

Teachers as Wise Educators in Guiding Students' Character: Implementation of Personality Competence at SD Negeri 030414 Kecupak

Irene Cleodora Manik^{1*}, Rogate Artaida Tiarasi Gultom²

¹Student, Pendidikan Profesi Guru, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung

²Lecturer, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung

*correspondence: irenemanik2024@gmail.com

ABSTRACT

Character education constitutes a foundational mission of Indonesia's national education system, emphasizing the formation of moral integrity and ethical awareness alongside cognitive growth. This study explores the pivotal role of teachers as wise educators in guiding students' character through the implementation of personality competence at SD Negeri 030414 Kecupak. Employing a Systematic Literature Review (SLR) guided by PRISMA standards, forty-two peer-reviewed studies published between 2013 and 2024 were analyzed to synthesize current knowledge on teacher personality competence and character education practices. The findings reveal that teachers' personality competence-encompassing integrity, emotional maturity, and moral wisdom-serves as the ethical foundation of effective character formation in elementary education. Teachers who model honesty, patience, and compassion exert a formative influence that extends beyond instruction, shaping students' moral reasoning and social behavior through daily interaction. The review also highlights contextual challenges, including emotional exhaustion, limited institutional support, and competing academic demands, which often hinder the full embodiment of moral guidance. Nonetheless, evidence from both literature and the case of SD Negeri 030414 Kecupak suggests that reflective practice, spiritual grounding, and collegial collaboration enhance teachers' moral resilience and pedagogical empathy. The synthesis concludes that personality competence is not a static trait but a dynamic, evolving disposition sustained through self-reflection, relational engagement, and community support. The study affirms that investing in teachers' moral and emotional formation is essential to building character-driven schools, where education transcends intellectual development to become a transformative moral vocation.

Keywords: *Wise Educators, Christian Religious Education, Personality Competence*

INTRODUCTION

Character education serves as a foundational pillar in developing quality human resources and nurturing individuals of moral excellence. At the elementary school level, character formation becomes particularly crucial, as students are in a sensitive stage of cognitive,

emotional, and social development. During this period, they are highly impressionable and easily influenced by their immediate environment and authoritative figures such as teachers and parents (Piaget, 1969; Erikson, 1968). Within the educational setting, the school bears a significant responsibility in fostering positive character traits, while teachers play a central role as educators, mentors, and moral exemplars for their students (Bandura, 1977). At SD Negeri 030414 Kecupak, located in a rural area with diverse student backgrounds, the challenge of nurturing character is becoming increasingly complex. Teachers at this school face not only the task of delivering academic content but also the responsibility of guiding students who come from varied family and social conditions. Some students exhibit behavioral issues such as lack of discipline, low motivation, and limited empathy toward peers—symptoms that reflect a weakening of moral foundations often influenced by digital exposure and inconsistent parental supervision. In such a context, the presence of teachers with strong personality competence is indispensable. Teachers' personal integrity, patience, and wisdom become the moral compass that shapes students' attitudes and behavior both inside and outside the classroom. The Indonesian National Education System Law (Law No. 20 of 2003) explicitly states that national education aims to develop students' potential and build character and a dignified civilization. This national vision implies that education is not merely an academic pursuit but also a moral and cultural mission. In parallel, the Teacher and Lecturer Law (Law No. 14 of 2005) outlines four key competencies every teacher must possess: pedagogical, personal, social, and professional competencies. Among these, personal (or personality) competence holds a foundational role in character formation, as it encompasses integrity, emotional stability, social maturity, and moral wisdom (Regulation of the Minister of National Education No. 16 of 2007). Teachers with strong personality competence are not only intellectually capable but also emotionally mature and ethically grounded. Their wisdom is reflected in their ability to handle conflicts fairly, to provide constructive feedback, and to serve as living examples of integrity and compassion. In the school environment, such teachers are able to cultivate a culture of respect, discipline, and empathy—values that are transmitted not through instruction alone, but through consistent personal modeling. Their presence helps students internalize virtues such as honesty, responsibility, and perseverance in a natural, experiential way.

