

## The Role of Wise Personality Integration in Decision-Making among Christian Religious Education Teachers at SDN 098169 Bagot Raja

Oktaria Wahyuni Tinambunan<sup>1\*</sup>, Tianggur M. Napitupulu<sup>2</sup>

<sup>1</sup>Student, Pendidikan Profesi Guru, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung

<sup>2</sup>Lecturer, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung

\*correspondence: [oktariatinambunan12345@gmail.com](mailto:oktariatinambunan12345@gmail.com)

### ABSTRACT

*The integration of teachers' wise personality in Christian Religious Education (PAK) plays a pivotal role in shaping both instructional practices and student moral development. This study explores how teachers at SDN 098169 Bagot Raja exercise personality competence-including integrity, emotional maturity, empathy, and reflective capacity-in making pedagogical and ethical decisions. Using a qualitative case study approach supported by classroom observations, interviews, and document analysis, the research investigates how teachers' personal virtues influence curriculum implementation, classroom management, and student character formation. Findings indicate that teachers' wisdom manifests through culturally responsive lesson adaptation, empathetic conflict resolution, and consistent moral modeling, enabling students to internalize values such as honesty, responsibility, empathy, and perseverance. Teachers' emotional literacy and reflective practices were found to enhance decision-making, fostering trust, cooperation, and a psychologically safe classroom environment. Despite these positive outcomes, challenges such as time constraints, infrastructural limitations, and emotional labor occasionally hinder the consistent application of personality competence. The study underscores the importance of institutional support, including mentoring, collaborative reflection, and professional development, to strengthen teachers' capacity for ethical and effective decision-making. By integrating personal virtue with pedagogical strategy, PAK teachers act as both educators and moral exemplars, shaping students' academic and ethical development in tandem. This research highlights that the effectiveness of character education is inseparable from the moral quality of teachers and that investing in teachers' personality competence is a foundational strategy for fostering holistic education. The findings provide practical insights for schools, policymakers, and teacher education programs seeking to enhance both curriculum mastery and student moral growth.*

**Keywords:** *Wise Personality, Christian Religious Education, Decision-Making*

### INTRODUCTION

Decision-making is an essential aspect of educational practice, particularly for teachers who navigate complex classroom dynamics, curriculum demands, and the moral development of students. In the context of Christian Religious Education (PAK) at elementary schools, teachers are not only responsible for delivering academic content but also for fostering moral and spiritual growth among their students. At SDN 098169 Bagot Raja, teachers face the dual challenge of mastering the PAK curriculum while making instructional and ethical decisions that reflect both professional standards and Christian values. The integration of a teacher's wise personality, or personal competence encompassing ethical integrity, emotional intelligence, and social maturity, is increasingly recognized as a critical factor in effective decision-making. Wisdom, in this sense, goes beyond cognitive ability; it includes the capacity to understand students' needs, anticipate potential consequences of actions, and balance disciplinary, pedagogical, and moral considerations. Existing literature emphasizes that teachers' personal attributes significantly influence the quality of classroom decisions and the moral climate of the learning environment. For instance, teachers with strong personality competence are more likely to exercise fairness, empathy, and ethical judgment when addressing student behavior, resolving conflicts, and designing learning experiences that promote character development. In PAK classrooms, where the content directly relates to values, faith, and moral reasoning, the teacher's ability to integrate wisdom into daily decision-making is particularly consequential. Students in elementary school are at a formative stage in cognitive, social, and emotional development, making them highly responsive to teacher guidance. Therefore, the decisions made by teachers are not merely administrative or instructional; they carry moral weight that shapes students' understanding of ethical principles and influences the formation of their character. Indonesian educational policies further underscore the importance of teacher competence in holistic education. Law No. 14 of 2005 on Teachers and Lecturers specifies four competencies: pedagogical, personal, social, and professional, with personal competence emphasizing integrity, emotional stability, and moral exemplarity. For PAK teachers, the integration of these traits into decision-making ensures that moral, educational, and social dimensions are harmonized in classroom practice. Moreover, schools like SDN 098169 Bagot Raja often operate in socio-culturally diverse and resource-constrained settings, where teachers' capacity for wise judgment directly affects learning outcomes and community trust. Research on how PAK teachers operationalize wisdom in decision-making remains limited. Most studies focus on curriculum delivery or general teacher effectiveness, with few examining the dynamic interplay between personal competence and moral decision-making in the PAK context. Understanding this integration is vital, as teachers' decisions influence not only academic achievement but also the internalization of Christian values, the development of student autonomy, and the overall moral climate of the school. This study seeks to fill this gap by exploring how the wise personality of PAK teachers manifests in their decision-making at SDN 098169 Bagot Raja, identifying the dimensions of wisdom exercised, and examining how these decisions affect students' learning and moral development. Research questions guiding this inquiry include: How do PAK teachers integrate their personal wisdom into classroom and school-level decision-making? Which aspects of wise personality are most evident in teachers' judgments and actions? How do these decisions impact students' moral and academic development? By addressing these questions, the study aims to contribute to both theoretical understanding and practical strategies for

