

TEACHER'S PERSONALITY COMPETENCE IN IMPROVING STUDENT LEARNING MANNERS

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Abstract

This study aims to analyze the personality competence of Islamic Religious Education teachers in improving student learning manners at MAPN 4 Medan Martubung. The data form of this research consists of primary and secondary data. Primary data was obtained through interviews with two Islamic Religious Education teachers, one other subject teacher, and three students, as well as direct observation and documentation related to the learning process. Secondary data includes relevant documents and photos from the school. All of this data was analyzed using qualitative methods using the Miles and Huberman interactive model, which includes collecting, reducing, presenting data, and drawing conclusions to understand the teacher's personality competence on student learning manners. The results showed that teachers' personality competencies, which include discipline, wisdom, wisdom, and noble character, play an important role in shaping students' learning manners. Teachers are not only role models in attitude and behavior but also active in guiding students to instill adab values in everyday life. Habituation of manners such as sincere intention in studying, praying before and after learning, and speaking politely are the main focus in improving students' learning manners. In addition, supporting factors such as a conducive school environment also play a role in the development of student manners, while differences in students' ability to receive material are one of the inhibiting factors. Overall, teachers' personality competence has a big influence on the quality of learning and students' manners, so it is important for teachers to continue to develop themselves and create a learning environment that supports students' character development.

Keywords

Teacher Personality Competence, Adab Belajar, Islamic Religious Education.



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INTRODUCTION

Education has a huge role in shaping the future of the younger generation, and teachers play a central role in this process. Not only as a teacher of subject matter but also as a shaper of student character and manners (Sukoyo & Juhji, 2021). Teachers who have good personality competence will become role models who can guide students to develop themselves, both academically and in moral and social aspects (Arisman dkk., 2018). At MAN 4 Medan Martubung, the development of students' learning manners is strongly influenced by the teacher's personality competence, where teachers who have good integrity and personality will be able to create a learning atmosphere that supports students' positive character building.

Teachers' personality competence includes various aspects, including patience, maturity, and the ability to set a good example for students (Sibulo dkk., 2023). In the findings (Sari & Yulia, 2023) In Islamic religious education, this competency is very important because teachers not only teach science but also moral and ethical values. In the Qur'an, Surah Al-Qalam verses 1-4 emphasize the importance of teaching that is carried out with patience, exemplary, and high enthusiasm. Teachers who have strong personality competence are able to deliver material in a way that inspires and motivates students to learn with full seriousness and good manners (Sulaki & Noor, 2018).

One important aspect of teacher personality competence is their ability to develop students' emotional intelligence (EQ) (Nuryovi dkk., 2018). Teachers who have high EQ are able to understand and handle students' emotions wisely and build positive relationships with students (Sasmita & Arqam, 2022). These skills are instrumental in creating a conducive learning climate where students feel valued and supported in their personal development. At MAN 4 Medan Martubung, this is particularly important to help students overcome any uncomfortable feelings they may experience at school and guide them to be more disciplined and respectful towards teachers and fellow friends (Ali, 2022).

In addition, teachers who are competent in terms of personality can also teach students about the importance of manners and manners in learning (Zola & Mudjiran, 2020). In Islamic religious education, learning manners are highly emphasized as one of the important aspects that every student must have. Adab learning includes various attitudes, such as respecting teachers, maintaining cleanliness, being disciplined, and focusing on lessons (Huda, 2017). Teachers who have a good understanding of this will be able to teach and instill good study manners in students, which will shape their character and morality (Sartika et al., 2018). For example, in the context of MAN 4

Medan Martubung, teachers who model discipline and respect for time will transmit the same attitude to students (Sarnoto & Fadhliyah, 2022).

However, the application of teachers' personality competencies in improving students' learning manners at MAN 4 Medan Martubung is not without challenges. One of the main challenges is external factors that influence student behavior, such as the influence of family, community environment, and social media (Tabi'in, 2016). Many students come from different backgrounds, with different upbringings and habits (Muhammad dkk., 2022). Teachers in schools must be able to overcome these negative influences by being good role models and providing appropriate guidance (Mukhtar & Luqman, 2020). In addition, the factor of students' lack of understanding of the importance of adab in learning is also a challenge for teachers.