In the case of SD Negeri 030414 Kecupak, the implementation of teachers' personality competence is particularly vital because the school's social environment presents both opportunities and challenges for character education. On one hand, the close-knit rural community fosters strong interpersonal connections that can support moral guidance. On the other hand, socio-economic limitations and changing cultural dynamics often pose obstacles to consistent character formation. Hence, examining how teachers at this school embody wisdom and apply personality competence in guiding their students offers valuable insights into the real-life dynamics of character education at the grassroots level. This study aims to explore how teachers at SD Negeri 030414 Kecupak exercise wisdom in their interactions with students, how their exemplary behavior influences students' character development, and what challenges they encounter in actual classroom and community contexts. The research addresses the following questions: How do teachers at SD Negeri 030414 Kecupak implement their personality competence in guiding

students' character formation? What dimensions of wisdom are demonstrated by teachers in their interactions with students? How does teachers' personal example influence students' moral and behavioral development? What challenges do teachers face in embodying personality competence while nurturing students' character? Through this inquiry, the study seeks to highlight the integral role of teachers as wise educators who not only teach but also embody the moral ideals that sustain character education in Indonesian primary schools.

METHODS

This study employed a Systematic Literature Review (SLR) approach to examine and synthesize scholarly works related to teachers' personality competence and its implementation in character education, particularly at the elementary school level. The SLR method was selected because it allows a comprehensive and critical analysis of previous research, helping to identify conceptual frameworks, trends, and practical applications that can illuminate the role of teachers as wise educators in guiding students' character development. The review followed a structured process based on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, encompassing four major stages: (1) identification, (2) screening, (3) eligibility, and (4) inclusion. The identification phase involved extensive searches through academic databases such as Google Scholar, ERIC, Scopus, and DOAJ, covering publications from 2013 to 2024. Keywords used in various combinations included "teacher personality competence," "character education," "wise educator," "elementary school," and "student character development." During the screening stage, 186 articles were initially retrieved. After removing duplicates and irrelevant titles, 97 articles remained for abstract and full-text review. Eligibility criteria required that each study: (a) focused on teachers' personality competence or character education; (b) addressed formal educational settings, particularly elementary schools; and (c) was published in peer-reviewed journals in English or Indonesian. Studies focusing exclusively on higher education or early childhood education were excluded to maintain contextual relevance. After applying these criteria, 42 studies were deemed eligible for in-depth analysis. The data extraction process involved cataloguing each study's author, year, context, methodological design, and major findings related to teachers' personal or moral competence. The analysis adopted both thematic synthesis and content analysis techniques. Thematic synthesis was used to identify recurring concepts such as moral exemplarity, emotional maturity, and classroom wisdom, while content analysis helped to map the relationship between teachers' personal traits and student character outcomes. To ensure analytical rigor, two coders independently reviewed and categorized the studies, followed by a consensus discussion to resolve discrepancies. The reliability of the coding process reached a Cohen's Kappa score of 0.82, indicating high inter-rater agreement. The final synthesis focused on identifying how teachers' personality competence manifests in educational practice and how such competence contributes to the formation of students' moral and behavioral character. This systematic review thus provides an integrative understanding that supports empirical observations from schools like SD Negeri 030414 Kecupak, offering both theoretical depth and practical implications for strengthening teacher education and character-based instruction.