enhancing teacher competence and fostering a values-based educational environment in elementary Christian education.

## **METHODS**

This study employed a qualitative case study approach to investigate how the wise personality of Christian Religious Education (PAK) teachers influences decision-making processes at SDN 098169 Bagot Raja. The case study method was chosen for its strength in providing an in-depth understanding of complex phenomena within their real-life context, allowing researchers to explore the nuanced interplay between personal competence, ethical judgment, and classroom practice. By focusing on a single school as the research locus, the study aimed to capture both individual teacher behaviors and the broader institutional culture that shapes decision-making. Data were collected through multiple sources to ensure triangulation and enhance the credibility of findings. First, semi-structured interviews were conducted with six PAK teachers, probing their experiences, perspectives, and reflections on decision-making in instructional, disciplinary, and moral situations. Interview questions addressed themes such as the role of ethical values in daily teaching, strategies for resolving conflicts, balancing curriculum demands with moral guidance, and ways in which personal integrity informs professional choices. Each interview lasted between 45 and 60 minutes and was audio-recorded with participants' consent for accurate transcription and analysis. Second, classroom observations were carried out over four weeks to document how teachers applied their personal wisdom in real-time interactions with students. Observations focused on instances of decision-making related to lesson adaptation, student behavior management, and moral instruction. Detailed field notes captured both verbal and non-verbal behaviors, contextual factors, and the responses of students to teachers' actions. Third, document analysis complemented interviews and observations by examining lesson plans, teaching materials, and school policy documents to identify formal and informal mechanisms that guide teachers' decisions. This helped triangulate data and provided insight into how institutional structures and curriculum expectations intersect with teachers' personal competence. Themes were refined iteratively, emphasizing the dimensions of personal competence-including integrity, emotional maturity, empathy, and moral reflection-and their influence on classroom and school-level decisions. To ensure trustworthiness, member checking was conducted by sharing preliminary findings with participants for validation, and peer debriefing was employed to reduce potential researcher bias. Through this multi-source, qualitative methodology, the study provides a rich, context-sensitive understanding of how PAK teachers at SDN 098169 Bagot Raja operationalize their wise personality in decision-making, highlighting both effective practices and challenges in fostering moral and academic development among students.

## **RESULT AND DISCUSSION**

The findings of this study demonstrate that the wise personality of Christian Religious Education (PAK) teachers at SDN 098169 Bagot Raja plays a critical role in guiding decision-making processes, shaping both classroom management and moral education. Analysis of interviews, classroom observations, and document reviews revealed that

teachers' personal competence—including integrity, emotional maturity, empathy, and moral reflection—was deeply embedded in their professional practices, influencing decisions ranging from lesson adaptation to student behavioral interventions. These results align with existing literature that emphasizes the intersection of teacher personality and ethical decision-making in effective character education (Palmer, 2007; Sari, 2020). One primary theme emerging from the data is that PAK teachers integrate wisdom into instructional decision-making by tailoring lessons to meet the diverse cognitive and moral needs of their students. For instance, teachers often adapted curriculum content to local cultural contexts or incorporated storytelling and role-play techniques to make moral principles tangible and memorable. Classroom observations revealed that during moral lessons, teachers paused to discuss ethical dilemmas with students, asking reflective questions such as *“What would Jesus do in this situation?”* or *“How can we show kindness to someone who disagrees with us?”* This approach not only reinforced curriculum mastery but also facilitated critical thinking, empathy, and moral reasoning. Teachers who model patience, integrity, and ethical reasoning help students internalize Christian values and translate them into observable behaviors. At SDN 098169 Bagot Raja, teachers' instructional decisions reflected a balance between pedagogical goals and moral guidance, demonstrating that wise personality serves as both a cognitive and ethical framework for curriculum implementation.

