

ENGLISH TEACHERS' PERSONALITY COMPETENCE IN UTILIZING ICT TECHNOLOGICAL INDUSTRY 4.0 AT PKBM KREASI IN GUNUNGSITOLI BARAT

By Dwi Astuti Zebua

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**UNDERGRADUATE
THESIS**



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**DEPARTMENT OF ENGLISH EDUCATION
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UNIVERSITY OF NIAS
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UNDERGRADUATE THESIS

**Presented to
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Fulfillment of the Requirements for the
Degree of *Sarjana Pendidikan***

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CHAPTER I

INTRODUCTION

1.1. Background

Language is the expression of ideas by means of speech-sounds combined into words. According to Zadeh in Peter (2019;2) language is a systematic technique for communicating ideas or sentiments using agreed-upon signs, sounds, gestures, or signs with clear meanings. Language refers to all forms of communication, including verbal and nonverbal signs. Nonverbal cues include sounds such as bells, automobile horns, and gestures. According to Chaika in Peter (2019;3), language is an arbitrary and customary system of meaningful and articulating sound symbols (made by speech instruments) that is used as means of communication by a group of people to express feelings and thoughts. From some opinions of experts, it can be concluded that language is a means to communicate and interact among community members to convey thoughts and feelings as social beings. This language is frequently used in human activities like travel, technology, business, education, and other global domains.

English is taught in formal schools in Indonesia as a foreign language. The four components of English language proficiency listening, speaking, reading and writing are covered in the teaching learning process at those schools. Students skills will be developed as a result skills being integrated into the English teaching and learning process. Many students are still having some trouble learning this subject. There for needs to be some changes made to the English teaching and learning process.

The teacher must choose a teaching strategy that suits the subject matter during the teaching and learning process. There are three components that will make it easier for students to understand the subject, they are pedagogical, personality, and social competence. In accordance with this, the 2013 Curriculum emphasises the teacher's strategy and decisive role in the learning process. Effective implementation of the 2013 curriculum relies heavily on teacher competence. Teachers' competency encompasses the information, skills, and attitudes necessary for informed and responsible

performance as learning agents. One of things that impact the teachers in an effort to extend and deepen the content is the design of learning that is effective, efficient, and the results of high quality learning can be done and attained by each instructor. Therefore, the teacher's plays key part in the teaching and learning process in order to generate effective and original learning and to arrange the class in such a way that students may be active, creative, and pay attention to the class during learning process. The teacher must have the personality to master the subject matter as well as the teaching methods. Without personality competence, the teacher will be unable to carry out his or her responsibility. Therefore, a teacher who is skilled in managing educational activities must possess teaching competence. Teachers with teaching competence can create an effective and enjoyable learning environment and better manage their classes to achieve optimal student learning outcomes.

In Minister of Education Regulation No. 16 of 2007, personality competencies include five main competencies, include acting by religious, legal, and social norms; presenting oneself as an honest, noble, and exemplary person for students, and the community; presenting oneself as a stable, mature, wise, and authoritative person; demonstrating work ethic, high responsibility, pride in being a teacher, and self-confidence; and upholding the code of ethics of the teaching profession. Andrea Karpati, et all (2019) states the relationship between certain characteristics of the self and success in ICT use appears to indicate that targeting both the professional and personality of teachers through a targeted teaching environment, course content, and mentoring methods have an impact on the integration of digital teaching aids and methodologies. As a result, our continuous ICT courses are tailored to teachers' initial technology skills as well as their mindset.

According to Pahrudin, et all (2016;336) in the article Morallo entitled Personal and Professional Competencies of Senior Teacher Education Students that the "Teacher's personal competencies include knowledge of the subject matter, effective communication skills, punctuality, being a disciplinarian and understanding the nature of child psychology. The

conclusion of this statement is the personal competence includes knowledge of the subject matter, effective communication skills, punctuality, being a disciplinarian and understanding the nature of child, psychology. According to Marina, et all (2021;3) there are some personal competence that must be possessed by a teacher, namely: (1) Personality stead, Stable and mature, (2) Discipline, wise, and charismatic, (3) Being a role model for students and (4) Noble. Indicators of personal competence which shows a mature person and by exampe, work ethic, high responsibility and pride a teacher, discipline, wise and authoritative, a role model for students and noble. Personality competence is very important for a teacher to have, especially as the world is currently developing rapidly with the use of ICT or commonly known as industry 4.0. ICT in Technological Industry 4.0 can be optimally used to achieve greater efficiency. Almost every industry and authority uses digital media. In the world of education, technology is rapidly evolving after the Covid 19 pandemic. The pandemic has forced digital transformation in the educational world, and the types of students who use digital technology in the learning process of sufficient understanding and knowledge is required. So, teachers must have Personality Competencies to be able to adapt and be able utilizing ICT in the learning process because the use of ICT in the learning process helps students to be more interested in learning.

Anjar Lusiani (2022;7) states that Information and Communication Technology (ICT) is described as a broad set of technical tools and resources used to transmit, generate, distribute, collect, and organize information. ICT are basically tools, they can be hardware such as computers, projectors, mobile phone, etc and software such as Microsoft Word, PowerPoint, etc. There are various benefits of ICT in the world of education, especially in the learning process. Teungku Salwa Miranti (2019) states ICT has become a supporting factor in the learning process, one of which is utilization as a learning medium, and facilitates the teacher in delivering the subject matter and facilitate the students capturing the material given. In addition, the internet is also very supportive of learning because through the internet we can easily access the various information we want quickly, so it will add insight and our knowledge

as teachers and learners, such as the use of website, blog, micro blogging site, electronic mail and etc. The role of technology in the learning process is very important because it makes it easier for teachers and students to access informations and gain as much new knowledge as possible.

Based on the researcher experienced, the researcher found out that some teachers still cannot master ICT namely projector, slides, video, websites in preparing teaching media, both in designing teaching media and using websites to obtain information or materials appropriate to learning. Implementing the use of ICT in the learning process is very important, especially as ICT provides several features that can make students interested in learning and can overcome student boredom in the learning process. So the researcher is interested in studying with a research title: **English Teachers' Personality Competence in Utilizing ICT in Technological Industry 4.0 at PKBM KREASI in Gunungsitoli Barat.**

1.2 Focus of the Research

The objectives to be achieved in this research are:

1. To find out the personality competence of teachers in non-formal schools or PKBM in utilizing ICT in the industrial era 4.0 and the role of ICT in helping teachers prepare teaching media.
2. To find out the obstacles teachers face in utilizing ICT in the industrial era 4.0.

