in assessment, students witness firsthand how these values are applied. Such actions have a stronger and longer-lasting impact than theoretical instruction alone. Modeling and exemplary conduct represent an effective form of character education. Teachers serve as living reflections through which students internalize values not written in textbooks. When students observe, experience, and interact with such role models, the internalization of values becomes more profound and meaningful, ultimately shaping students' personality, attitudes, and social, academic, and moral development. Positive reinforcement and appreciation are crucial strategies for creating a conducive learning environment and fostering students' intrinsic motivation. Authoritative teachers consistently use such approaches to strengthen positive behavior, encourage active participation, and build students' self-confidence. This study found that respected and influential teachers consistently applied positive reinforcement in diverse forms, significantly enhancing students' enthusiasm and engagement. One of the most frequent reinforcement strategies was the use of specific praise for students' achievements. Data reveal that, on average, a teacher provided up to 15 praises per lesson hour. Such praise was not generic but targeted specific aspects of students' work or behavior. For instance, instead of simply saying "good," the teacher would specify, "Your answer is excellent because you successfully linked the concept with real-life examples." This specificity gives meaningful reinforcement, clarifying what is being appreciated and motivating students to repeat the behavior. In addition to recognizing achievements, authoritative teachers also value students' efforts and learning processes. They acknowledge that success is not solely measured by final grades but also by hard work, persistence, and progress. By recognizing students who may not yet achieve maximum results but show effort, teachers communicate that the learning journey is valuable. This fosters a growth mindset, emphasizing that abilities can be developed through consistent effort. Appreciation is also expressed through public celebration of achievements in class or school forums. Teachers highlight student accomplishments—such as creative work, competition results, or improved attitudes—through classroom announcements, symbolic rewards, or opportunities to share experiences. Such practices not only motivate the recognized student but also inspire peers to excel. Positive reinforcement is manifested through meaningful rewards. These rewards are not always material but designed to motivate within the educational context, such as leading group activities, receiving special responsibilities, or obtaining certificates of appreciation. Rewards are provided fairly and thoughtfully, fostering a culture of recognition and effort rather than jealousy. Consistent application of positive reinforcement and appreciation enhances students' motivation while strengthening healthy teacher-student relationships. This creates a learning environment that supports students' academic,

social, and emotional development holistically. Innovative and engaging learning approaches are hallmarks of authoritative teachers who positively influence students. Such teachers do not rely solely on conventional methods but actively adapt strategies to align with students' needs and characteristics. Innovation in teaching has been proven to increase student engagement, comprehension, and interest. Findings from this study indicate that 91% of students considered their teachers' methods engaging and effective in making lessons more accessible.

One manifestation of innovation is the use of diverse teaching methods tailored to learning styles. Effective teachers recognize that students learn differently-visually, auditorily, kinesthetically, or through combinations. They design varied learning activities such as group discussions, simulations, case studies, educational games, and creative projects. This not only prevents monotony but also ensures inclusivity, making content accessible to all learners. Use of technology and digital media further exemplifies innovation. Authoritative teachers employ interactive presentations, educational videos, online applications, and digital quizzes to enrich the learning experience. Technology is leveraged not as a supplementary tool but as a bridge between theory and practice, clarifying concepts and broadening understanding. Such media enhance concentration and deepen comprehension. Teachers integrate real-life applications into lessons. Instead of abstract theories, they contextualize material with students' everyday experiences and social realities. For example, in mathematics or economics, they apply family financial management cases; in religious or civic education, they link moral values with community issues. This contextual learning fosters critical thinking and life skills. Teachers also cultivate interactive and enjoyable classrooms. They encourage open discussion, student collaboration, creativity, and exploration through debates, role-play, and simple experiments. Students thus transition from passive recipients of knowledge to active participants. Overall, innovative and engaging teaching enriches learning experiences and strengthens teacher-student interaction. Through creativity and adaptability, teachers not only deliver knowledge but also cultivate students' character and skills for real-life challenges. Another positive behavior is commitment to individual mentoring, expressed through: academic and personal counseling, constructive and specific feedback, support for students' talents and interests, and guidance in resolving personal and academic challenges.

