



Personality Competence of Islamic Religious Education Teachers and Motivating Students to Learn

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Abstract

The most important factor of a teacher is his personality. Because it is with that personality that a teacher can become an educator and coach for his students or even the opposite. Personality is an element that also determines the teacher's familiarity with his students. Because, this personality will be reflected in the attitude and words when fostering and guiding students. This research aims so that students can imitate a good teacher's personality and implement it in their daily lives, so that students can apply discipline and will have a bright impact on the future of the nation. This research uses a Quantitative approach with the literature review method. The results show that the personality competence of Islamic religious education teachers has a significant impact on student learning motivation. Teachers who have a steady, stable, mature, wise, authoritative and exemplary personality are able to create a conducive, supportive and inspiring learning atmosphere. A mature teacher personality not only helps students feel comfortable and confident in learning, but also motivates them to imitate the positive attitudes and behaviors exemplified by the teacher. The implication is that teachers should follow up with learning strategies that are inspirational, interactive and fun, to create a conducive atmosphere that spurs students' enthusiasm for learning.

INTRODUCTION

Teachers are educated individuals and determinants of the future. He or she is a wise educator, guide, and director for the community (Sasmita & Arqam, 2022; Solong & Husin, 2020; Sukoyo & Juhji, 2021; Suparti & Aziz Al Mubarak, 2021; Zola & Mudjiran, 2020) Experts in Islamic education as well as Western education have agreed that the teacher's job is to educate. Educating is a very broad task. Educating is done in the form of teaching, in the form of encouragement, praising, punishing, giving examples of habituation and others.

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As a role model for students, a teacher must have a complete attitude and personality that can be used as an example for all aspects of life (Ali, 2022; Hamidah et al., 2019; Jainiyah et al., 2023; Pratama & Musthofa, 2019).

Therefore, a teacher must always try to always choose and behave well in order to raise his image as a good teacher. A good teacher is a teacher who is ready to provide guidance related to science and commendable behavior to his students. Here, the teacher acts as a partner who is ready to serve and direct students to become better individuals. A teacher is a figure who is a role model for children (Yogi Fernando et al., 2024). Thus, teachers are required to have knowledge and keep up with the times so that they can adjust to the children who look up to them. Teachers are not only limited to teaching science, but also educating and teaching about things related to spirituality and physical skills. So, it can be said that a teacher is someone who has the task of trying to educate all aspects of the human being. These aspects include emotional and spiritual aspects, knowledge, and physical skills. Therefore, teachers can be referred to as the human element in education. He is a figure who occupies an important position and plays a very vital role in education (Arifai, 2018; Budianti et al., 2022; Haniyyah, 2021).

One of the most important competencies in the teaching and learning process is the competency related to the teacher's personality. The personality of the teacher has a cumulative effect on students' lives and habits in the learning process. Several studies and survey results have shown that there are many examples and habits that students learn from their teachers. Every behavior, attitude, feeling, belief and statement uttered by the teacher will be followed and emulated by students. In addition, students' motivation, social behavior, discipline, achievement and desire to learn are also sourced and related to the personality competence found in a teacher (Sasmita & Arqam, 2022).

Teacher in Islam is a very noble profession, because education is one of the central themes of Islam. A teacher is not only a teacher, but also an educator (Judrah et al., 2024; Yuniarti & Sirozi, 2024). Therefore, in Islam a person who can become a teacher is not only because he has met the standards of scientific and academic qualifications, but more importantly he must be praised for his character. A teacher is a role model, so the teacher must have competencies that can be used as an example and idol profile, so the most important factor for a teacher is his personality. The teacher will be a good educator or even become a destroyer of the future of students depending on his personality. Real personality is abstract, difficult to see or know in real terms, what can be known is appearance. For example, in actions, speech, how to get along, dress and in dealing with every problem, both light and heavy.

METHODS

This study uses a Quantitative approach with the literature review method, with the main objective of examining the influence and strength of the relationship between the personality competence of Islamic religious education teachers and motivating student learning (Engkizar et al., 2023; Istiqamah et al., 2024; Mahira et al., 2024; Munawaroh et al., 2022; pratama et al., 2025). In the initial stage, an in-depth literature review was carried out to develop a theoretical framework, sources were taken from several articles related to the teacher's personality competence to motivate students, while other articles were selected that were able to meet the quality standards of articles that were well written, accurate, and verifiable, chose a broad scope, and were stable (Engkizar et al., 2024; Maideja et al., 2023; Nasril et al., 2023; Saputri et al., 2021).

RESULT AND DISCUSSION

Personality competence of Islamic Religious Education teachers

The personality competence of Islamic Religious Education teachers is a competency related to the personal abilities of Islamic Religious Education teachers with all the characteristics they have and are expected to instill positive moral values in their students. Teacher personality competence is very important, because the teacher's personality is very much used as an example by his students (Engkizar et al., 2022; Zainuddin & Julinda, 2022).