Another challenge faced by teachers is the lack of parental involvement in supporting children's character education (Lubis, 2022). Parents play a very important role in shaping children's manners, but not all parents can pay enough attention to their children's character-building (Ma'sum & Ristianah, 2021). Therefore, it is important for teachers to establish good communication with parents, so that the character education provided at school can be continued and strengthened at home. Cooperation between teachers, parents, and students is very important to create an environment that supports the formation of good learning manners (Asmarita dkk., 2021).

In addition, another challenge is the different levels of student readiness to absorb moral and ethical values taught by teachers (Widodo dkk., 2023). Each student has a different background, and this can affect how they respond to teachings about manners and ethics (Suryati & Kulsum, 2023). Some students may be more receptive to these values, while others may require a more intensive approach (Setiawan, 2022). Teachers need to have the skills to identify these differences and adjust their teaching methods to reach all students in an effective way (Fariza dkk., 2023). In addition to external challenges, teachers also need to face internal challenges in implementing good personality competencies (Juniantari & Sri, 2020). Teachers who have a noble personality must continue to strive to maintain their quality, both in attitude, behavior, and how they interact with students (Harahap & Wulandari, 2022). Sometimes, challenging classroom situations or student behavior that is not in line with expectations can affect the teacher's emotional stability (Tabi'in, 2021). Therefore, teachers need to continuously improve their self-management skills and develop emotional intelligence in order to be good role models for students.

At MAN 4 Medan Martubung, good teacher personality competence will be very influential in creating a positive learning atmosphere. When teachers are able to demonstrate traits such as patience, maturity, and exemplarity, students will find it easier to follow the example. Conversely, if teachers are not able to manage themselves well, then this can affect student behavior and disrupt the quality of learning. Therefore, it is very important for schools to continue to provide training and coaching to teachers in order to improve their personality competence.

Based on observations at MAN 4 Medan Martubung, the phenomenon that occurs shows that many students still do not have good learning manners. Students sometimes speak impolitely in class, arrive late, dress untidily, and pay less attention when the teacher explains the material. This shows that there are shortcomings in the formation of student character and manners that need to be corrected immediately. For this reason, it is important for teachers to focus more on the aspect of developing manners in the teaching and learning process, not just delivering subject matter. Teachers who have good personality competence can be agents of change in creating a more orderly and disciplined learning atmosphere.

Teacher personality competence allows teachers to be role models in schools and communities, reflect life for students, and deal with situations wisely (Muhtadin & Lakono, 2023). Developing teachers' personality competence through training or habits is very important. A teacher can instill positive values in students by promoting honesty, integrity, fairness, discipline, and accountability (Oktaf et al., 2023). A teacher's personality will affect his or her ability to teach students. The teacher's appearance, how he speaks, how he socializes, how he dresses, how he interacts with students, and his attitude in dealing with problems, both large and small, show his personality (Lisdiyana, 2023).

Islamic competence includes personality, social, and professional religious competence. Teacher personality competence in Islamic education is the teacher's ability to have a main personality (*insan kamil*) so that students can emulate his abilities and morals (Arifai, 2018). Teachers need personality competence to do their job. Educational activities focus on teacher-student interactions (Runtu & Kalalo, 2021). Personality competence requires a steady, mature, and intelligent adult personality. The appreciation of religion must be a guideline in teaching and life values (Damayanti et al., 2020). In accordance with national policy, teachers must have pedagogical, personality, social, and professional competencies, as stated in Law No. 14 of 2005 concerning teachers and lecturers. Personality competence is the ability of a personality that is noble, steady,

stable, mature, wise, authoritative, a role model, analyzing one's own performance, improving oneself, and religious (Basri, 2024).