1.3 Formulation of the Problem

The formulation of the problem in this research is as follows:

- 1) What does English Teachers' Personality Competence in Utilizing ICT in Technological Industry 4.0 at PKBM KREASI in Gunungsitoli Barat?
- 2) What are the obstacles for teachers in utilizing ICT in the industrial era 4.0 at PKBM KREASI Gunungsitoli in Barat?

1.4 Objective of the Research

The objectives of this research are:

- a) To find out and describe English teachers' personality competence in utilizing ICT in Technological Industry era 4.0 at PKBM KREASI Gunungsitoli Barat.
- b) To find out and describe the obstacles faced by English teachers in utilizing ICT in the industrial era 4.0 at PKBM KREASI Gunungsitoli Barat.

1.5 Significance of the Research

The significances of this research are:

- a) Theoretically, this research is useful as a source for further research related to the role of English teachers in strengthening character education.
- b) Practically:
 - a) For the researcher, this research to improve the researcher's ability to know English Teacher Personality Competence in utilizing ICT in technological 4.0 industries.
 - b) For the teacher, the result of research is used as a guideline reference for teacher to find out the English Teacher personality competence
 - c) For student, this research is expected to be able helps students in learning English using IT
 - d) For the next researcher, this research is expected will be able to be a reference for another researcher.

CHAPTER II LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Teacher Competence

Teacher need to improve their knowledge and skill to improve and explore their teaching practices. Much of the research on teacher competence focuses on the teacher's educational role in the classroom, rather than teacher competency. The abilities of teachers are being expanded in terms of educational reform research, development of teacher training, scientific achievements in educational, science, etc. According to Hessal, Amin and Arief (2020;4) competence is basic characteristic of a person related to the performance of criteria that is effective and superior in a particular job and situation. Teacher competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, mastered, and realized by the teacher in carrying out his professional tasks. Competence is essentially a description of what a person should be able to do in the form of activities, and results that should be displayed or demonstrated in the workplace (Laila Saputri, 2023). Based on this government regulation teachers must have 4 competency standards including:

A. Pedagogical competence

Based on the government regulation of the Republic of Indonesia Number 19 of 2005, teachers pedagogic competence is the ability of teachers to manage learning, both understanding of students, curriculum or syllabus development, learning design in the classroom implementation of learning, evaluation of learning outcomes, and student's development to actualize various potentials.

B. Personality competence

Dantes in Witari and Manuaba (2021) defines that personal competence is the ability of teachers which includes personality

attitudes that have faith, noble character, are wise and wise, democratic, honest, exemplary, and can develop themselves independently and continuously.

C. Professional competence

According to the Law of Republic Indonesia number 14 of 2005 Article 10 paragraph 1 and Law Number 19 of 2005 Article 28 paragraph 3 Professional competence of teachers is defined as knowledge, skills, and attitudes that are manifested in the form of intelligent and responsible actions owned by someone who holds the position of teachers as a profession.

D. Social competence

According to Mulyasa in Kamal end all, (2021) that social competence is a link between the ability of educators to communicate and socialize effectively to students, fellow educators, teaching staff, parents of students, and the surrounding community.

2.1.2 Personality Competence

3 According to Pahrudin, Trisono, and Wiedy (2016;336) that competence of personality in article of Morale entitle Personal and Professional Competencies of Senior Teacher Education Students stated that the "Teacher's personal competencies include knowledge of the subject matter, effective communication skills, punctuality, being a disciplinarian and understanding the nature of child psychology. 11 Personality competence is an ability to bring up behavior that is reflection of himself, good or bad personality competence can be measured from his behavior in life according to Opan and Hafix (2022). "Teacher personality competence" refers to the combination of personality traits and characteristics that contribute to a teacher's effectiveness in their role. It involves the alignment between the teacher's personality and the demands

of teaching, including their ability to engage students, manage classroom dynamics, and facilitate learning effectively

Based on some of the explanations above, ³ conclusion of this statement is the personal competence of teachers include knowledge of subject matter, effective communication skills, ⁷ punctual, disciplined and understand the character of psychology children. There are some personal competence that must be possessed by a teacher namely: (1) Personality steady, Stable and adults, (2) Discipline, wise, and charismatic, (3) Being a role model for students and (4) Noble. Indicators of personal competence which shows a mature person and by example, work ethic, high responsibility and pride a teacher, discipline, wise and authoritative, a role model for students and noble.

2.1.3 ICT

Information and communication (ICT) skills are based on the use of tools and technological devices to achieve, support and transfer knowledge. This includes any technology that helps create, manipulate, store, communicate, and distribute information. ICT skills are concerned with the use of technology in the management and processing of information. This means that ICT competencies are very important to improve communication in the ICT learning and teaching process. Information and communication (ICT) is seen as apparatuses' to create life easier by influencing every aspect of human life. Within the field of instruction, instructing and learning of outside dialect has too been incredibly influenced. According to OECD in Nada and Petra (2021:3) defined ICT is a wide range of communication networks and technologies, including equipment and resources used for communication. According to Gholami in Nada and Petra (2021:3) the impact of ICT is not always automatic and may vary depending on sectorial implementation. It is consequently preferable to investigate the impact of ICT on education, the health system, human development, or corporate profitability. Scholar has linked ICT implementation to various aspects of human development,

including health, education, job creation and quality of life. ICT enhances the interest motivation of students during lessons. It helps teachers and students communicate more effectively.

According to Steiner and Mendolivith in Kashif (2019:4) found that science teachers find ICT effective for improving student attentiveness and active learning. ICT integration meets the demands all of students by adapting tools to their speed, skill, level and needs. According to Huang Thi Bao in Kashif (2019:4) discovered that EFL teachers used ICT in general for power point and word processing, as well as language dictionaries and internet videos to supplement their teaching. The usage of ICT for tutorials and exercises, as well as web-based activities, was quite limited. Another issue they discovered was that the majority of the faculty had never used an online communication tool or channel to support their teaching or students' learning despite using ICT for email communication.

According to Asmani in Yoan (2024:4) learning with ICT focuses on activities that are relevant to students (student learning-centered leaning):

1. Developing students' ability to solve real-life problems (contextual), will work effectively if possible to ensure that education is relevant and able to meet the demands of everyday life
2. Encourage thoughtful and creative thinking
3. Support students development and active involvement in the leaning process.

Information and communication technology (ICT) provides students with opportunities to develop creativity and independence. Furthermore, learning using information and communication technology can produce new works that are original, have high value, and the potential for further development. Based on the opinions of several experts mentioned above, it can be conclude that the use of information and communication technology in education is an urgent need in the current era globalization in Indonesia. Therefore, the teacher must use exiting technology to support her teaching activities. In the development and

application and communication technology, the ministry of National Educational is primary responsible.