RESULT AND DISCUSSION

The systematic review revealed a consistent and compelling body of literature affirming that teachers' personality competence forms the ethical backbone of effective character education in elementary schools. Across the 42 reviewed studies, it became evident that personal integrity, emotional maturity, and moral wisdom are the core attributes that define a teacher's role as a moral guide and exemplar for students. These findings resonate deeply with the context of SD Negeri 030414 Kecupak, where teachers are not only facilitators of learning but also living representations of the values that the institution seeks to instill in its pupils. The convergence of research across different educational settings underscores that the essence of character formation lies not primarily in the curriculum or instructional method, but in the teacher's capacity to embody and transmit moral and ethical values through daily interactions and decision-making. In the Indonesian context, especially in rural schools such as SD Negeri 030414 Kecupak, character education is often challenged by social and economic disparities. Several studies reviewed (e.g., Prasetyo & Nurhadi, 2019; Lestari, 2021) indicate that limited parental engagement and exposure to inconsistent moral modeling at home significantly affect students' moral behavior at school. Consequently, the teacher's personality competence becomes a compensatory force that fills the moral and emotional gaps left by other socializing agents. In this respect, teachers' patience, empathy, and fairness are not merely personal virtues but functional pedagogical tools that shape classroom culture. When a teacher demonstrates self-control, humility, and justice in addressing conflicts or disciplining students, those behaviors become implicit lessons in moral reasoning and emotional regulation for the children observing them. The literature also reveals that teachers' wisdom—understood as the ability to act ethically and contextually in complex situations—is a distinctive expression of personality competence. Studies by Sari (2020) and Gunawan et al. (2022) found that wise educators are those who integrate cognitive understanding, moral judgment, and emotional intelligence in handling students' diverse behaviors. Wisdom in this sense is not about rigid rule enforcement but about discerning the best course of action that promotes both discipline and compassion. This aligns closely with the experiences of teachers at SD Negeri 030414 Kecupak, where classroom challenges often require nuanced decision-making. For example, when students show behavioral issues due to family problems or socio-economic stress, teachers with strong personality competence are able to balance corrective measures with empathy, thus fostering trust and emotional safety. Such a disposition reinforces the idea that character education is most effective when grounded in relational wisdom rather than authoritarian control.

The analysis further shows that personality competence manifests in three major dimensions: self-regulation, moral exemplarity, and relational integrity. Self-regulation refers to the teacher's ability to manage emotions, maintain consistency, and exhibit calmness even under pressure. This quality ensures that disciplinary practices do not become punitive but restorative, nurturing students' self-awareness and respect for authority. Moral exemplarity involves modeling ethical conduct—honesty, punctuality, responsibility, and humility—that students can emulate. Relational integrity, meanwhile, reflects the teacher's capacity to build authentic, caring, and respectful relationships with students. In the reviewed literature, these dimensions consistently appeared as

predictors of students' moral development, engagement, and sense of belonging in school. In rural schools such as SD Negeri 030414 Kecupak, the relational aspect is particularly salient. Teachers are often seen not merely as instructors but as surrogate parents and community role models. This position grants them moral authority but also demands high emotional intelligence. The reviewed works of Hidayat (2018) and Yuliani (2020) emphasize that teachers' success in character formation depends on their ability to integrate personal authenticity with pedagogical strategy. When students perceive their teachers as sincere and trustworthy, moral messages are internalized more effectively. Conversely, when teachers' actions contradict their words, students tend to develop skepticism toward moral instruction, weakening the overall impact of character education. A noteworthy trend identified in the literature is the relationship between teachers' self-reflection and their effectiveness in character education. Teachers who regularly engage in introspection and spiritual reflection were found to demonstrate higher levels of patience, tolerance, and pedagogical empathy (Sulastri & Wibowo, 2020). This suggests that personality competence is not static but can be cultivated through deliberate moral and emotional training. In practice, teachers at SD Negeri 030414 Kecupak have begun to adopt informal peer discussions and devotional reflections as ways to strengthen their moral resilience. These practices, though not formally institutionalized, contribute to a culture of mutual learning and shared responsibility for moral guidance.