The existing phenomenon shows that many students do not have learning ethics, such as speaking impolitely in class, being late, not dressing neatly, and not paying attention (Dirgantoro, 2018). This shows that certain schools need to improve students' learning manners (Dwintari, 2017). Therefore, teachers are very important in teaching manners. Teachers with good personalities can teach religious study manners, as taught by Imam Al-Ghazali and Ta'lim al-Muta'llim. Students should respect knowledge, teachers, and other people while learning.

Adab education in Islam emphasizes proper learning habits and goals. According to (Mayori, 2022), good study manners will help students acquire and apply information in this world and the hereafter. Therefore, instructors should teach both subject content and Islamic ethics. Teachers who have positive traits will model positive study habits for students (Sitompul, 2022). Instructors guide students morally and intellectually in this environment. Student learning behavior decreases, which can interfere with the quality of education (Mayori, 2022). The preliminary study at MAPN 4 Medan Martubung showed that students spoke disrespectfully in class when the teacher was explaining the lesson or when they were outside with friends, dressed untidily, and were late for class, especially during the first class hour. Students ignore the instructor's tasks and explanations in class. All of these indicate that student behavior is a problem.

According to research from (Heriswanto, 2018) Shows that competence affects the performance of teacher skills with the quality of education. Qualified teachers will work hard to produce extraordinary, independent, and noble students (Rosni, 2021). Research from (Leonard, 2018) Shows that high quality teachers improve learning and human resources provided by the learning process. Every educational activity depends on Islamic teacher education. Furthermore, research findings from (Frinaety, 2023) Show that the effectiveness of Islamic religious education depends on the personality of the teacher, and the classroom helps students develop adab. Manners must be maintained together in life and in the afterlife to avoid imbalance. According to (Mayori, 2022) That adab education is very important in learning at school because a person's adab is shown by his actions and behavior in everyday life. Manners help students absorb and apply information (Suttrisno dkk., 2022).

Based on previous findings, there is a clear relationship between teachers' personality competence and the quality of education, especially in the context of developing students' learning manners. Research from (Heriswanto, 2018) and (Leonard, 2018) emphasizes the importance of teacher quality in influencing learning outcomes, while (Frinaety, 2023) and (Mayori, 2022) show that good teacher personality not only affects the quality of learning but also students' manners. Although many studies have shown that high-quality teachers can improve student learning and morality, the research gap is that there is no in-depth explanation of how teachers' personality competence specifically affects students' learning manners, especially at the Islamic religious education level, as is the case at MAN 4 Medan Martubung. This research explores how teachers' personality competence can directly influence students' learning behavior and manners in the context of Islamic religious education, as well as the challenges teachers face in implementing it.

Thus, the purpose of this study is to analyze teachers' personality competence in improving students' learning manners at MAN 4 Medan Martubung, focusing on how teachers' personalities can influence students' learning behavior and manners. This research aims to provide a deeper understanding of the important role of teacher personality in creating a conducive learning environment, as well as how teacher character can shape good student learning manners, especially in the context of Islamic religious education. By focusing on the teacher's personality competence, this research is expected to provide new insights into how teacher personality development plays a role in building the character of students who are smart, disciplined, and have good manners.

Theoretically, this research is expected to enrich the study of the relationship between teacher personality competence and student learning manners and contribute to the development of character education theory in the context of Islamic religious education. This research can also clarify the important role of teacher personality competence in improving the quality of education in religious schools. Pragmatically, the results of this study are expected to provide practical benefits, especially for schools in designing training and development programs for teachers to improve their personality competence. In addition, this study can provide guidance for teachers in shaping attitudes that support students' learning manners, as well as encourage closer cooperation between schools and parents in building students' character and manners.

METHODS

This type of research is qualitative with a case study approach. The researcher aims to explain the Teacher's Personality Competence in Improving Student Learning Manners at MAN 4 Medan Martubung. This research will explore and analyze phenomena that occur in the field related to how the teacher's personality competence can affect the formation of student learning manners. The research data is in the form of information related to the Teacher's Personality Competence in Improving Students' Learning Manners at MAN 4 Medan Martubung, which is obtained from informant sources that are relevant and in accordance with the needs of this research. The main data sources in this research are teachers, students, and principals at MAN 4 Medan Martubung, as well as documents that support this research.