2.1.4 Teacher duties and Responsibility

The responsibility and duty of teachers is to instill faith, strengthen the future of the country and educate students of noble character. Becoming a teacher requires a sense of responsibility and skill, for mastering child psychology, learning method, and mastering pedagogy, being creative and innovative, mastering the curriculum, and leveraging technology in learning English in the national education system. Learning is not easy and requires lot of thought and skill. Skills included grammar, vocabulary, spelling, and pronunciation; skills include listening, reading, writing, and speaking. In using English applied to language skill.

2.1.5 Obstacles in utilizing ICT

In implementing ICT, teachers cannot avoid some obstacles. According to Muhamad and Muhaimin (2019) an obstacles to teacher's mastery of ICT use is that teachers do not have the necessary knowledge to use computers. Judging by the percentage of teacher's responses indicates that 75% do not have the necessary knowledge to use technology based media, while the use of computer that's one. Much of the lack of intelligence is due the age and high price of computers and laptops, but the high price of computers and laptops, but the high price is expected to yield good result.

According to Balanskat in Anisa (2022) categorized the impediments into 3 classes such as miniaturized scale level, meso level, and large scale level. Money related bolster, innovation lackness, and time restriction are categorized as meso level obstructions sonic they relate to intuitional setting. Whereas scholastic untrustworthiness is categorized as smaller scale level boundary since it relates to teacher's demeanours and understanding to ICT.

Teachers face several obstacles in utilizing ICT, especially in educational settings. Some common challenges include:

1. Lack of training: Many teachers may not have received adequate training on how to effectively integrate ICT tools and resources into their teaching practices. This lack of knowledge and skills can hinder their ability to make the most of technology in the classroom.
2. Time constraints: Teachers often have heavy workloads and limited time to dedicate to learning and implementing new technologies. Finding the time to explore and experiment with ICT can be a significant barrier for educators.
3. Resistance to change: Some teachers may be resistant to adopting ICT in their classrooms due to a preference for traditional teaching methods or a fear of technology replacing their role. Overcoming resistance to change can be a significant challenge for schools looking to implement ICT initiatives.
4. Access to resources: Not all schools have equal access to ICT resources, such as computers, tablets, or reliable internet connectivity. Limited access to these tools can restrict the ability of teachers to integrate technology into their lessons.
5. Technological issues: Technical glitches, software compatibility problems, or unreliable infrastructure can disrupt the smooth integration of ICT into the classroom. Dealing with these technical challenges can be frustrating and time-consuming for teachers.
6. Pedagogical concerns: Teachers may struggle to adapt their teaching methods to effectively incorporate ICT in a way that enhances student learning. Understanding how to use technology to support and enhance educational goals can be a significant obstacle for some educators.

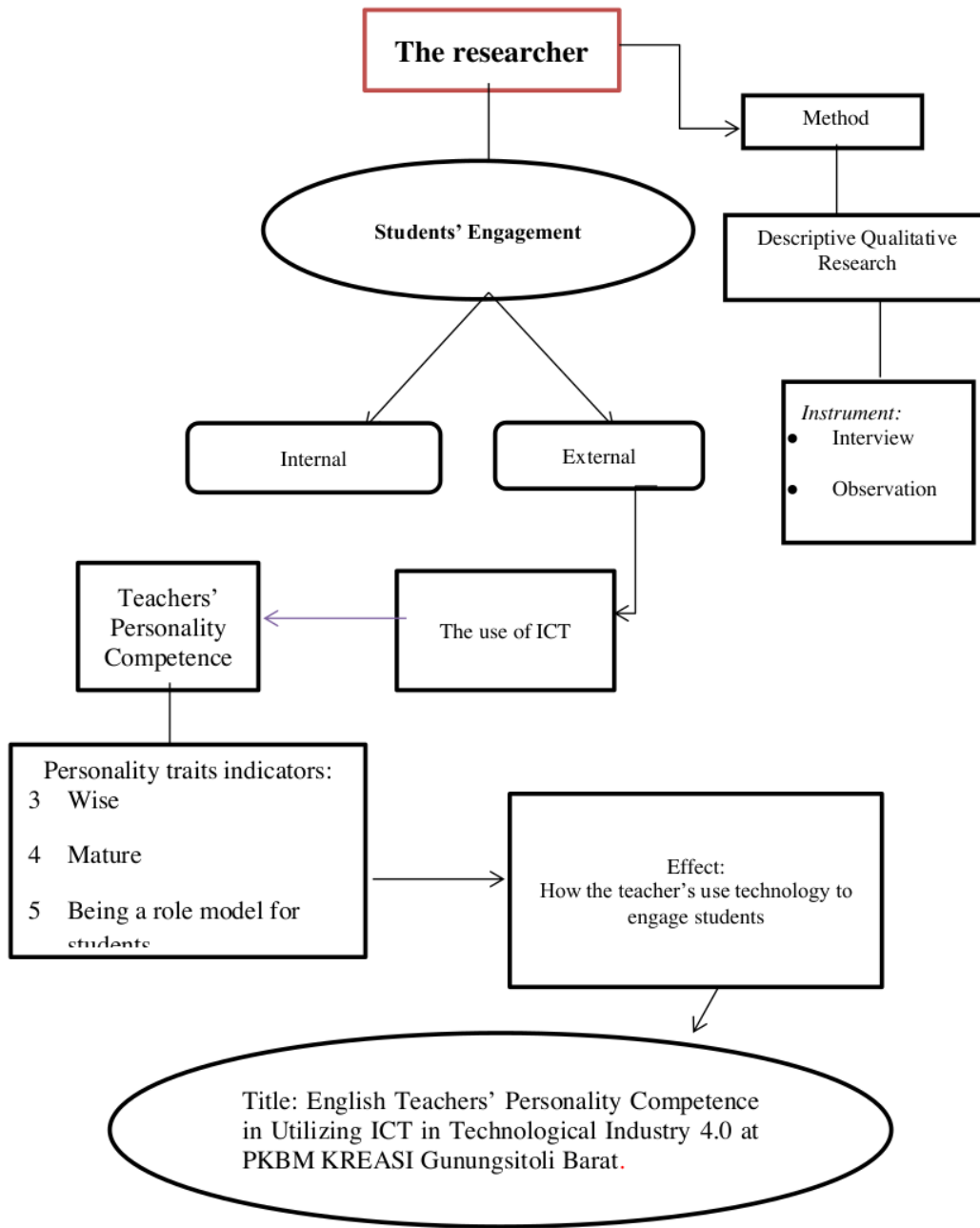
Addressing these obstacles requires ongoing professional development, access to resources and support, and a commitment to embracing technology as a tool to enhance teaching and learning in the classroom. Collaboration among educators, administrators, and technology

experts can help overcome these challenges and foster a more technology-rich educational environment.

