The Role of Teacher Personality and Student Academic Achievement

Fika Zulfana[1], Dafrizal[1],Herina Yanti[1], Nazaruddin[1], Nining Yus Mei[1], Ihsan Hadi[1], Harvius[1], Fauzan Azima[1], Rosi Yulita[1]

[1]STAI Yayasan Dakwah Islamiah Lubuk Sikaping Pasaman, Indonesia

✉ fikaazulfananda12@gmail.com *

Abstract

Education is one of the means to develop students so that they have good cognitive, psychomotor, and especially affective or attitudinal abilities. This study aims to bring about changes in students themselves in terms of their thinking, attitudes, and skills, which should develop in accordance with their developmental stage. This study uses a qualitative method with a literature review. Teacher personality is the totality of an individual's attitudes, comprising psychological and physical elements, meaning that all attitudes and actions of a person reflect their personality when performed consciously. The results of this study indicate that teacher personality significantly influences the learning process. Students mimic teachers' behavior, feelings, and beliefs, which in turn affect their motivation, achievement, and enthusiasm for learning. The implication is that teacher personality plays an important role in creating a conducive learning environment and motivating student learning achievement. Among these are exemplary behavior, friendliness and concern, communication skills, creativity and innovation, interpersonal skills, enthusiasm for learning, and classroom management skills

INTRODUCTION

Learning and teaching in educational activities need to be achieved through systematic planning. One of these is systematic classroom management, starting from time management, media management, and classroom management (Budiya & Al Anshori, 2022; Engkizar, Muslim, et al., 2025; Habbah et al., 2023; Mashari et al., 2019; Monicha et al., 2022; Wiguna & Muhroji, 2022). This implementation is expected to ensure that students have good character or morals. Because fundamentally, people who behave well and have good morals have the potential to achieve academic success. Educational institutions, as the platform for developing such potential, must be able to continue innovating amid the challenges of the times. The vitality of educational institutions in the current era is inseparable from the impact and influence of globalization. To a greater or lesser extent, it can bring about changes and influence the morals or character of a student.

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This is evident with the emergence of generations in various eras, such as the Millennial generation, a global generation faced by the world, especially Indonesia, which will bring its own challenges, particularly in producing a generation with character (Arabiah et al., 2023; Dian Septi Anggraeni Author et al., 2023; Engkizar, Jaafar, et al., 2025).

At the same time, the formation of ideal character cannot occur automatically or suddenly (Baidowi, 2023; Choli, 2019; Engkizar, et al., 2025; Jaelani, 2022; Sanuhung et al., 2021; Syahrah Siregar & Herdiana Utama, 2024; Wally, 2022). Therefore, the formation of a nation's future generation with character is an urgent need for a nation. This is done solely to prepare this generation to face the ongoing growth of globalization. However, in practice, there is a gap between theory and practice. This gap occurs in practical situations where students still reflect moral differences even though they should be able to absorb the knowledge provided by educators. However, it is not enough to merely focus on the absorption and understanding of knowledge; it must also impact the behavior and daily activities of students. Therefore, educational institutions must play a role in developing programs that skillfully mediate cognitive, psychomotor, and most importantly, emotional development. Education is a means of developing cognitive, psychomotor, and especially emotional abilities or attitudes. This is because the purpose of learning is to change students' minds, attitudes, and skills, and to experience development in accordance with their stage of development. In addition to internal factors, external influences also impact the formation of a student's personality. This occurs because an unfavorable environment can lead to unsatisfactory character development in students (Baroud & Aljarmi, 2025; Engkizar et al., 2021; Rahman et al., 2025).

Furthermore, inappropriate communication in the media can also influence a student's character and even their personality. Things that children frequently see or notice indirectly are recorded and stored in their thought patterns and imitative behaviors. For a child still in the developmental stage, the attitudes demonstrated or observed become role models, particularly from their daily environment. Several background factors of participants that will shape students' personalities. This occurs when students are in a school environment and encounter peers with similar attitudes and behaviors (Engkizar, Kaputra, et al., 2022; Htay et al., 2025; Jaafar et al., 2025; Okenova et al., 2025). Even though they understand good and bad morals, external factors can hinder natural morals or the potential for good behavior in students. Pranks come in many forms, some within the classroom, some outside the classroom, some between teachers and students, some among peers, some within the school environment, and even some that can occur outside the school environment. Real-life examples include causing disturbances, disrupting classes, cheating in class, smoking on school premises, and more extravagant incidents featured in the media, such as TV news reports or cases of drug abuse, alcohol consumption, fights, sexual assault, and others. Despite being students, such behavior constitutes a deviation from the ethical standards of social conduct expected of students.

Character education is essential in order to minimize such deviations. This is because character education essentially emphasizes the development of mental qualities, moral character, and reputation. Character education creates an environment conducive to developing character in line with the norms and morals of society. The focus of character education is on the environment, which influences and educates, so that psychosocial elements shape a personality closely related to a person's traits, characteristics, or unique style. The effectiveness of character education is highly dependent on a systematically and structurally designed system that is implemented simultaneously and continuously. A strategic approach to its implementation involves several interconnected components: schools, families, and communities, often referred to as the "triple center of education."