Data collection techniques were conducted using three methods, namely interviews, observation, and documentation (Sugiono, 2017). Interviews were conducted with informants who have an understanding of teacher personality competence and student learning manners. Observations were made to directly observe the interaction and learning behavior of students in the classroom, while documentation included archives and records related to the education program at the school. Then, the data was analyzed using the qualitative data analysis method with the Miles and Huberman interactive model in (Hasibuan dkk., 2022). The data analysis process was carried out through three main steps, namely data reduction, data presentation, and conclusion drawing or verification (Nasution, 2023). The researcher conducted a critical analysis related to the Teacher's Personality Competence in Improving Students' Learning Adab at MAN 4 Medan Martubung by referring to relevant educational management theories. In addition, the researcher also compared the findings of this study with several existing related studies in order to enrich the understanding of the phenomenon under study.

FINDINGS AND DISCUSSION

Findings

The role of Islamic Religious Education Teacher Personality Competence in improving students' learning manners at MAPN 4 Medan Martubung. In this study, it was found that teachers with good personality competencies, such as patience, discipline, and exemplary behavior, have a great influence on improving students' learning manners. A good teacher's personality not only serves as academic teaching but also as a guide in the formation of better student character,

especially in the context of Islamic religious education. This shows that the quality of Islamic religious education at MAPN 4 Medan Martubung is strongly influenced by the teacher's personality competence in creating an environment that supports the formation of good manners for students. However, in the process of improving students' learning manners, there are various supporting and inhibiting factors that influence the implementation of teachers' personality competencies. The main supporting factors include teachers' positive attitudes, good cooperation between the school, teachers, and parents, and the existence of training programs for teachers that focus on developing personality competence. In contrast, the inhibiting factors found in this study include the lack of effective communication between parents and schools, as well as limitations in ongoing training and coaching for teachers related to developing their personality competencies. Nonetheless, a concerted effort to overcome these challenges can contribute to a more optimal improvement of students' learning manners at MAPN 4 Medan Martubung.

Personality Competencies of Islamic Religious Education Teachers at MAPN 4 Medan Martubung

Competence is a key trait that predicts great achievement. Islamic Religious Education teachers at MAPN 4 Medan Martubung shape students' character and learning habits through their personality competencies. Experts say competence is the main trait that affects performance. Teacher competence consists of the knowledge, skills, attitudes, and behaviors required to do their job. Teachers' personality competence in Islamic religious education is to be a role model for students and show noble ideals and morals.

Teacher performance as a human resource developer depends on personality. Teacher personality competence involves the teacher's own behavior, which must have noble principles to demonstrate in daily life. Article 4 paragraph (2) of Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers requires teachers to have honesty and honor, discipline, exemplary behavior, cooperation, openness, and tolerance. The personality of a teacher, especially an Islamic religious education teacher, determines how he behaves and becomes a role model for students in developing their potential. Thus, all teachers must demonstrate positive personality attributes during teaching (Rusmala Dewi & Sibawaihi, 2022).

According to Law No. 14/2005 and Government Regulation No. 19/2005, teachers must have stable personalities, have noble characters, be wise, prudent, and cautious, and be role models for students and society. This ability includes emotional stability, maturity, authority, and self-

evaluation and development. Teachers with excellent personality competence can be role models who shape students' character. Teachers provide information and promote moral principles that help students develop inside and outside the classroom by becoming honorable individuals.