2.2 Conceptual Framework

The conceptual framework in this research aims as a direction in conducting research. In this researcher, Researcher chooses PKBM KREASI GUNNGSITOLI BARAT particularly 14 teacher as informants. This research is initiate by the gap between expectations and reality. Based on government regulations that state the importance utilizing ICT in learning process but in reality, many teachers cannot utilize ICT in learning process. So, the researcher would like to conduct the research by using a qualitative research particularly descriptive approach.

Then, to collect data, the researcher will use instruments in the form of interview and observation guidelines with English teachers. And after that, the researcher will report the result accordance fact situation. Furthermore, the conceptual framework about is this research described in the schematic as follows:



CHAPTER III RESEARCH METHODS

3.1 Approach and Type of the Research

In conducting this study, the researcher uses the descriptive qualitative method. Qualitative research is the opposite of quantitative research, which involves collecting and analysing numerical data for statistical analysis. Qualitative research is commonly used in the humanities and social sciences, in subjects such as anthropology, sociology, education, health sciences, history, etc. Moloeng in Ramadyani (2019) states a field that explains how to understand the phenomenon, behavior, perception, motivation, etc. and describe the result in words and sentences.

According to Sugiyono, (2021) in Fiantika et al. (2022: 6) Qualitative research consists of at least three stages: the description or orientation step, the reduction stage, and the selection stage. The description or orientation stage is the first stage in describing what information is gained at a glance, namely what is seen, heard, and felt. The researcher then reduces the information obtained in order to focus on a specific problem, and at the selection stage, the researcher describes the problem as the focus that has been determined to be more detailed, before conducting an in-depth analysis of the problem's focus. The findings are themes that are built upon field data to form knowledge or even new hypotheses.

Qualitative research is used to understand how people experience the world. While there are many approaches to qualitative research, they tend to be flexible and focus on retaining rich meaning when interpreting data. Common approach includes grounded theory, ethnography, action research, phenomenological research, and narrative research. They share some similarities, but emphasize different aims and perspectives.

In conclusion, the researcher uses qualitative research because the data is in the form of explanation, description, and interpretation about English teacher personality in utilizing ICT at PKBM KREASI Gunungsitoli Barat.

3.2 Variables of the Research

The variable is utilized for the examination since it is subject or the research and it is being seen while doing research. Puspitasari 2020 states research variable are things that shape what is characterized by the looks into to be concentrated so as to induce information approximately it, what's more, the conclusion drawn on straightaways. The variable is utilized for the examination since it is subject of investigate and it is being seen whereas doing inquire about.

Variable separated in two sections, they are independent variable and dependent variable. Independent variable is the variable that estimation of which influences the estimation of another variable is known as independent variable. While dependent variable is the variable estimation of which may change because of progress in the estimation of other variable is called dependent variable.

Therefore, it is seen that one variable affects another variable. So in this research, the independent variable is English teacher's personality competence and the dependent variable is utilizing ICT.

3.3 Setting and Schedule of the Research

The research will be conducted at PKBM KREASI located at Jl. Fondrako KM 4 Sihareo Siwahili village Gunungsitoli city, Sumatera utara. The research will take place on Mei 2024.

3.4 Source of Data

The data of the research indicates the types of data that will be collected and will be analyzed by the researcher. Royadi (2019:85) states each of the research approaches involves using one or more data collection methods. There are some of the most common qualitative methods:

- **Observations:** recording what you have seen, heard, or encountered in detailed field notes.
- **Interviews:** personally asking people questions in one-on-one conversations.

- **Focus groups:** asking questions and generating discussion among a group of people.
- **Surveys:** distributing questionnaires with open-ended questions.
- **Secondary research:** collecting existing data in the form of texts, images, audio or video recordings, etc.

Qualitative data can take the form of texts, photos, videos and audio. For example, you might be working with interview transcripts, survey responses, field notes, or recordings from natural settings.

Most types of qualitative data analysis share the same five steps:

- 1. Prepare and organize your data.** This may mean transcribing interviews or typing up field notes.
- 2. Review and explore your data.** Examine the data for patterns or repeated ideas that emerge.
- 3. Develop a data coding system.** Based on your initial ideas, establish a set of codes that you can apply to categorize your data.
- 4. Assign codes to the data.** For example, in qualitative survey analysis, this may mean going through each participant's responses and tagging them with codes in a spreadsheet. As you go through your data, you can create new codes to add to your system if necessary.
- 5. Identify recurring themes.** Link codes together into cohesive, overarching themes.

There are several specific approaches to analyzing qualitative data. Although these methods share similar processes, they emphasize different concepts. The researcher chose 5 teachers at PKBM KREASI Gunungsitoli Barat as the informant.

3.5 Instrument of the Research

To analyse the English teacher's personality competence, the researcher conducting interview and observation. Interview is formal meeting between two people where the interviewer asks questions to the interviewee to obtain information. Moloeng in Ahmad (2019) states interview is an movement carried out by the author and requires between the author and interviewees confront to confront, so that they can conduct address and reply specifically by utilizing the Meet guidelines. The instrument in this research also used an observation to the teachers. Riduwan in Ahmad (2019) states observation is a data collection technique in which the author observes, notes, and monitors. Observations are made directly, with systematic recording of the object being examined. The researcher will observe the student engagement during learning activity.

3.6 Data Collecting Technique

After the data was collected, the researcher analysed them. The data sourced from observation and the transcripts of interviews. According Sugiyono in Ahmad (2019) data collecting technique is the most strategic step in research, because the main purpose of research is to obtain data. Data collection may be a strategy use by the author to get the information required from sources. The complete explanation as follows:

1. Interview

Moloeng in Ahmad (2019) states interview is an movement carried out by the author and requires between the author and interviewees confront to confront, so that they can conduct address and reply specifically by utilizing the Meet guidelines. The discussion was conducted by two parties, specifically the questioner (who inquired the address) and the speaker (who gave the reply to the address). Interview conducted in this research was by inquiring a few questions that were organized and had been compiled by the author to gather

the information required. Interview conducted to fortify and clarify the information to be gotten.

According to Fiantika, 2022: 53⁹ there are three types of interview in qualitative research, namely:

a) **Structured interview**

1 Structured interviews are used when the researcher has known for sure what will be obtained. In this method, the researcher asks the same questions to each respondent, and then records them. Tools that can be used include recording devices, voice recorders on cell phones, pictures, and brochures that can help in the smooth process of data collection.

b) **Semi structure interview**

This type of interview includes in-depth interviews, where the implementation is freer than the first type of interview, namely structured. In this interview, it can find problems openly, where the interviewee is asked for his opinions and ideas.

c) **Unstructured interview**

This type is a free interview where the researcher does not use interview guidelines that have been arranged systematically and completely for data collection. In this case the researcher does not yet know exactly what data will be obtained so that the researcher listens to what the respondent tells.