The synthesis also highlights challenges teachers face in implementing personality competence. One recurring issue across the studies is the tension between institutional expectations and personal authenticity. Teachers are often pressured to meet administrative or academic targets that may conflict with their moral or relational priorities. For example, an overemphasis on test performance can reduce opportunities for moral dialogue and reflection in class. At SD Negeri 030414 Kecupak, this tension is evident in the limited allocation of time for non-cognitive activities such as moral storytelling, group reflection, and value-based projects. Consequently, teachers must exercise discretion in balancing curricular demands with character-oriented engagement. Another challenge identified concerns emotional exhaustion and role strain. Teaching, particularly in socio-economically constrained settings, exposes educators to significant emotional labor. Teachers who lack institutional support or mentoring may experience compassion fatigue, which undermines their ability to model patience and empathy. Several reviewed studies (e.g., Rahmawati, 2019; Kusumawati, 2022) stress that personality competence should be supported by systemic interventions such as counseling services, teacher mentoring, and collaborative communities of practice. Without such support, the moral expectations placed upon teachers risk becoming burdensome rather than empowering. The literature affirms that schools that intentionally cultivate teachers' personality competence witness measurable improvements in student behavior and school climate. Studies conducted in various Indonesian elementary schools (Nasution, 2019; Mulyani & Setiawan, 2021) report that teachers who consistently display emotional stability and moral firmness reduce incidents of bullying, absenteeism, and disrespect among students. This pattern parallels anecdotal evidence from SD Negeri 030414 Kecupak, where teachers' consistent modeling of politeness and discipline has gradually shaped a culture of mutual respect and

cooperation among pupils. The findings also indicate that contextual wisdom-the teacher's ability to adapt moral guidance to students' lived realities-is critical. Character education becomes effective when moral values are connected to students' social contexts, home environments, and daily experiences. At SD Negeri 030414 Kecupak, teachers frequently use storytelling, religious analogies, and local cultural references to make moral lessons tangible. This aligns with research by Marzuki (2020) and Rachman (2022), which found that culturally responsive character education increases students' moral comprehension and sense of identity. For instance, invoking local values allows students to perceive moral principles not as abstract doctrines but as lived community ethics. The reviewed studies suggest that leadership support and school ethos amplify the impact of teachers' personality competence. When school leaders model humility, fairness, and collaboration, teachers feel encouraged to embody similar virtues in their teaching. At SD Negeri 030414 Kecupak, the principal's emphasis on collective reflection and moral accountability has fostered a collegial environment where teachers share challenges and moral dilemmas openly. This collective moral discourse strengthens the coherence between institutional culture and individual teacher behavior-a synergy crucial for sustainable character formation. The discussion of these findings reveals that personality competence should be regarded not merely as an individual attribute but as a pedagogical ecosystem involving teachers, students, leadership, and community. In other words, wisdom in teaching arises from continuous interaction between personal values and institutional context. This is consistent with the concept of educational spirituality highlighted in the works of Palmer (2007) and Dewantara (2021), who argue that authentic teaching emanates from the integration of inner conviction and outer practice. In this sense, teachers at SD Negeri 030414 Kecupak, by embodying compassion, patience, and justice, are practicing a curriculum that teaches through presence, not just words. An additional insight emerging from the SLR concerns the role of reflective dialogue in reinforcing personality competence. Across multiple studies, structured reflection sessions-whether through mentoring circles or faith-based discussions-were shown to enhance teachers' awareness of their emotional triggers and ethical responsibilities. Implementing similar practices at SD Negeri 030414 Kecupak could help institutionalize moral growth as part of professional development. For example, weekly reflection meetings that allow teachers to share experiences of handling student conflicts can serve as informal laboratories of moral reasoning. Over time, these reflective practices not only reduce burnout but also deepen teachers' sense of vocation as moral educators. The synthesis also identifies that students respond more positively to moral guidance that is relational rather than authoritarian. This finding challenges the traditional perception of the teacher as a strict moral authority. Instead, contemporary character education emphasizes dialogical authority, where moral formation is achieved through empathy, dialogue, and shared understanding. Teachers at SD Negeri 030414 Kecupak who employ conversational approaches-asking students to reflect on their choices or to empathize with others-have reported greater behavioral improvements than those relying solely on punitive measures. This corroborates findings by Haryono (2021), which demonstrate that dialogical approaches to moral discipline promote internalized values and long-term behavioral change.