Some indicators of the Personality Competence of Islamic Religious Education Teachers in improving learning adab Martubung MAPN 4 Medan begins with discipline, knowledge, and wisdom. Orderly, following the rules is discipline. Wise and wise are intelligent, knowledgeable, and trustworthy. Teaching requires discipline, good deeds, example, and responsibility. Second, as an advisor to his students, the teacher must have noble character. To emphasize the discipline, knowledge, and noble character of Islamic Education teachers, I interviewed teachers of other subjects and students who interact with Islamic Education teachers. The results of the interviews confirmed that the Islamic Education teacher in this school has extraordinary ideals. Future personality: student role model. Teachers are imitated and modeled by their students; therefore, their personalities influence students' learning and personalities. Islamic Education teachers should set a positive example of Islamic principles and customs. Before teaching his students, an Islamic Religious Education teacher must learn and develop himself. Students see Islamic Religious Education teachers at MAPN 4 Medan Martubung as role models. Student interviews and classroom observations show this. Islamic Religious Education teachers at MAPN 4 Medan Martubung have teacher personality competencies and contribute to learning achievement and quality.

The Islamic Education teachers at MAPN 4 Medan Martubung are also role models for the students. Students can directly apply Islamic ideals through these examples. The teachers model how to respect parents and friends, self-discipline, and do good in daily life. This is in accordance with Surah Al-Baqarah verse 44, which emphasizes self-examination to defend the truth and prevent evil. Teachers must be innocent and honest to set an example for children.

The PAI teachers at MAPN 4 Medan Martubung have created a learning environment that emphasizes academics and character development, according to observations and conversations with students and teachers. Because they admire and are encouraged to obey their professors, students are more disciplined in their studies and respect religious and community values. Teachers' personality competence improves students' manners and morals, which are essential for their growth as noble beings, and improves the quality of learning. The personality competence of Islamic Religion teachers at MAPN 4 Medan Martubung greatly influences the learning process. Teachers who have strong personality competence can be effective role models for students, shaping their

character and manners. As a result, students are academically intelligent, have strong morals, are disciplined, and can relate well with others in accordance with Islamic ideals. Therefore, every teacher, especially Islamic Religious Education teachers, must continue to improve their personality skills in order to have a positive impact on students' character growth.

Table 1. Teacher's Personality Competence in Improving Student Learning Adab
at MAPN 4 Medan Martubung

| No. | Teacher Personality Competence | Student Learning Manners | Improvement Indicator | Findings |
|-----|--|--|---|---|
| 1. | Discipline: Disciplined teachers set an example in carrying out their role as educators, thus teaching students to be disciplined as well. | Discipline: Students who have good study manners tend to be more disciplined in following study schedules and obeying class rules. | Improved Discipline: The main indicator is the discipline of students in participating in learning activities and obeying the rules that apply in school. | Teachers' personality competence plays an important role in shaping student character, which can be seen from the increase in student discipline and manners. |
| 2. | Noble Morals: Teachers must have good morals and be role models in their daily lives to instill moral values in students. | Politeness: Students show courtesy to teachers and friends in learning activities. | Increased Polite Behavior: It can be seen from how students interact with fellow friends and teachers, and respect the norms in the school. | Students learning manners increase due to the direct influence of the example given by teachers who are competent in the personality aspect. |
| 3. | Communication Skills: Teachers with good personality competence are able to communicate clearly and empathetically with students. | Responsibility: Students with good study manners have a sense of responsibility toward their duties and obligations. | Academic Ability: Students who demonstrate good study manners also show improvement in academic performance and mastery of material. | Overall, improving students' study manners creates a more positive learning atmosphere and improves the quality of learning in schools. |

Source: Researcher Findings, 2025

The personality competence of Islamic Religious Education teachers at MAPN 4 Medan Martubung plays an important role in shaping students' learning manners. Teachers who have strong personality competencies, such as discipline, honesty, and good morals, can be role models that students can emulate. This is in line with the principle in Islam, which teaches that teachers must be *uswatun hasanah* (good examples). The teacher's personality, which is full of moral and social values, will guide students to follow behaviors that are in accordance with religious teachings,

not only in the context of academic learning but also in everyday life. Teachers who have good personalities not only teach religious knowledge but also show how to apply these values in their behavior. Therefore, teachers' personality competence is very influential in creating a positive learning environment and supporting students' character development.

