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The Influence of Personality Competence and Discipline on the Performance of the Teachers

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Abstract: The purpose of this study is to investigate the influence of personality competence and discipline on the performance of the teachers. The problem studied is the teacher performance. This studies examines the effect of personality competence and discipline on the performance teachers. The methods used are qualitative and based on literature and library research approaches. Theoretical and historical analyses are used to understand personality competence and discipline. The implication of this study provide results that principals as teacher must be able to provide examples of discipline to students accompanied by communication that can lead to compliance. The principal includes his student for personality training to improve knowledge, skills, and attitudes to be able to carry out task and positions based on the personality needed by a student.

Keyword: Personality Competence, Discipline, Teacher Performance

INTRODUCTION

Teachers are one of the factors in determining the quality of students. Teachers are not only teaching staff who transfer knowledge but also play a role in instilling values and providing guidance. In order to create professional teachers, the government has made regulations regarding the requirements to become a teacher. Law No.14 of 2005 concerning Teachers and Lecturers, in Article 8 states that teachers are required to have academic qualifications, competencies, educational certificates, be physically and spiritually healthy, and have the ability to realize national education goals. However, in reality, only a few teachers meet these requirements.

The quality of education can be seen from educational management, where one part of educational management is the performance of teachers. Teacher performance is an interconnected component consisting of the abilities that a teacher must have in carrying out his role as an educator well, and being able to carry out the tasks he carries out professionally according to his abilities (Purwoko, 2018; Mahfud, 2021).

The role of teachers in providing education is that teachers are the determinants of

success in achieving quality education, therefore good teacher performance is needed. This performance is influenced by many things, including teacher personality competence and teacher discipline. The phenomenon that occurs regarding teacher performance is not optimal, this can be seen from teachers lack of preparation in planning learning, such as making learning implementation plans (RPP) not done at the beginning of the semester but made at the end of the semester, teachers also still have low compliance organizational time rules and rules of behavior, there are still teachers who lack closeness to students in carrying out learning in the personality aspect.

The importance of teacher personality competence in forming students. However, in carrying out learning, some teachers lack closeness in terms of personality aspects. This can be seen from the complaints of students who say that the teacher is not familiar with them and some teachers show an immature/angry way of speaking so that the teacher tends to be feared rather than respected.

The importance of a teachers discipline is also needed in supporting the creation of quality education and quality graduates for students at school. However, the phenomenon that appears has problems. These problems include regulations relating to discipline. There are still some teachers who often experience delays in working on learnings tools, even in making learning plans, teachers seem haphazard without any revisions from the previous year. Some teachers do not assess the learning process regularly.

METHOD

The research method used in this study is based on a literature review. The types of data collected are research results and secondary data in the form of various articles, library sources, and documents related to the topic. This study uses qualitative methods and builds a model based on theoretical research informed by major theories (Aspers & Corte, 2019). A literature review of previous studies and preparation of assumption for obtaining variables of previous studies.

The data collection method was carried out using a literature review of data collected from research libraries, and web-based data collection from previous researchers using Google Scholar to search for keywords, namely the influence of personality competence, motivation and discipline on teacher performance. The items used in this study are as follow.

RESULT AND DISCUSSION

Results

Performance

Mangkunegara (2012) explains that performance (work achievement) is the result of work in terms of quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him.

Susilo dan Sutoyo (2019) explain that teacher performance is the work carried out by teachers in the tasks given according to their capacity, experience and seriousness in completing the tasks. Teacher performance can be seen from the attitude shown in an activity to achieve the goal of carrying out a task in accordance with the criteria and standards that have been set during the implementation of the work (Janah et al., 2020; Pianda, 2018).

Apart from that, Anshori et al (2016), argue that teacher performance is the work behavior shown by teachers in completing their obligations. Supardi (2016) further argued that teacher performance is a teacher's ability to complete his obligations as a teacher at school and be responsible for his students in developing their learning achievements further.

From the several definitions above, teacher performance is the achievement/result of a teacher's work in an effort to achieve the goals set in carrying out his duties and responsibilities as a teacher. To measure teacher performance, the assesment indicators consist of : 1) Ability to prepare learning plans; 2) Ability to carry out learning; 3) Ability to carry out interpersonal

relationships; 4) Ability to carry out learning outcomes assessments; 5) Ability to carry out enrichment.

Personality Competence

Personality competency is competency related to a teacher's behavior in everyday life which reflects a steady, stable, mature, wise, and authoritative personality, the teacher is an example for students, and has noble character, where personality competency is a factor that influencing teacher performance to improve the quality of education (Roqib & Nurfuadi, 2020; Sofia & Yulistia, 2020). A teacher should have a personality that is steady, stable, mature, wise and has noble character, and it is hoped that he will develop independence in carrying out his duties and be accustomed to building a work ethic so that he can have a positive influence on life in carrying out his daily activities (Arifai, 2018).