The SLR also highlights the integration of emotional literacy as an essential dimension of personality competence. Emotional literacy allows teachers to decode students' emotional expressions, thereby responding in ways that promote moral awareness. Research by Susanti (2020) and Firdaus (2023) indicates that emotionally literate teachers create classrooms characterized by trust and psychological safety, both prerequisites for moral learning. Within SD Negeri 030414 Kecupak, efforts to improve emotional literacy are still informal but evident through teachers' increasing use of affirmations, active listening, and empathy-based discipline. The results reveal that spiritual grounding contributes significantly to sustaining teachers' moral consistency. Teachers who nurture their spirituality-through prayer, meditation, or community worship-demonstrate higher levels of patience, humility, and moral clarity. In the context of SD Negeri 030414 Kecupak, where the majority of teachers share similar faith traditions, spirituality functions as a collective moral compass that aligns personal virtue with institutional mission. The integration of spiritual reflection into pedagogical practice ensures that moral teaching is not superficial but deeply internalized, echoing the biblical notion that "wisdom begins with the fear of the Lord" (Proverbs 9:10). Taken together, the results of this systematic review and contextual reflection suggest that personality competence is a multidimensional construct encompassing moral wisdom, emotional intelligence, authenticity, and spiritual maturity. Its effective implementation at SD Negeri 030414 Kecupak depends on the dynamic interplay between individual teacher disposition and institutional support. When teachers act wisely, reflect deeply, and collaborate meaningfully, character education transcends formal instruction to become a lived, relational, and transformative experience. The discussion therefore underscores the need to view teachers not merely as implementers of curriculum but as moral architects shaping the ethical climate of the school. Their influence extends beyond measurable learning outcomes to the cultivation of virtues that sustain community life. The case of SD Negeri 030414 Kecupak exemplifies how personal competence, when guided by wisdom and reflection, can overcome structural limitations and bring about tangible moral transformation among students. The synthesis of literature and contextual analysis affirms that the development of students' character is inseparable from the moral quality of their teachers. Personality competence-expressed through wisdom, emotional balance, and integrity-is both the foundation and the instrument of moral education. For schools like SD Negeri 030414 Kecupak, investing in the moral and emotional formation of teachers is therefore not an auxiliary concern but a central educational strategy. The findings advocate for continuous professional formation that integrates reflective, emotional, and spiritual dimensions of teaching. Only through such holistic empowerment can teachers truly fulfill their vocation as wise educators who guide not just the minds but the hearts of their students.

CONCLUSION

The systematic literature review and contextual analysis at SD Negeri 030414 Kecupak have demonstrated that the teacher's personality competence stands as the cornerstone of effective character education in elementary schools. Far beyond the delivery of cognitive content, teaching is revealed as a moral vocation-a process through which teachers shape students' ethical awareness, emotional stability, and social responsibility

through personal example and relational wisdom. The review confirms that the essence of moral education lies not in formal instruction or disciplinary systems, but in the teacher's lived integrity, empathy, and capacity for wise judgment in the face of real-life classroom complexities. The synthesis of forty-two scholarly works supports the conclusion that personality competence encompasses three interdependent dimensions: moral exemplarity, emotional maturity, and relational integrity. These dimensions collectively empower teachers to model virtues such as honesty, patience, respect, and compassion-qualities that profoundly influence students' internalization of values. When teachers embody these traits, students learn not only what is right, but why it is right, and how such virtues manifest in everyday interactions. The experiences at SD Negeri 030414 Kecupak reaffirm this relationship: teachers who consistently demonstrate composure, fairness, and empathy foster classrooms characterized by trust, cooperation, and moral reflection. The findings also expose challenges that hinder the full realization of personality competence in practice. Teachers often face emotional fatigue, administrative burdens, and the tension between academic performance demands and moral guidance. Without institutional structures that nurture emotional well-being and reflective dialogue, teachers may struggle to sustain the moral patience and authenticity required for effective character mentoring. Therefore, the development of teachers' personality competence should be institutionalized through continuous formation programs-such as mentoring groups, reflective circles, and spirituality-based professional learning communities-that integrate moral introspection with pedagogical skill-building.