Indicators of improving students' learning manners can be seen from various aspects, such as discipline, courtesy, and student's ability to apply religious values in everyday life. Teachers who are role models for students will influence students' attitudes and behavior outside the classroom, such as discipline in following school rules and respect for others. The results showed that students taught by teachers with good personality competence tend to be more disciplined and have good manners, such as respecting teachers and classmates. Good learning manners are also manifested in students' enthusiasm to apply the values they learn in their daily lives. However, there are some supporting and inhibiting factors in the process of improving students' learning manners, such as limited training for teachers and a lack of good communication between the school and parents. Therefore, to optimize the results, there needs to be close cooperation between teachers, parents and the school in supporting this process.

Improving the learning manners of students at MAPN 4 Medan Martubung

Improving the learning manners of students at MAPN 4 Medan Martubung is an important step in creating a generation that is not only intellectually intelligent but also virtuous. Adab, which is often forgotten in everyday life, should be the foundation of social interaction and learning. In the context of Islamic education, adab is not just good behavior but also an integral part of the character-building process. Through adab, students are taught to instill virtue in themselves, which not only impacts their personal development but also their relationships with others and the environment.

Adab, in the Islamic perspective, is the transmission of good habits and principles of behavior from generation to generation. As a science, adab aims to instill deep moral values and direct individuals to live life with decency, honor, and a sense of responsibility. Manners education at MAPN 4 Medan Martubung is a strategic effort to form students who not only master the subject matter but also have noble character, ready to contribute positively to society. Therefore, the role of teachers in instilling learning manners is crucial because they are not only teachers of knowledge but also role models in fostering moral values that become the foundation for students in facing the challenges of life. Adab transmits habits and principles of practical behavior of good value from generation to generation. Adab, as a science, aims to acquire knowledge, which in Islam is to instill

virtue in human beings. Adab can be seen from one's actions and behavior in everyday life. Therefore, adab education is very important in classroom learning.

According to interviews with Islamic Religious Education teachers, the most important thing for children to behave politely is for teachers to set a good example so that there is reciprocity. Apart from being an example, there are many ways to teach children to practice it at school and in life. In addition to parents, manners are also extended to other living beings. Dressing, eating, studying, and other manners happen every day. Teachers always teach adab to their students, from small things to big things. Student manners are the subject of this study. First, learning sincerely, praying before and after learning, and thanking lecturers and friends.

Based on observations and conversations with students and PAI teachers at MAPN 4 Medan Martubung, students prepare learning materials, leave trivial things, and concentrate when the teacher comes to start learning. Starting the lesson with a prayer practiced by the teacher. Being kind to teachers and classmates in class. The teacher invites students to learn etiquette. This helps to get to know the students. Students' manners towards the teacher include: 1) Realizing that teachers teach and guide us to be smart and moral; 2) Realizing that the teacher's job is noble; 3) Greeting first when meeting on the street and in certain places; 4) Following the teacher's advice and assignments; and 5) Always praying for the teacher.

Coming on time, following school rules, and listening to teachers. At MAPN 4 Medan Martubung, teachers model good study habits for students. Students should have strong habits at school or in the community. According to the deputy head of the madrasah, the school has various rules and consequences for violators to enforce discipline, punctuality, and school regulations. Teachers and schools encourage study habits. Being on time for morning roll call, dhuhur prayer at 13.30, maintaining 8 K (Security, Cleanliness, Beauty, Order, Kinship, Health, and Shade), etc.

Table 2. Improving Student Study Manners at MAPN 4 Medan Martubung

| No. | Student Learning Manners | Improvement Indicator | Findings |
|-----|---|---|--|
| 1. | Students learn with sincerity, focus, and attention during the learning process. | Students come on time and are disciplined in following all the rules that apply at school. | Students are increasingly disciplined in participating in learning and maintaining class order. |
| 2. | Students are taught to always pray before and after learning as part of good manners. | Students show respect and courtesy to teachers and friends in teaching and learning activities. | Students begin to practice good habits such as greeting the teacher, following advice, and maintaining good relationships. |

Source: Researcher Findings, 2025

Improving students' learning manners at MAPN 4 Medan Martubung is a very important aspect of creating a generation that is not only intellectually superior but also has a noble character. Adab in Islamic education does not simply teach good behavior but also instills moral values that become the basis of students' daily lives. In this context, students are not only taught to understand the subject matter but also to internalize manners that are in accordance with Islamic teachings, such as praying before and after learning, respecting teachers, and being polite to friends. The formation of good study manners at school is an important basis in shaping students' character so that they are not only intelligent but also have good habits that can be applied in their social life.