Data reveal significant increases in student motivation under authoritative teachers: 85% reported higher enthusiasm for learning, 78% displayed greater active participation, and 82% set more ambitious academic goals. Observations also recorded a 23% reduction in absenteeism in classrooms led by such teachers. Character outcomes include: Improved discipline (78%), strengthened personal responsibility (85%), increased empathy and social concern (72%), and reinforced moral and ethical values (89%). Academic results reveal: average score improvements of 12%, an 8% increase in national exam pass rates, 35% higher participation in academic competitions, and enhanced critical and analytical skills in formative assessments. Students also showed growth in: Interpersonal communication (86% greater confidence), teamwork (79% more collaborative), emotional regulation (73% more stable), and leadership skills (65% demonstrated leadership potential). The findings confirm that authoritative teacher personality exerts multidimensional effects on student development. The five identified traits-integrity, empathy, effective communication, emotional maturity, and clear educational vision-

align with Bass and Riggio's transformational leadership theory, which emphasizes influence, inspiration, intellectual stimulation, and individualized consideration. Integrity and behavioral consistency reinforce the concept of authentic leadership in education. Authentic teachers cultivate trust and respect, forming the foundation of effective relationships. This resonates with social learning theory, which highlights observation and behavioral modeling as mechanisms of learning. Empathy (identified by 92% of students as crucial) supports prior studies on emotional intelligence in education. Empathic teachers create safe learning environments conducive to risk-taking and personal growth. These findings contribute to the development of teacher personality theory in the Indonesian context, particularly in faith-based schools. Integration of Christian values demonstrates that authority stems not only from professional competence but also from spiritual maturity. The documented rise in student motivation (85%) aligns with self-determination theory, which stresses autonomy, competence, and relatedness. Authoritative teachers fulfill these needs through supportive and empowering practices. The model of teacher personality, positive behavior, and student outcomes developed in this study provides a theoretical framework for future research on teacher effectiveness in broader contexts. The findings highlight the need for teacher training programs that emphasize: development of emotional intelligence and empathy, training in effective communication, strengthening personal integrity and character building, and cultivating holistic teaching philosophies. These results also underscore the importance of revising teacher selection criteria to include personality traits supporting authority alongside academic competence. Personality assessments and situational judgment tests could be integrated into recruitment processes. Teacher evaluation systems should expand to assess personality and behavioral impacts on students. Multi-source feedback involving students, parents, and colleagues can provide a more comprehensive measure of teacher effectiveness.

CONCLUSION

This study successfully identified five key characteristics of authoritative teacher personality at Arastamar Christian Senior High School: integrity and behavioral consistency, empathy and personal care, effective communication skills, emotional maturity and stability, as well as a clear educational vision and mission. Teachers who embody these characteristics consistently demonstrated positive behaviors through modeling and role-modeling, positive reinforcement, innovative teaching approaches, and in-depth personal mentoring. The positive impact of such teacher personalities and behaviors on students proved to be highly significant, encompassing an increase in learning motivation (85%), the development of positive character traits (average 78%), improvements in academic achievement (12%), and the enhancement of social-emotional skills (average 76%). These findings indicate that teacher authority is not merely a matter of formal power but is more accurately understood as authentic leadership built upon personal integrity and a commitment to students' holistic development. This research makes an important contribution to the development of teacher personality theory in the Indonesian context and provides an evidence-based foundation for advancing teacher training programs, recruitment systems, and more comprehensive performance evaluation models. The implementation of these findings is expected to enhance the

quality of education by fostering teachers who are not only professionally competent but also possess authoritative personalities that exert a positive influence on shaping future generations to be both of strong character and high achievement.

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