The characteristics of the teacher's personality that will be emulated by students such as a disciplined person, an honest and fair person, a noble person, an exemplary person, a steady and stable person, a wise and patient person, and a caring person and devoted to God. The subject of Islamic Religious Education will not be separated from the figure of who is the teacher who conveys the subject, so that being an Islamic Religious Education teacher really requires good expertise and abilities.

The responsibilities of Islamic religion teachers in life are related to various aspects of life and the conditions or criteria that must be met in order to fulfill their obligations properly and achieve maximum development. That is because Islamic values demand high moral responsibility. These are some of the requirements that Islamic teachers and other teachers must fulfill. Islamic religion teachers reflect on their students, so teachers must be able to evaluate their achievements as educators and mentors. The qualifications that Islamic religion teachers must have are personality skills, educational skills, social skills, and professional skills. The personal aspect refers to the individuality of the Islamic teacher himself, and the social aspect refers to the mission of the Islamic teacher, the humanitarian mission in the sense that education is the humanitarian mission of the people.

Teacher personality competence is one of the important elements in the education system and is considered to have a direct influence on student character. Teacher personality includes the attitude, behavior, and character possessed by a teacher in carrying out his or her duties as an educator. The teacher's ability to establish positive social relationships, provide motivation, manage the classroom effectively, and be a good role model is assessed. Teacher personality competence is one of the important elements in the education system and is considered to have a direct influence on student character. Teacher personality competence is defined by the ability to demonstrate attitudes and behaviors that reflect the values of the education profession. Personality competence includes a variety of positive attitudes and behaviors including the professional code of ethics, honesty, discipline, and patience (Engkizar, et al., 2025).

Teacher personality competence according to the law on teachers and lecturers is a competency related to the personality of a teacher who is stable, noble, wise and authoritative and a role model for students and noble character. The explanation of personal competence above, which is explained by the Law on Teachers and Lecturers, is an indicator of a person's personality. Personality itself is actually abstract, what can be seen or known is only the indicator. This personality is actually abstract (*ma'navi*), difficult to see in real terms, what can be seen or known are only indicators or traces in all aspects and aspects of life. This teacher's personality can be seen through appearance, actions, speech, how to dress and deal with problems (Engkizar, Muslim, et al., 2025; Huda, 2018).

Personality is an absolute requirement for educators in the learning process. An attractive and charming personality is needed for a teaching staff because the educator is a figure who contributes greatly to the achievement of the learning process both cognitive, affective and psychomotor dimensions. Moreover, personality is related to the formation of the affective and psychomotor dimensions

of students. Personality is integrated in a person in the attitude of his life. For this reason, skills are needed to manage it so that one's personality becomes an attractive, useful and charming personality. This means that personality is not merely genetic, but is based on life experiences and various mental elements and life experiences. Personality is formed through a long process, not formed instantly, although there may be a link to the genetic dimension.

Personality competence is the ability of a steady personality, noble character, wise and authoritative and a role model for students is needed for teachers to become good and professional teachers. Personality competence is a personal ability that reflects a steady, stable, mature, wise and authoritative person, a role model for students and a noble character. Teachers' personal abilities, including i.) the appearance of a positive attitude towards all of their duties, ii.) understanding, appreciation and display of values, iii.) personality, values, life attitudes are displayed in exemplary behavior (Engkizar, Jaafar, et al., 2025; Solong & Husin, 2020).

Teacher personality competence is one of the important aspects that influence the success of the education process, especially in learning Islamic Religious Education. This competency includes the teacher's ability to be a moral and spiritual role model for students, maintain integrity, and demonstrate a stable and authoritative personality. In the context of Islamic Religious Education, teacher personality competence not only functions as part of the teaching process, but also as an effort to build the character of religiously observant students.

Teacher personality competence includes aspects of exemplary, integrity, patience, and empathy. In the context of Islamic Religious Education, teachers who have good personality competence are able to create a conducive learning environment, build harmonious relationships with students, and instill Islamic values through example. However, challenges in student character building, such as the influence of the external environment and the lack of training for teachers, become obstacles in achieving the goals of religious education.

Given the important role of motivation for students in learning, Islamic Religious Education teachers are expected to generate and increase the learning motivation of their students. In order for students to achieve optimal learning outcomes, students must have high learning motivation, but in reality not all students have high learning motivation in learning. At school there are not a few students who have low learning motivation. To help students who have low learning motivation, it is necessary to make an effort and teachers so that the students concerned can increase their learning motivation.