The findings of this research show that Islamic Religious Education teachers at MAPN 4 Medan Martubung play a very important role as role models for students in instilling good study manners. Teachers not only provide knowledge teaching but also show exemplary behavior by students, such as discipline, punctuality, and politeness in interaction. This can be seen from the attitude of students who are increasingly disciplined in participating in learning activities, respecting teachers, and showing more attention to existing rules. In addition, students also began to adopt other good habits, such as maintaining class order and trying to always practice the moral values that have been taught by the teacher. Thus, improving students' learning manners at MAPN 4 Medan Martubung not only affects the improvement of learning quality but also forms a generation with noble character, ready to contribute positively to society.

Supporting and Inhibiting Factors in Improving Student Learning Manners at MAPN 4 Medan Martubung

Based on the results of interviews and observations, researchers show that the school atmosphere supports student behavior. The school atmosphere shapes the child's personality. A comfortable school and a good atmosphere help shape a good personality. The application of student learning manners is a difficult thing because students have diverse intelligences; some are quick to catch, and some take longer to understand the material from the teacher. This shows that the educational environment helps shape student behavior. Several inhibiting variables should be examined to improve student learning behavior. Diversity in student intelligence is a major challenge. Students learn at varying speeds and methods, which can interfere with their understanding. Some students can grasp the subject matter quickly, while others take longer. These differences make it difficult for instructors to give equal attention to each student and guarantee they understand the material. Therefore, instructors must adapt their strategies to the learning needs

of each student. This requires more customized instruction so that instructors can help students who are having difficulty.

Lack of student motivation can also interfere with the development of learning habits. Some students may not understand the value of ethics, so they lack the motivation to learn. Here, teachers should promote, motivate, and model discipline and ethics in learning. Islamic Religious Education teachers at MAPN 4 Medan Martubung should encourage students to progress academically, morally, and behaviorally because of the importance of teachers' personality competence. Parental support for adab education is another key. Lack of parental support for adab education at home can affect students' behavior at school. To pass on and implement school principles at home, teachers and parents must communicate well. More consistent coaching between school and family will improve children's behavior and manners. Although changing the study habits of children at MAPN 4 Medan Martubung is difficult, a supportive school atmosphere, excellent teachers, and interaction between teachers and parents can help. Tailoring teaching approaches to students' needs and increasing motivation can improve students' learning behavior.

Table 3. Supporting and Inhibiting Factors in Improving Students' Learning Behavior

| No. | Supporting Factors | Inhibiting Factors | Findings |
|-----|---|---|--|
| 1. | A comfortable and conducive school atmosphere is very supportive of the formation of good behavior and personality of students. | The diversity of students' different intelligences causes challenges in giving equal attention to all students. | A supportive school atmosphere and good communication between teachers and parents help improve students' manners. |
| 2. | Support from competent teachers who set a positive example in learning behavior and discipline. | Lack of student motivation and understanding of ethical values, which affects their enthusiasm for learning. | Students with diverse intelligences require a more tailored teaching approach in order to improve their learning habits. |

Source: Researcher Findings, 2025

Based on the findings, the supporting factors related to a good school environment and support from teachers who provide moral and disciplinary role models greatly influence the improvement of students' study manners. However, inhibiting factors such as the diversity of students' intelligence and their lack of motivation to understand the importance of learning manners are challenges that need to be overcome. The findings show that good communication between parents and teachers and a supportive school atmosphere can help improve students' overall learning behavior and habits.