Rochman dan Heri (2016) explain that personality competence, namely teacher competence which is related to personality abilities that are steady, stable, mature, wise and authoritative, being a role model for students, and having noble character, as well as various other personality competencies that are inherent in the teacher's personality educator.

In fact, personality is an abstract thing, difficult to see and cannot known clearly, we can only judge personality through it's outer appearance. For example in speech, actions and so on. In the personal growth and development of students, the teacher's personality competency component is very influential. This personality component plays a very important role in forming students, developing, prospering and advancing the nation and state in general. Based on this, teachers are not only required to be able to interpret the learning process, but the most important thing is how a teacher is able to make learning a forum for forming and improving the personal qualities of students.

Indicators of personality competence can be referred to from Government Regulation No. 19 of 2005 concerning National Education Standards (quoted in Susanto, 2016), that personality competence is a personality ability which includes: 1) A steady, stable and mature personality; 2) A wise, wise and authoritative; 3) A person with noble character; 4) Be a role model for students and community; 5) Evaluate your own performance; 6) Develop yourself continuously.

Discipline

Discipline is very important for organizational growth, used primarily to motivate teachers to be able to discipline themselves in carrying out work both individually and in groups. Besides that, discipline is useful in educating teachers to obey and enjoy existing rules, procedures and policies, so that they can produce good performance.

Discipline is one of the factors that determines the success of an activity (Catio & sunarsi, 2020). According to Sutrisno (2017:89), Discipline is a person's behavior in accordance with existing regulations, work procedures or discipline is attitudes, behavior and actions that comply with the organization's regulations, both written and unwritten.

Work discipline is the attitude and behavior of consciously obeying and adhering to work regulations, accepting sanctions voluntarily if they violate them so that employees will work effectively and efficiently (Rokhman & Supriyoko, 2020). Poerwadarminta (1999, qouted in Rochman dan Heri, 2016) explains that discipline is a mental attitude to do things as they should at the right time and truly respecting time.

From the several definitions above, discipline is an attitude of obeying and complying with all organizational regulations in carrying out work to achieve the expected goals with pleasure. Good discipline reflects a person's sense of responsibility for the tasks assigned to him. So with good discipline you will be able to show how the teacher is performing.

According to Singodimejo (2000, dikutip dalam Sutrisno, 2017) work discipline has several indicators: 1) Regulations for entry, rest and departure times; 2) Basic rules regarding dress and behavior at work; 3) Regulations on how to do work and relate to other work units.

Regulations about what employees can and cannot do while in the organization and so on.

Based on background, objectives and methods, the results of this article are as follows:

Performance of the Teachers

The basic thing that becomes a reference and measure of teacher performance in carrying out their professional duties is that, teachers can have increasing, continuous or decreasing problems which can have a positive or negative impact on results. These problems can be observed in: teacher discipline, management of educational programs by teachers, understanding of learning strategies, professional commitment, and time management skills.

In addition, the high and low performance of teachers is reflected in the quality of their learning outcomes, namely, in student performance and achievement. In this case, teacher work performance can be improved through teacher training and development which aims to improve performance and is carried out continuously to make presentations according to the desired needs.

Personality Competence

Personality competence is a personal ability that reflects a mature, stable personality, has noble character and can be used as a role model by students or in the words, become a teacher who has ethics for his students and on the other hand displays a positive attitude for students (Pratiwi et al, 2021; Zola & Mudjiran, 2020).

Based on the results and facts that are often encountered, teacher's personality competence is considered to be still not good. Not all teachers meet the indicators of personality competency in the form of a person who is solid, stable and mature, wise, dignified, has noble character, is a role model, and develops themselves continuously.

Teachers must be able to maintain their authority in front of their students because teachers are figures who are always used as role models and role models for their students. Increasing competency will certainly affect teacher performance.

Discipline

Work discipline is an effort to increase a person's awareness and willingness to comply with all company regulations and applicable social norms (Azmi, Sakdiawati, & Marlibatubara, 2019).

Based on results and facts that are often found regarding discipline, teachers are considered to be still not good enough in carrying out their profession as educators because they do not fully meet the indicators of teacher discipline, related to starting times, breaks and leaving times, dress and behavior rules, ways of doing work and liaison with other work units.

Work discipline is a mental attitude that always obeys all the rules and regulations that have been set for a specific purpose. Good work discipline will further improve teacher performance which will ultimately improve the quality of education (Suaedah, 2020).