So in this research, the researcher will conduct structured interviews, because it can help the researcher in determining the direction of the interview in accordance with the objectives and focus of the research.

Interview Sheet

1. Bagaimana anda mengintegrasikan teknologi dalam pembelajaran Bahasa Inggris anda?
2. Apa kendala anda dalam memanfaatkan teknologi?
3. Bagaimana anda menghadapi tantangan dalam menggunakan teknologi dalam pembelajaran Bahasa Inggris?
4. Apa strategi atau solusi anda dalam meningkatkan kompetensi pribadi anda dalam memanfaatkan teknologi untuk pengajaran?

2. Observation

Riduwan in Ahmad (2019) states observation is a data collection technique in which the author observes, notes, and monitors. Observations are made directly, with systematic recording of the object being examined. Observation is a data collection technique in which the author directly observes the research subject and scrutinizes the activities performed. Observations were made during Mr Saung Angklung Udjo's visit. The purpose of this visit was to learn about Saung Angklung Ujo's efforts to attract foreign tourists. The author takes field notes during observations. In this study, the authors were directly involved in the information provision activities that took place in the field.

So, based on the explanation above, the researcher choose to use the participant as observer as the technique in this research to collect the data, because this type of observation technique has met the research ethics requirements, namely the researcher has provided information about the presence of the observer as a researcher to the research subject and also

because the researcher as an observer is directly involved in the area where the research takes place or the target group of the research.

Johnson and Christensen in Haryoko (2020 : 156), state There are four main observation approaches employed in qualitative research: complete participant observe, participant as observer, observer as participant, and complete observer.

a) Complete participant observation.

The term "complete participant observe" refers to an observation in which the researcher conceals his presence from the objective of his visit. When it comes to qualitative research ethics, the presence of researchers who use this technique is obviously less relevant. On the other hand, if it is about the validity of qualitative research findings in relation to the research problem, this type of observation will have a fairly high level of validity because researchers live in the midst of the research community or target group without disclosing their intentions, allowing them to produce and collect the desired data without being made up from them.

b) Participant as observer.

When conducting participant observations, the researcher informs the target group that he is conducting research. Thus, research ethics apply to this type of observation.

c) Observer as a participant.

During this limited type of observation, the researcher or observer identifies himself as a person conducting research on members of the group or community of the research target group he is researching. Because of the relatively short observation period, there are also limitations on the validity of the findings regarding the disclosure or extraction (generation) of research participants' subjective meanings about a social phenomenon.

d) Complete observer

neither the researcher nor the observer discloses that they are a researcher studying members of the target group or group/community when using this

technique. The researcher does not live with the target group. Rather, the investigator views individuals as an outsider.

So, based on the explanation above, the researcher decided to use the participant as an observer technique in this study to gather data because it complies with research ethics requirements. Specifically, the researcher informed the research subject about the observer's presence as a researcher, and the observer is actively involved in the study's target group or study area of the research. Therefore, the sequence of procedures that will be carrying out by the researcher in collecting the data through observation is as follows:

- a. The researcher scheduled observation times during the learning activities with the English teachers at PKBM KREASI Gunungsitoli Barat.
- b. Using the schedule as a guide, the researcher will arrive at the PKBM KREASI by creating a check list sheet with a set of observations marked with a check list (√) in accordance with the aspects observed.
- c. The researcher and English teachers come to the class as the subject of the research.
- d. During the learning process in the classroom, researcher made observations of teachers and students according to the list of aspects observed on the observation sheet without interrupting the learning process itself.
- e. The researcher starts to analyze the data about how does the English teachers' personality competence in utilizing ICT technological industry 4.0.

3.7 Data Analysis Technique

Data analysis involves organizing and classifying data according to patterns, categories, and basic descriptive units. This allows you to find themes and formulate working hypotheses as suggested by the data. According to Miles et al. (2014) in Islamuddin et al. (2023) There are three approaches for analyzing data in qualitative research, which consist of three steps: data condensation, data display, generating conclusions, and verifying.

1) Data condensation

Data condensation refers to the process of selecting, reducing, organizing, removing, and/or expanding data from a large collection of written field notes, interview transcripts, documents, and other evidence. Data condensation enhances the power of the data. "Data condensation" is a sort of analysis that involves refining, focusing, removing, and organizing data in order to reach and confirm "final" conclusions. At this point, the researcher created a transcript of the results of the interview with the English teacher, complete with the teacher's identity and the time of interview. The transcript sheet contained detailed information.

After making the transcript, the researcher will classified roles of English teachers in strengthening character education based on ⁵ Minister of Education Regulation No. 16 of 2007, personality competencies include five main competencies, include acting by religious, legal, and social norms; presenting oneself as an honest, noble, and exemplary person for students, and the community; presenting oneself as a stable, mature, wise, and authoritative person; demonstrating work ethic, high responsibility, pride in being a teacher, and self-confidence; and upholding the code of ethics of the teaching profession.

2. Data Display

A display is a collection of data that has been structured to make it easier to make decisions and take action. Seeing the data display assists us to better grasp the situation and take necessary action, such as completing additional analysis or acting on our findings. Strong qualitative analysis is strongly dependent on effective data visualization. In this study, after categorizing english teachers' personality competence in utilizing ICT technological industry 4.0 above, the

researcher will give the findings in the form of extensive descriptions. In this situation, the researcher will describe and dwell more fully on each personality competence, as well as the role of the teacher in each.

3. Drawing conclusion and verifying

Drawing conclusions and verifying is the process of developing conclusions based on previously described or attained decisions. The conclusions drawn must be related to the study topic, objectives, and findings that have been analyzed and addressed.

At this stage, researcher analyzed English Teachers' Personality Competence and obstacles utilizing ICT. Some things that were unclear from the interviews and observations were reconfirmed with the teachers. Furthermore, after all the data was clear, the researcher made conclusions by interpreting all the data findings.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Results

This research was conducted at PKBM KREASI Fondrako street no 225, Sihare'o Siwahili village, in Gunungsitoli Barat, Gunungsitoli city. There are four English teachers in the school taught in Upper Intermediate, Advanced class, and Elementary Class. Based on the research focus, namely describing English Teachers' Personality Competence in utilizing ICT technological industrial 4.0, the researcher had collected data through interviews and observations. Researcher conducted interviews with four English teachers to answer the first and second problem formulations. Then the researcher made observations in the classroom to obtain more accurate data in answering the second problem formulation. After collecting the data, the researcher analyzed based on the interview transcripts and the results of the observation sheet checklist through data analysis techniques namely, data condensation, data display, and drawing conclusions.