Discussion

The role of teachers' personality competence in improving students' learning manners at MAPN 4 Medan Martubung, focusing on the role of teachers as role models in student character building. Learning manners in Islamic education not only includes mastery of academic material but also involves the formation of morality and good attitudes based on religious values. According to the findings of (Milfayetty, 2019) Teacher personality competence, as one of the important elements in education, has a major influence on the formation of students' manners. According to the findings of (Sutrisna & Artajaya, 2022) The theory of character education asserts that teachers who have good personalities not only transfer knowledge but also become living examples that inspire students to instill virtue in themselves. As mentioned by character education experts, role models from teachers are a key component in internalizing moral values in students (Arifai, 2018).

Previous research conducted by (Zarmis dkk., 2020), which states that teachers who demonstrate good personality attitudes can increase students' motivation to apply moral values in their lives. However, the study (Sayuwaktini dkk., 2020) Found some challenges faced in the process of forming adab, such as the diversity of intelligence levels and low motivation of some students, which is in line with the findings presented by (Habibah, 2022), which shows that differences in students' academic abilities can hinder equal attention from teachers.

The importance of teacher personality competence in improving student learning adab, especially in the context of Islamic Religious Education (PAI). (Sukoyo & Juhji, 2021) Indicate that teacher personality competence includes characteristics such as discipline, wisdom, and noble character. The relevant theory in linking these competencies is Albert Bandura's Social Learning Theory. According to research from (Dwintari, 2017), shows that in Albert's theory, individuals learn through observation, imitation, and imitation of the behavior of models around them. Teachers serve as role models who can influence students' attitudes and behavior. If teachers show good morals and disciplined behavior, then students will tend to imitate and apply these values in their lives, including in their learning manners. Teachers who have strong personality competence can be a real example for students in developing good manners.

In addition, research (Arisman et al., 2018) shows that character-building through learning manners is very important, and teachers have a central role in this regard. By showing good manners, such as sincere intentions in studying, praying before and after learning, and speaking politely, teachers can guide students to familiarize these adab values in everyday life. In this case,

the teacher's personality competence, which includes the ability to teach and instill moral values, has a direct impact on the formation of student learning manners. Islamic Religious Education teachers who have good personality competence not only teach religious material but also function as educators who guide students in developing manners and morals in accordance with Islamic teachings. Religious learning that emphasizes character building through examples will be more effective in forming students who have good study manners. Therefore, the teacher's personality competence in Islamic religious education not only affects the mastery of the material but also has a major impact on the character-building and manners of students at school. Thus, these theories underscore the importance of teacher personality competence in improving the quality of learning and student manners in Islamic Religious Education.

The results of this study show that despite barriers such as students' diverse abilities and low motivation to learn, the role of teachers as moral role models still has a significant impact. Teachers who consistently demonstrate good moral values can strengthen students' character despite these challenges. Conversely, the study also criticizes students' lack of understanding of the importance of manners in education, which requires more attention in teaching efforts. This research proposes closer collaboration between teachers and parents in fostering students' manners. Consistent parental support and good communication between school and family are expected to strengthen the application of adab values, both at home and at school. With a comprehensive approach, it is expected that students can be more motivated to apply the values of manners in learning, as well as improve the overall quality of learning and character building.

CONCLUSION

This study shows that teachers' personality competence has a very important role in improving students' learning manners at MAPN 4 Medan Martubung. Teachers who are role models in their daily attitudes and behaviors can influence students to instill moral and ethical values in their lives, which is in line with the purpose of this study to analyze how teachers' personality competencies can shape students' learning manners. However, challenges such as students' diverse intelligence and lack of motivation can hinder the implementation of good manners. Therefore, collaboration between teachers and parents in fostering students' manners, as well as tailoring teaching approaches to students' needs, are important factors in improving students' learning manners and overall character. This study successfully demonstrated that teachers' personality

competence contributes greatly to the creation of a learning environment that supports students' manners development at MAPN 4 Medan Martubung.

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