Conceptual Framework

The influence of personality competence and discipline on teacher performance can be described in the following framework:

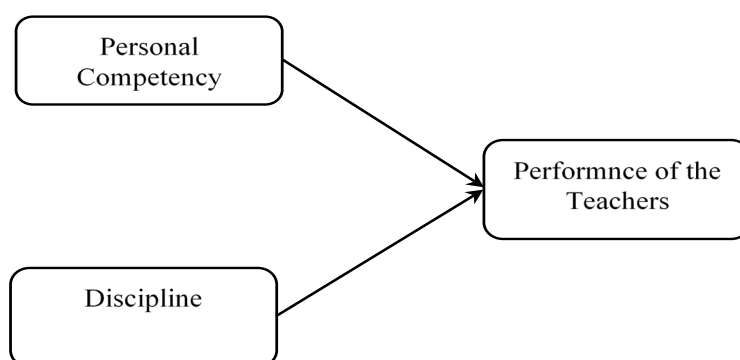


Figure 1. Conceptual Framework

Results of Review of Relevant Article

Reviewing relevant articles as a basis for establishing research hypotheses by looking for previous research results that are in accordance with the researcher's article

Table 1. Relevant Research Results

No	Researcher, Year, Journal	Journal Title
1	(Pitaloka Dharma Ayu, & Bambang Kristianto Wibowo, 2022)	Pengaruh Kompetensi, Motivasi, dan Kedisiplinan terhadap Kinerja Guru
2	(Indrianti, Nur Fajariani, & Rohsita Amalyah Rasyid, 2023)	Pengaruh Kompetensi, Kedisiplinan, dan Lingkungan Kerja Terhadap Kinerja Guru Pada SMP Negeri 3 Kalukku Kabupaten Mamuju.
3	(Nuraida Astining Putri, Herman Seri, Sakdiahwati, 2019)	Pengaruh Disiplin, Kompetensi Kepribadian, dan Supervisi Kepala Sekolah Terhadap Kinerja Guru SMP Negeri di Palembang.
4	(Ikayanti Payung Allo, Hotner Tampubolon, & Witarsa Tambunan, 2022)	Pengaruh Kompetensi Kepribadian dan Kompetensi Sosial Terhadap Kinerja Guru di SMK Kristen Tagari
5	(BCT Wahyu, & BS Luterlean, 2021)	Pengaruh Kompetensi Guru dan Disiplin Kerja Terhadap Kinerja Guru di SMK Negeri 14 Medan
6	(A Suherman, 2021)	Pengaruh Kompetensi, Kompensasi, Disiplin Kerja Terhadap Kinerja Guru pada Lazuardi Global Islamic School
7	(W Setianingsih, & MA Kader, 2019)	Pengaruh Disiplin Kerja, Kompetensi, dan Imbalan Terhadap Kinerja Guru
8	(R Tasari, 2023)	Pengaruh Supervisi Akademik Kepala Sekolah dan Kompetensi Kepribadian Guru Kinerja Guru SMP Negeri 19 Dumai
9	(A. Sopandi, 2019)	Pengaruh Kompetensi Profesional dan Kompetensi Kepribadian Terhadap Kinerja Guru.
10	(Jeine. K. Turangan)	Pengaruh Kompetensi, Disiplin Kerja, dan Profesionalisme Terhadap Kinerja Guru Di SMA Negeri 1 Manado

Discussion

The Influence of Personality Competence on Teacher Performance

The *study literature* carried out by the author aims to determine the influence of personal competence on teacher performance. Personal competency has a significant influence on teacher performance, where a competent teacher will complete his responsibilities correctly, mobilize all his heart and mind to deliver students to become accomplished, independent and have noble character, so that with personality competency the teacher is able to work or carry out his duties in learning process in order to produce good performance in carrying out their profession as a teacher. This article is supported by the results of previous research and relevant articles which state that there is a significant influence of personality competence on teacher performance (Putri et al, 2019 & Sopandi, 2019), and personality competence has a substantial

effect on teacher performance (IP Allo et al, 2022).

Therefore, personality competence is a very important thing that must be developed by teachers. High teacher personality competency will provide a strong impetus for the teacher to work well resulting in maximum performance, while low teacher personality competency causes teachers to be less enthusiastic in working so that the work results achieved are less than optimal.

The Influence of Discipline on Teacher Performance

The study literature carried out by the author aims to determine the influence of discipline on teacher performance. Discipline is an important thing for every individual to have, especially human resources who are attached to an organization because discipline is related to the ability of human resources to carry out assigned responsibilities effectively and efficiently. According to Sinambela (2018:335), "Work discipline is the awareness and willingness of employees to comply with all organizational regulations and applicable social norms".

Teacher discipline is considered good enough if the teacher always arrives at school on time and is able to make good use of rest hours. Apart from that, teachers are able to carry out their duties based on the procedures and guidelines that apply in the school, teachers are able to be responsible for the tasks given, teachers are able to carry out their duties carefully and show a polite attitude. Research conducted by Jeine K Turangan (2017) shows that discipline has a significant influence on teacher performance.

CONCLUSION

Based on the author's literature study and articles from previous research, the conclusions in this research are:

- 1) Personality competency has a positive, significant and substantial effect on teacher performance. This means that the higher the teacher's personality competency, the higher the teacher's performance.
- 2) Discipline has a positive and significant effect on teacher performance. This means that the higher the level of teacher discipline, the higher the level of teacher performance.

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