Teachers' wise personality was also evident in classroom management and disciplinary decision-making. Observations showed that when conflicts arose among students, teachers employed reflective strategies rather than punitive measures. For example, when a student disrupted a lesson due to socio-economic stressors, the teacher first sought to understand the underlying causes before applying corrective action. By asking students to express their feelings and reflect on the consequences of their actions, teachers facilitated moral reasoning while maintaining classroom order. Interview data further revealed that teachers viewed their ethical responsibility as extending beyond curriculum delivery. One teacher noted, *“My decisions in handling conflicts are guided by what I believe is morally right, not just by the rules in the manual. I must model patience and justice for my students.”* This aligns with the concept of relational integrity, wherein teachers' personal authenticity and moral comportment directly influence students' respect, trust, and willingness to internalize moral lessons (Hidayat, 2018; Yuliani, 2020).

### ***Emotional Maturity and Empathy in Decision-Making***

A prominent dimension of teachers' personality competence was emotional maturity, which enabled them to regulate their own responses while considering students' emotional and social needs. Observations highlighted instances where teachers remained composed in high-pressure situations, such as managing disruptive behaviors or mediating peer conflicts. Their ability to remain calm, provide constructive feedback, and balance fairness with compassion exemplifies the integration of wisdom into real-time decision-making. Empathy, closely linked with emotional intelligence, was another critical factor shaping decision-making. Teachers demonstrated an acute awareness of students' personal circumstances, socio-economic backgrounds, and family dynamics. For instance, a student showing low engagement due to household challenges was approached with encouragement and personalized guidance rather than immediate reprimand. Such

decisions fostered an environment of psychological safety, enhancing both learning outcomes and moral development. Susanti (2020) and Firdaus (2023) similarly emphasize that emotionally literate teachers cultivate trust and promote students' internalization of values. The study identified challenges that constrain the full realization of wise decision-making. Teachers reported time constraints due to a demanding curriculum, which limited opportunities for extended moral discussions. Additionally, infrastructural limitations, such as inadequate teaching materials and classroom space, occasionally hindered the application of interactive and culturally responsive strategies. Emotional labor and fatigue were also recurrent issues, particularly for teachers balancing professional duties with community and family obligations. Rahmawati (2019) and Kusumawati (2022) argue that without institutional support, such burdens can compromise teachers' ability to consistently exercise patience and empathy. To mitigate these challenges, teachers at SDN 098169 Bagot Raja engaged in informal reflective practices, including peer discussions and self-assessment exercises, which strengthened moral resilience and decision-making skills. These practices echo the findings of Sulastris and Wibowo (2020), who demonstrate that reflective engagement enhances teachers' ethical awareness and pedagogical adaptability.

### ***Impact on Student Moral and Academic Development***

The integration of wise personality in teachers' decision-making has direct implications for students' moral and academic growth. Observed behaviors indicated increased student respect for classroom norms, improved cooperation among peers, and greater participation in moral discourse. When teachers consistently modeled ethical conduct and reflected Christian values in their decisions, students not only demonstrated improved compliance but also internalized virtues such as honesty, empathy, responsibility, and perseverance. Adaptive instructional decisions that considered students' learning styles and socio-cultural contexts contributed to deeper engagement with PAK content. This aligns with Marzuki (2020) and Rachman (2022), who highlight the effectiveness of culturally responsive education in promoting both understanding and value internalization. By linking curriculum content to lived experiences, teachers facilitated meaningful moral and cognitive development, demonstrating the inseparability of professional competence and personal wisdom. The study also underscores the role of relational and institutional support in enhancing decision-making. Teachers' effectiveness was reinforced by collaborative practices, mentorship, and leadership that modeled ethical conduct. The school principal's emphasis on moral accountability, collective reflection, and shared problem-solving created a supportive environment, enabling teachers to integrate wisdom consistently into their decisions. This finding resonates with Palmer's (2007) concept of educational spirituality, emphasizing that authentic teaching emerges from the interplay of personal conviction, relational trust, and institutional culture. The findings illustrate that the wise personality of PAK teachers—comprising moral integrity, emotional maturity, empathy, and reflective capacity—is integral to effective decision-making at SDN 098169 Bagot Raja. Decisions guided by these traits promote not only curriculum mastery but also moral and social development among students. Challenges such as resource limitations and emotional fatigue necessitate institutional support and professional development initiatives,