In order to strive for high student learning motivation, teachers should always pay attention to things such as first, a teacher should be able to optimize the application of learning principles. The teacher must in principle see that the presence of students in the classroom is a learning motivation that comes from students. So that with such principles, he will consider students as someone who must be respected and appreciated. With such treatment, students will certainly be able to give meaning to the lessons they face. Second, the teacher should be able to optimize the dynamic elements in learning. In the learning process, a student can sometimes be hampered by various problems. This can be caused by physical or mental fatigue.

For this reason, the experience provided by the teacher to students in increasing learning motivation is by: i.) students are assigned to read the previous study material, each reading the most important things from the material are recorded. ii.) the teacher solves difficult things for students by solving them. iii.) the teacher teaches how to solve and educates courage to students in overcoming difficulties. iv.) the teacher invites students to experience and overcome difficulties. v.) the teacher provides opportunities for students to be able to solve problems and may help colleagues who are experiencing difficulties. vi.) the teacher gives

reinforcement to students who successfully overcome their own learning difficulties. vii.) the teacher appreciates the experience and ability of students to learn independently.

Learning motivation is not only influenced by students' internal factors, but also by the learning environment, including interactions with teachers. Teachers who are able to demonstrate a positive and inspiring personality can often motivate students to be more enthusiastic in learning. This motivation arises because students feel valued, understood and wisely guided by teachers who have a strong Islamic personality. The importance of the relationship between teacher personality competence and student learning motivation has been the focus of various studies in the field of education. Some studies show that students are more motivated to learn when they feel comfortable and inspired by their teachers. Teachers who are empathetic, respectful of diversity, and able to create an inclusive learning atmosphere, tend to be more successful in increasing students' interest and motivation towards learning.

The example of an Islamic Religious Education teacher is one of the most effective ways to increase student learning motivation. Teachers who demonstrate discipline, honesty and responsibility provide direct examples to students of how religious values are applied in everyday life. Students who see this example will feel inspired and more motivated to follow directions and imitate the positive attitudes shown by their teachers.

Another impact of the personality competence of Islamic Religious Education teachers is the creation of positive emotional relationships between teachers and students. Teachers who care and empathize with students' needs can build close relationships, so students feel valued and supported in the learning process. This relationship is important in building students' trust in the teacher, which in turn affects their motivation to learn more vigorously.

An authoritative Islamic Religious Education teacher also has a big impact on students' learning motivation. The authority of a teacher does not only come from his ability to deliver material well, but also from attitudes and behaviors that reflect integrity. Authoritative teachers gain the respect of students, so students are more likely to listen and follow the teacher's directions. This creates an orderly classroom atmosphere that supports the learning process.

The personality competence of Islamic Religious Education teachers also affects the way students perceive religious values. When teachers are able to deliver Islamic Religious Education lessons with honesty and wisdom, students feel that religious values are relevant and important in their lives. This relevance increases students' intrinsic motivation to understand and apply religious teachings in daily life, so learning becomes more meaningful. In addition, Islamic Religious Education teachers who have an adaptive attitude to students' needs can increase their participation in learning. By understanding the characteristics and potential of each student, teachers can provide an appropriate approach, both in delivering material and giving assignments. This attitude shows that teachers care about the development of individual students, so that students feel more motivated to try to achieve the best results.

Motivation to learn can arise due to intrinsic factors in the form of desire and desire to succeed and the encouragement of learning needs, hopes for ideals. While the extrinsic factor is appreciation. Conducive learning environment and interesting learning activities, interesting learning activities must be created by a teacher, through various ways, for example, with learning methods that students like, with the closeness of the teacher in learning and others. Students who are motivated in their learning can be seen from the characteristics of behavior concerning interest, sharpness, attention, concentration and perseverance. Students who have low

motivation in learning show reluctance, get bored quickly and try to avoid learning activities. Motivation is one of the factors that determine effective learning.

CONCLUSION

Based on the explanation above, it can be concluded that the teacher is a very important figure in the learning process. Not only as a source of knowledge, the teacher is also a figure who is digugu and imitated by his students. An Islamic Religious Education teacher should have a deep understanding of teaching. Teaching is not an easy activity but an activity and task that is heavy and full of problems. Ability and skill are highly demanded for an Islamic Religious Education teacher. Therefore, an Islamic Religious Education teacher must also have skills and expertise about teaching. Ability and skill are the basic capital for a teacher in carrying out his activities or duties. Teaching planning, implementation of teaching and learning activities and teaching evaluation activities are a series of activities in managing learning that is mastered and owned by an Islamic Religious Education teacher is part of the teacher's own competition. A mature teacher personality not only helps students feel comfortable and confident in learning, but also motivates them to emulate the positive attitudes and behaviors exemplified by the teacher. In addition, positive emotional relationships between teachers and students, empathetic attitudes, appreciation of students' efforts, and providing constructive feedback are important keys in building students' intrinsic motivation to learn.

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