Character education at every level of education is expected to nurture and develop character traits, including: first, a commitment to independence and freedom; second, independent and outstanding character; third, the significance of Bhineka Tunggal Ika (unity in diversity); fourth, conflict is not a latent potential but a monumental and local situation; and fifth, preventing social stratification from being synonymous with ethnic and religious differences. In accordance with Indonesian Law No. 20 of 2003 on the National Education System (SISDIKNAS), which outlines the functions of national education as follows: "To develop the ability to shape the character and civilization of the nation with dignity in order to enlighten the life of the nation, to develop the potential of students to become individuals who are faithful and reverent toward God the Almighty, of noble character, healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens" (Basyari & Akil, 2022; Engkizar, Sarianti, et al., 2022; Madekhan, 2020; Nasril et al., 2023).

Character education is a national program launched by the Ministry of Education on January 14, 2010 on "Character Education and National Culture" as a form of implementation that can be implemented nationally. Reinforced by reference to the Kompas daily newspaper which sets character education by the Ministry of Education as a priority in implementing the 2013 curriculum because it has publicly tested competencies in accordance with developments such as the balance of technical abilities such as intelligence, technology and others with the social abilities of students, character, and entrepreneurship that have not been fully met properly (Engkizar et al., 2018; Sabrina et al., 2022).

METHODS

This study uses a qualitative method with a literature review. This research method has several characteristics, including: first, the research was not conducted through direct fieldwork or required eyewitnesses to the events that occurred. Second, the materials used in the research are ready-to-use materials (Engkizar et al., 2023; Guspita, 2025; Ikhlas et al., 2025; Khairunisa et al., 2025; Faddhia, 2025; Wulandari et al., 2024) Third, the data used are secondary data. Fourth, the data used are freely available. This article was compiled using a literature review research method with a qualitative approach. The data sources used to complete this research are reading materials such as scientific journals and books related to the role of Islamic religious education teachers' personalities on student learning achievement. The data used were then analyzed in depth, which were then divided into several chapters to answer the questions in the research problem (Akmal et al., 2024; Engkizar et al., 2024; Istiqamah et al., 2024; Mahira et al., 2024; Mustafa et al., 2025; Oktavia et al., 2024; Wati et al., 2025).

RESULT AND DISCUSSION

Understanding Teacher Personality

Teacher personality is one of the factors that determine the closeness of the relationship between teachers and their students. A teacher's personality is reflected in their attitudes and actions, particularly in nurturing and guiding their students. Teacher personality is an abstract concept that can only be observed through appearance, behavior, speech, dress, and how each teacher handles various issues, as each teacher has their own unique personality traits. Teacher personality is the totality of an individual's attitudes, consisting of psychological and physical elements, meaning that all of a person's attitudes and actions will reflect their personality when done consciously (Hamidah et al., 2019; Zola & Mudjiran, 2020) Personality is a factor that greatly determines the level of authority a teacher has in the eyes of their students and the community.

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Learning style is the way an individual perceives and processes information in a learning situation. Brown argues that learning style preferences are one aspect of learning style and refer to the choice of one learning situation or condition over another. In other words, learning style is the way a student perceives, interacts with, and responds to the learning environment.

Learning styles are sometimes defined as cognitive, affective, social, and physiological behavioral characteristics that function as relatively stable indicators of how students perceive, interact with, and respond to the learning environment. This section is the main part of the research article and is usually the longest section of an article.

The first thing that must be eliminated when starting to learn is the fear that arises within us. When our brain feels fear, our brain networks can remain in a state of ignorance, or what can also be called the "status quo." Therefore, fear can greatly influence us in the learning process. To enable our brains to form numerous connections between neurons, we must train them by analyzing and observing problems in our surroundings. Additionally, extensive learning and reading can influence the neurons in our brains. By sharpening our thinking skills and acquiring more knowledge through learning, our brains will become smarter than before. The kinesthetic learning style of students in the development of academic achievement in Islamic Education at school The kinesthetic learning style is a learning style that focuses on movement. Children tend to be unable to sit still. Children with this learning style cannot learn in conventional schools where teachers explain and students sit quietly. Children will be more suited and develop better in schools with an active learning system, where children are heavily involved in the learning process. Students will find it easier to grasp lessons if they move, touch, or take action.

Based on the results of the researcher's observations, the learning styles of students with a kinesthetic learning style are: i). learning through body language ii). reading while walking. iii). Teachers develop students' kinesthetic learning styles by observing the surrounding environment and relating it to the subject matter of Islamic Religious Education.

Every individual can learn, but when learning, we naturally have different learning styles or methods to ensure that information is conveyed and understood. This is the primary reason why it is important for us to understand students' learning styles. Given the diverse characteristics of each individual, there is no single approach that can be accepted by everyone. If the method of presenting information or teaching concepts to students is designed or structured based on their learning styles, it is believed to have a significant impact on the learning process. Students will be able to concentrate and focus more on the learning process and understand material that is considered to have a high level of difficulty. In fact, each individual has diverse or combined learning styles, which can be caused by the situation they are facing or depend on the circumstances during learning.

Fashion design students tend to have a visual learning style, which optimizes their sense of sight. Half of the class has a visual learning style. Based on the results of the research and discussion, it was found that fashion design students have diverse learning styles. However, the dominant learning style in the fashion design class is the visual learning style, which is a learning style that optimizes the sense of sight. 55% of the 20 students have a visual learning style, 11% have an auditory learning style, and 34% have a kinesthetic learning style. It is clear that the dominant learning style among fashion design students is the visual learning style.

CONCLUSION

The results of the study indicate that questionnaires on visual, auditory, and kinesthetic learning styles can help improve student learning achievement, particularly in fashion design programs. This is evidenced by research conducted by

the researcher, which shows an improvement in academic performance aligned with the students' learning styles. This is attributed to the way teachers deliver instructional material, which is tailored to the students' learning styles, thereby aiding in the development of their academic performance.

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