including structured reflection, mentorship, and peer collaboration. This study contributes to theoretical understanding by demonstrating that personality competence is a multidimensional construct directly linked to classroom and moral outcomes. Practically, it highlights strategies for fostering wise decision-making, such as embedding reflective practices, culturally responsive pedagogy, and emotionally informed conflict resolution. The case of SDN 098169 Bagot Raja exemplifies how integrating personal wisdom into teaching decisions can transform both academic instruction and character education, reinforcing the teacher's role as both educator and moral exemplar.

## **CONCLUSION**

This study has demonstrated that the wise personality of Christian Religious Education (PAK) teachers at SDN 098169 Bagot Raja serves as a pivotal factor in effective decision-making, impacting both academic instruction and moral development. Teachers' personal competence-comprising integrity, emotional maturity, empathy, and reflective capacity-was consistently observed to shape the ways they handle classroom management, moral instruction, and student engagement. By integrating these traits into daily interactions, teachers not only convey curriculum content but also model ethical behavior, creating an environment conducive to the internalization of Christian values and positive character formation. The findings underscore that instructional decisions grounded in wisdom are not solely about pedagogical technique but also about moral discernment. Teachers' ability to adapt lessons to students' socio-cultural realities, respond empathetically to personal challenges, and navigate conflicts fairly exemplifies how personality competence functions as both a cognitive and ethical resource. Emotional literacy and reflective practices further enhance teachers' decision-making, enabling them to maintain composure under pressure and sustain consistent moral guidance. Such integration fosters trust, cooperation, and a sense of community in the classroom, which are essential for holistic student development. The study identified constraints, including limited time, infrastructural challenges, and emotional labor, which can impede the full application of wise decision-making. Addressing these issues requires institutional support through mentoring, structured reflection, professional development programs, and collaborative school cultures that reinforce ethical and relational practices. By embedding these strategies, schools can enhance teachers' capacity to serve as moral exemplars and strengthen the impact of character education. In conclusion, this study affirms that PAK teachers' personality competence is both the foundation and the instrument of effective decision-making in moral and academic contexts. Schools like SDN 098169 Bagot Raja illustrate that integrating wisdom, reflection, and emotional intelligence into teaching practice not only improves curriculum mastery but also cultivates the moral and social character of students. The research highlights the inseparability of teacher virtue, instructional strategy, and student moral growth, advocating for holistic professional development that empowers educators to act as ethical guides and transformative role models in contemporary primary education.

## **BIBLIOGRAPHY**

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

- Hidayat, R. (2018). The role of teacher authenticity in moral education: A case study in Indonesian elementary schools. *Journal of Character Education* 12(2), 45-61.
- Marzuki, A. (2020). Culturally responsive teaching in Indonesian elementary schools: Implications for moral development. *International Journal of Education and Character* 5(1), 23-39.
- Palmer, P. J. (2007). *The courage to teach: Exploring the inner landscape of a teacher's life* (10th anniversary ed.). San Francisco, CA: Jossey-Bass.
- Sari, D. (2020). Teacher wisdom and ethical decision-making in primary education. *Educational Research Review* 15(3), 112-129.
- Susanti, L. (2020). Emotional literacy of teachers in promoting classroom moral climate. *Indonesian Journal of Educational Psychology* 7(2), 88-102.
- Sulastri, N., & Wibowo, H. (2020). Reflective practices for ethical teaching: Enhancing moral awareness among educators. *Journal of Teacher Development* 14(1), 57-74.
- Yuliani, F. (2020). Relational integrity and moral guidance in elementary education. *Journal of Character and Values* 8(2), 41-60.