4.1.1 The Result of Interview

Based on the focus of the research namely to describe English Teachers' Personality Competence in utilizing ICT technological industrial 4.0, the researcher collected accurate data by conducting interview to English teachers at PKBM KREASI in Gunungsitoli Barat. There were four English teachers there. To be better understood, the researcher decided to make Mr. Jimi Harazaki Hulu, S.Pd as the first English teacher, Ms. Yuslina Gea, S.Pd as second English Teacher, Ms. Krisdayanti Harefa, S.Th as third teacher while Ms. Meniati Gulo S.Th as the four English teacher.

The researcher conducted an interview to the first English teacher, namely, Ms. Meniati Gulo S.Th on May 23, 2024. After conducting an interview with the first English teacher, the researcher then conducted an interview with the second English teacher, namely Ms. Yuslina Gea, S.Pd on May 23, 2024. And then, the third English Teacher, namely Ms.

Krisdayanti Harefa, S.Th on May 24, 2024 while the fourth English teacher namely Mr. Jimi Harazaki Hulu, S.Pd on May 27, 2024.

INTERVIEW QUESTIONS

1. How do you to integrate technology in your English learning?
2. What the obstacles in utilizing technology
3. How do you deal with the challenges in using technology in English learning
4. How do you apply your strategies to improve your personal competence in utilizing technology for teaching?

4.1.1.1 English Teachers' Interview

Based on the research design, the researcher conducted interview using unstructured interviews with English teachers to answer the first and second problem formulations. Before conducting the interview, the researcher first asked the English teachers for time and opportunity to be interviewed. Upon the willingness of the English teachers, the interview was conducted.

For the first question namely *how do you to integrate technology in your English learning*, English teachers had responded similar answers. The English teachers' stated that the use technology language learning is very important because it helps the learning process in the classroom to run smoothly. All teachers have the same answer, it's just that the devices or technology they use are different, but basically the goal is the same, namely to increase students' interest in learning and support the smooth learning process. Some of the tools or devices used by teachers' are laptops, hand phone, speaker and also projector to support their in the learning process. The features used by teachers' are Canva, PowerPoint to designed materials.

The teachers' use technology to prepared materials both in designing materials, findings references and some audio or video that can support learning by using YouTube, Google and Canva applications.

For the second question namely *what the obstacles in utilizing technology*, English teachers had responded difference and similar answers. For the first teacher namely Mr. Jimi Harazaki Hulu, S.Pd stated one thing that might be the main problem is the delay in receiving information updates about the latest technology and the latest features that exist make what is being taught less optimal. For the second teachers namely Ms. Krisdayanti Harefa, S.Th stated obstacles to use technology is not be updated and third and last teacher namely Ms.Yuslina Gea, S.Pd and Ms. Meniati Gulo, S.Th stated obstacles to used technology is lack of competence.

For the third question namely *how you deal with the challenges in using technology in English learning*, had responded difference and similar answers. The first and second teachers namely Mr. Jimi Harazaki Hulu, S.Pd and Ms.Yuslina Gea, S.Pd had different answers namely first teacher stated the solution is studied independently and self-study through the internet and second teacher stated the solution search on Google or watched on YouTube. The third and last teachers' namely Ms. Krisdayanti Harefa, S.Th and Ms. Meniati Gulo, S.Th had similar answers stated the solution open to friends who want to tell, teach new thing like that.

The last question namely *how you apply your strategies and solution to improve your personal competence in utilizing technology for teaching*, had responded difference and it still similar answers. The first teacher namely Mr. Jimi Harazaki Hulu, S.Pd stated his can learn used short video and social media or twitter. The second teacher namely Ms.Yuslina Gea, S.Pd stated her strategy is often read and also open internet features. For third teacher namely Ms. Krisdayanti Harefa, S.Th stated open to friend who wants to tell, teach new things. The last teacher namely Ms. Meniati Gulo, S.Th stated to improve her skill still update technology.

Based on the results of the interviews, it can be seen that there were some similarities and differences in the responses of the two English

teachers. The data were analyzed and classified by the researcher with the results as in Table 4.1 below.

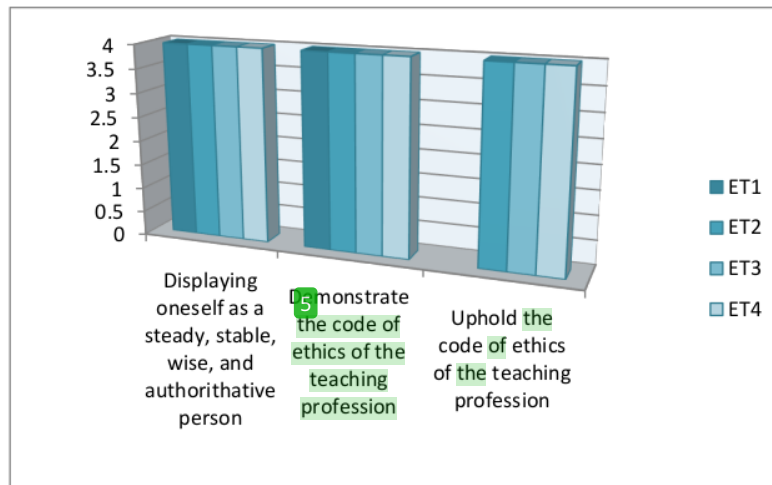
Table 4.1 Similarities and Differences of English Teachers Responses

No	Question	Similarities	Differences
1.	1	7	0
2.	2	4	4
3.	3	3	1
4.	4	2	2
Total		16	7

Based on the table above about the categorization of similarities and differences, it is seen that both of English teachers have more similar responses than different responses. It means that both of English teachers have quite a lot of similar about utilizing ICT technological industry 4.0 at PKBM KREASI in Gunungsitoli Barat.

Furthermore, two answers were selected to be focused on in accordance with the research objectives regarding to the English teachers' personality competence in utilizing ICT technological industry 4.0. According to the results of the interviews conducted, it is known that there are several English teachers personality competence in utilizing ICT technological industry 4.0 the role of ICT in helping teachers prepare teaching media which can be described in the chart below.