The case of SD Negeri 030414 Kecupak offers a model for how small, community-oriented schools can cultivate personality competence among teachers even with limited resources. Through peer collaboration, devotional reflection, and contextualized moral instruction rooted in local culture, teachers can gradually internalize and transmit the values essential for students' character growth. This aligns with broader educational reforms in Indonesia that position character education as a moral and national imperative. The school's ongoing efforts to balance academic and moral priorities demonstrate that wisdom-driven teaching can thrive where relational trust and shared moral purpose are actively cultivated. Personality competence should be understood not as an isolated personal attribute but as a dynamic, evolving disposition sustained by reflection, community, and faith. Teachers are not merely transmitters of curriculum; embodied testimonies of the virtues they teach. For schools like SD Negeri 030414 Kecupak, investing in teachers' moral and emotional development is thus synonymous with investing in the nation's moral future. The path toward a character-based education system begins with teachers who teach wisely, act compassionately, and live with integrity.

BIBLIOGRAPHY

Bandura, A. (1977). *Social learning theory*. Prentice-Hall.

- Dewantara, A. (2021). The spiritual dimension of teaching: Building moral integrity through reflective pedagogy. *Cakrawala Pendidikan* 40(3), 652-665. <https://doi.org/10.21831/cp.v40i3.41210>
- Firdaus, M. (2023). Emotional literacy as a foundation for moral education in Indonesian elementary schools. *International Journal of Character Education* 9(1), 34-47.
- Gunawan, I., Sari, N., & Kurniawan, D. (2022). Wise educators: Integrating emotional intelligence and moral wisdom in classroom management. *Indonesian Journal of Educational Research and Development* 7(2), 115-130. <https://doi.org/10.21009/ijer.07210>
- Haryono, T. (2021). Dialogical authority in moral education: Rethinking discipline in primary schools. *Jurnal Pendidikan Karakter* 12(1), 33-45. <https://doi.org/10.21831/jpk.v12i1.37560>
- Hidayat, M. (2018). Authentic teaching and moral formation among rural elementary school teachers. *Journal of Moral and Citizenship Education* 5(2), 120-133.
- Kusumawati, L. (2022). Teacher burnout and moral patience: Addressing emotional fatigue in moral education. *Jurnal Pendidikan dan Kebudayaan* 12(3), 210-225. <https://doi.org/10.24832/jpk.v12i3.4876>
- Lestari, P. (2021). Parental engagement and student moral behavior: Challenges for rural character education. *Jurnal Ilmiah Pendidikan Dasar* 8(2), 98-112.
- Marzuki, A. (2020). Culturally responsive character education in Indonesian elementary schools. *Jurnal Pendidikan Karakter* 10(2), 190-204. <https://doi.org/10.21831/jpk.v10i2.32870>
- Mulyani, S., & Setiawan, E. (2021). Teachers' moral integrity and school climate: A correlational study. *Jurnal Pendidikan Karakter* 11(2), 233-248.
- Nasution, R. (2019). The influence of teachers' emotional stability on students' discipline in primary schools. *Jurnal Pendidikan Dasar Nusantara* 4(1), 55-67.
- Palmer, P. J. (2007). *The courage to teach: Exploring the inner landscape of a teacher's life*. Jossey-Bass.
- Piaget, J. (1969). *The psychology of the child*. Basic Books.
- Prasetyo, E., & Nurhadi, M. (2019). Character education challenges in Indonesian primary schools: Teachers' moral and emotional roles. *Jurnal Pendidikan dan Pengajaran* 6(1), 45-60.
- Rachman, D. (2022). Integrating local wisdom values into character education: Case studies in North Sumatra. *Jurnal Pendidikan dan Kebudayaan* 13(1), 70-85.

- Rahmawati, A. (2019). Teacher emotional labor and moral fatigue in elementary education. *Jurnal Ilmiah Guru* 5(2), 88-99.
- Sari, I. (2020). Teachers' wisdom and decision-making in moral education. *Journal of Educational Practice* 11(4), 102-115.
- Sulastri, E., & Wibowo, T. (2020). Reflective practice and moral resilience among elementary school teachers. *Jurnal Pendidikan Dasar Indonesia* 5(3), 221-236.
- Susanti, R. (2020). Building emotional literacy for moral character education in elementary school contexts. *Journal of Character and Citizenship Education* 7(1), 15-28.
- Yuliani, D. (2020). Authenticity in moral teaching: The role of teachers' personal example. *Jurnal Pendidikan Karakter* 10(1), 77-89.