Chart 4.1 English teachers' personality competence in utilizing ICT technological industry 4.0 the role of ICT in helping teachers prepare teaching media



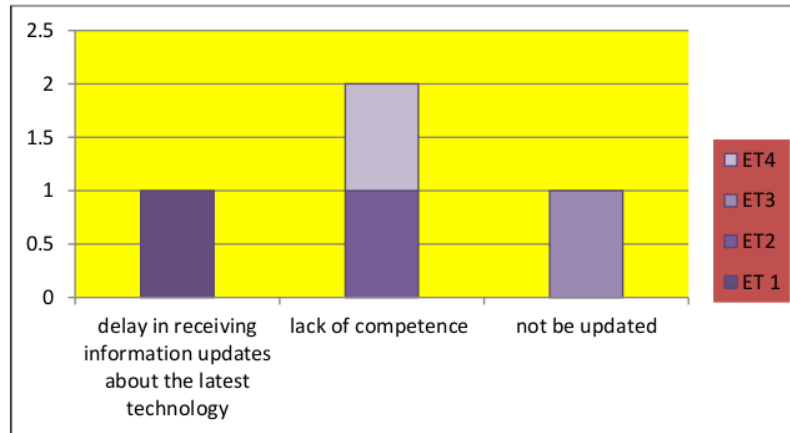
Through the chart above, it is seen that the answer from the four teachers show that the personal skills of English teachers are very good. The four teachers said that the use of technology in classroom learning is very important to be applied and also help teachers to design learning materials using some existing technological and features such as laptops, hand phone, speaker, Canva application, PowerPoint, YouTube, several websites and Kahoot. In addition, technology is very supportive in learning activates and also aims to interest students in learning.

Furthermore, the role of ICT in helping teachers prepare teaching media is very important. Through technology, it is easy for teachers to learn materials, be it dictionaries or translations, one of the features in gadgets that help teachers learn words that are difficult to read.

Furthermore, there are several obstacles faced by English teachers in utilizing ICT technological industry 4.0 based on the results of English teachers interviews which can be seen in the chart below.

Chart 4.2 Obstacles by English Teachers in utilizing ICT technological industry

4.0



From Chart 4.2 above, it is seen that both of English teachers faced the same obstacles in utilizing ICT technological industry 4.0, although there is other obstacles conveyed by the third English teacher and then fourth English teacher.

The first obstacle faced by both English teachers is lack of competence to have access to new features. This makes the process and this lack of access makes it unable to have new features that are more capable than before in helping learning process activities, for example in making designs.

The second obstacle is delay in receiving information updates about the latest technology; that it makes what is being taught less optimal actually. So for example, Canva actually has a lot of features and there are a lot of updates. Sometimes the teacher late to get to know the features and late to start getting information. This can be used to maximize, making presentations for example.

The last obstacles not be updated; this also affects the use of technology in the classroom due to lack of in information on the latest technology or features. In the era of globalization, it is growing rapidly and the latest features are also presented for use.

So based all of the explanation above, it is concluded the role of ICT in helping teachers prepare teaching media is very important. Through technology, it is easy for teachers to learn materials, be it dictionaries or translations, one of the features in gadgets that help teachers learn words that are difficult to read.

Meanwhile, some of the obstacles faced by English teachers that can hinder the process of utilizing ICT to students including lack of competence, delay in receiving information updates, and not be updated.

4.1.2 The Result of Observation Checklist

4.1.2.1 The Results of the First English Teachers' and the Second English Teachers' Observation

This observation was conducted to two English teachers when carrying out teaching and learning activities in the classroom namely Mr. Jimi Harazaki Hulu, S.Pd. and Ms. Meniati Gulo, S.Th. The researcher used observation sheet checklist accordance with the indicators of teacher personality competence. The researcher has done observation in four meetings for the first English teacher on May 17, 21, 23, 26, 2024 and also four meetings for the second English teacher was conducted on May 17, 21, 23, 26, 2024

This aimed to find out and ascertain whether both English teachers have teacher personality competence in utilizing ICT. So, this observation was carried out based on indicators of teachers personality competence in accordance with the Regulation of the *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 Tahun 2007*. Following are the data as the results of both English teachers' observation during 4 meetings based on the indicators that have been done and have not been done.

Table 4.2 the Result of the First & Second English Teachers' Observation

No	Indicators	Aspect of observation	Frequency (ET1)	Frequency (ET2)
1.	6 Displaying oneself as a steady, stable, mature, wise, and authoritative person.	Showing oneself as a steady and stable person in utilizing technology as a learning medium.	4	4
		Showing oneself as a mature, wise, and authoritative person in using the internet as a support for children's materials. .	4	4
2.	Demonstrate work ethic, high responsibility, a sense of pride in being a teacher, and self-confidence.	Demonstrate high work ethic and responsibility in designing learning media to support children in understanding the material being taught.	4	4
		Proud to be a teacher and believe in yourself	4	4
		Work independently in a professional manner, especially in utilizing technology, namely laptops, speakers, YouTube etc.	4	4
3.	6 Uphold the code of ethics of the teaching profession.	6 Behave in accordance with the code of ethics of the teaching profession	4	4
		Implement the teacher's	4	4

professional code of ethics.

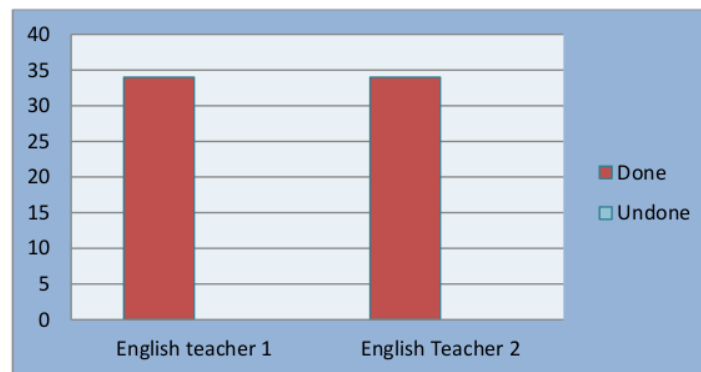
Total

68

From Table 4.2 above, it is seen that there are 3 indicators of English teacher personality. Thus, there are 68 frequency indicators for 4 meetings. Both teachers have fulfilled all the indicators of teacher's personality competence. Teachers remain consistent in using technology in the classroom to support learning materials that make students interested in understanding the materials.

Furthermore, the data in Table 4.2 were analyzed and classified by the researcher with the results as in chart below:

Chart 4.3 Comparison Data on the Number of Indicators of Both English Teachers



Based on the data that has been analyzed through indicators of 3 Teacher Personality Competence in Table 4.2, a comparison of the two English teachers can be obtained as in Chart 4.3 above. It is seen that during the four meetings, the first English teacher has 34 frequencies of indicators that have been done and undone 0 frequencies that means all indicator it has been fulfilled. Meanwhile, the second English teacher has 34 frequencies of indicators that have been done and undone 0 frequencies that mean all indicator it has been fulfilled.

Therefore, Chart 4.3 above shows that the data obtained during the 4 meetings stated that both English teachers had the same frequency value

4.2 Discussion

4.2.1 The Descriptions and Interpretation of the Research Results

4.2.2 English teachers' personality competence in utilizing ICT technological industry 4.0 the role of ICT in helping teachers prepare teaching media

To find out of English teachers' personality competence in utilizing ICT technological industry 4.0 and the role of ICT in helping teachers prepare teaching media, the researcher has taken information through interviews with English teachers at PKBM KREASI in Gunungsitoli Barat. Based on the results of interviews with four English teachers, it is known that English teachers' personality competence in utilizing ICT technological industry 4.0.

The first is the use of technology in English learning is like designing learning materials using PowerPoint, Canva application to design learning materials because every informant wants to make the material taught interesting, support learning and also attract students' attention in the next learning process. The material provided is not only sourced from books because books are very limited. Informants can access the internet and look for references to teaching materials via the internet. For example Cambridge or British, it is one of the English teaching websites that is very helpful to find references there. When they need videos of learning videos, informants can access them on YouTube. ICT is very helpful for teachers to create interesting learning media and increase student interest..

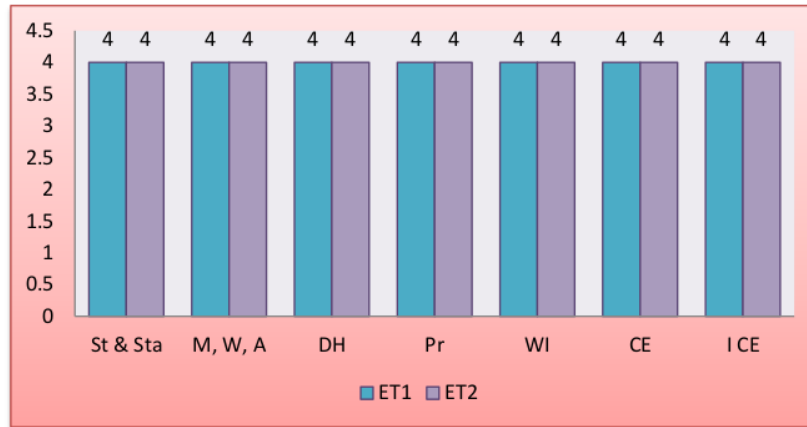
Based on the observation that has been done, the researcher sees that English teachers have done all the indicators of personality competence in utilizing ICT. The values in teacher personality skills are displaying oneself as a steady, stable, mature, wise, and authoritative person, demonstrate work ethic, high responsibility, a sense of pride in being a teacher, and self-confidence, and uphold the code of ethics of the teaching profession. Furthermore, this is also supported by Marlina et al.

2021 that when we acquire teacher personality skills, it becomes clear that teachers play a very important role in developing the personality of primary school students. Thus, English teachers already have teacher personality competence by utilizing existing technology. English teachers apply the values of teacher personality competence with integrity by educating and guiding students in developing themselves during the learning process. Furthermore, based on the indicators of teacher personality competence, namely presenting oneself as (1) a steady, stable, mature, wise, and authoritative person, (2) demonstrating work ethic, high responsibility, a sense of pride in being a teacher, and self-confidence (3) upholding the code of ethics of the teaching profession, the researchers concluded that English teachers have presented themselves in accordance with teacher personality competence. This can be seen from the results of interviews and observations that have been carried out that teachers can adapt to the current times, namely ICT 4.0 and successfully implement it in classroom learning so as to make children more interested in learning. Teachers have been able to use ICT both in designing teaching materials, looking for material references, looking for videos that are relevant to learning and being able to use ICT in the classroom.

Therefore, based on the explanation above, it is concluded that in carrying out the indicators of teacher personality competence, the four English teachers have carried out their three roles in utilizing ICT at PKBM KREASI in Gunungsitoli Barat, including 1) a steady, stable, mature, wise, and authoritative person, (2) demonstrating work ethic, high responsibility, a sense of pride in being a teacher, and self-confidence (3) upholding the code of ethics of the teaching profession in utilizing ICT technological industry.

The following is the frequency data of indicators by both English teachers from the results of observations for 4 meetings.

4.3 Frequency of Both English Teachers in utilizing ICT technological industry 4.0 during Four Meetings



So, from Chart 4.3 above, it can be seen that the teacher personality competence indicator has the same frequency. All aspects of observation have been implemented in the classroom. So both teachers have been able to use ICT and utilizing ICT in learning in the classroom.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 CONCLUSION

Teacher is one of the important component in education because teacher interact directly with students through teachers students gain knowledge and skills. A teacher can determine the success and achievement of a student so that the teacher must have the ability or competence. ¹¹ Personality competence is an ability to bring up behavior that is reflection, good or bad personality competence can be measured from his behavior in life. A teacher's personal competence is very important in conducting research is qualitative research, especially analysis research.

Based on this method, the researcher used observation as a way of collecting data, then by conducting interviews with English teachers. In this observation, the researcher observed English teachers in the classroom for four meetings, both in the first teacher and the second teacher. The researcher found similarities between the first teacher and second teachers, ⁶ the indicators of personality competence that they used, namely: (1) displaying oneself as a steady, stable, mature, wise, and authoritative person, (2) demonstrate work ethic, high responsibility, a sense of pride in being a teacher, and self-confidence, (3) uphold the code of ethics of the teaching profession. The researcher found every teacher had teacher's personality competence. Each teachers able utilizing Information Communication and Technology in their learning process.

5.2 RECOMMENDATION

After conducting this research, there are recommendations from the researcher. First for teachers, it would be better if teachers are more competent in mastering utilizing ICT in learning process, so that teaching and learning activities are also more creative and productive. Second is teacher must be update about new application. This research shows that English teachers are utilizing information and communication technology but there are obstacles in utilizing ICT. So this must be changed. Teachers must be able to master learning theory and learning principles and to support learning activities teachers should be use technological aids to deliver material more easily.

Finally, it is suggested to future researchers to conduct better research on this topic in the future and prepare everything as well as possible in conducting research. It is also hoped that future researchers can develop this research. Future researchers are also expected to use other factor classification theories that are able to state the types of factors that influence teacher pedagogic competence, because some of the factors used by researchers are factors that are still a little common. Some other factors that can be specified are teacher education background, teacher health, and discipline at work. Therefore, this is a recommendation for future researchers to follow up or develop this matter

ENGLISH TEACHERS' PERSONALITY COMPETENCE IN UTILIZING ICT TECHNOLOGICAL INDUSTRY 4.0 AT PKBM KREASI IN GUNUNGSITOLI BARAT

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