

ANALYSIS OF TEACHER PERSONALITY COMPETENCE IN TEACHING ENGLISH AT SMK NEGERI 1 BOTOMUZOI IN 2024/2025

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Teacher Personality is a strong, stable, mature, wise, and authoritative personality ability, and becomes a role model for students. Teaching English is a teaching process that aims to convey knowledge and language skills to students. In carrying out the duties of teachers as educators, they should have competence because the main task of a teacher is not only to transfer knowledge to students but to educate, direct, evaluate and provide stimulation. So that existing potential can also be determined from the way the teacher teaches. In other words, the way students learn will be determined by the way the teacher teaches. Teachers must have the ability and expertise to carry out learning in order to create a nation that is intelligent, skilled and has character. There are 4 teacher competencies that have been determined by the government in 2007 number 16, namely pedagogical competency, professional, personality and social. This regulation was established by the government with the aim that every teacher is able to develop each learning material well and can develop their professionalism in educating students, which aims to increase students' knowledge.

Novi Riani in Harvard (2016:3) explain that teachers' competence are used to plan, guide, and develop behavior/performance. It means that teachers' competence was using planning to teach, guide the students, and develop her behavior/ performance in teaching learning process. Competence as the act of teaching should be pay attention about what, when, and which fancy the teachers will teach their students suitable with the students level of cognitive development.

The teacher's personality competence can also create student success in the learning process, which will have a good impact on a student. For that, a professional teacher, teachers must be able to have personality competence in forming the character of students and teachers. Therefore, a teacher with

personality is a teacher who has a good personality; mature, noble, and wise. If the teacher has this personality, then he has become an idol who is a role model for students and society. Being a teacher requires having a personality in the learning process because sometimes a teacher finds it difficult to control his emotions when his students break the rules and so on. For this reason, are expected to always be professional under any circumstances so that learning activities run well and are conducive. Becoming a professional teacher must also be measured by the extent to which the teacher can handle students in class and the extent to which the teacher can blend in with society, with this it is easy to determine the teacher's personality.

Hirlan Maulana (2021:11) Personal competence is a personality ability that is steady, stable, mature, wise, and dignified, and is a role model for students and has a noble character. According to National Education Minister of the Republic of Indonesia number 16 year 2007, personality competence has five indicators. 1) act in accordance with Indonesian national religious, legal, social and cultural norms. 2) Present yourself as a person who is honest, has noble character, and is a role model for students and society. 3) Present yourself as a steady, stable, mature, wise and authoritative person. 4) Demonstrate work ethic, high responsibility, pride in being a teacher, and self-confidence. 5) uphold the teacher professional code of ethics

From the previous explanation it can be concluded that a teacher who has personality competence must fulfill these five indicators, however, from the results of the researcher's observations it was found that there were still indicators that had not been met. Indicators in the second and fourth indicators are still not implemented well. The second indicator is showing oneself as an honest person with noble character, and an example for students and society. It turns out that after the researcher made observations in the field, the researcher saw that the English teacher was still unable to discipline himself within the specified time. This means that the teacher still cannot be a role model for students and the community, it is only a matter of time that he cannot be there on time and the fourth indicator is showing work ethic, high

responsibility, pride in being a teacher and self-confidence. This indicator has also not been achieved at SMK Negeri 1 Botomuzoi.

In this researcher above the researcher collected data using interview, observation and documentation methods. based on the research design entitled "Analysis of Teacher Personality Competence in Teaching English at SMK Negeri 1 Botomuzoi in 2024/2025".

1.2 Focus of the Research

From the background of the problem above, there are some focuses of the research are:

- 1) To analyze the teacher personality competence in teaching English .
- 2) Find out the factors that influence the teacher personality competence in teaching English
- 3) To enhercis the students'proficiency

1.3 The Formulation of the Problem

Based on the focuses of the research above, the research questions are formulated in the following questions:

1. How does teachers personality competence in teaching English at SMK Negeri 1 Botomuzoi?
2. What the factors that influence the teacher personality competence in teaching English at SMK Negeri 1 Botomuzoi?
3. How does the teacher enhercis in teaching English at SMK Negeri 1 Botomuzoi

1.4 The Objective of the Research

The purpose of this research is to analyze the teachers' competency in teaching English. Then to know the factors of teacher In knowing the supporting and inhibiting factors of teacher personality and the does the teacher enhercis regarding learning materials in the classroom at SMK Negeri 1 Botomuzoi.

1.5 The Significances of the Research

The significances of this research are:

1.5.1 Theoritically

This research is used as a guideline for the next generation who wants to examine how the personality competence of teachers. not only that, this research is also useful for teachers in improving their personaliry.

1.5.2 Practically

Researchers conducted this research in order to make a good contribution as follows:

1. For me personally, this is to be my guide when I become a teacher in the future.
2. For teachers/students, namely for teachers to correct existing mistakes.
3. For future researchers, namely to serve as a guide in researching a teacher's personality.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Teachers

2.1.1.1 The Role of the Teacher

Teachers are the determining factor in ⁵ the success of the learning process quality. Therefore, efforts that carried out in improving the quality of education should start from improving teacher quality. A quality teacher includes ¹² knowledge and understand its role and function in the learning process. ¹² Teachers have an important role in the classroom to help students build positive attitudes, arouse curiosity, encourage students to be independent and intellectually logical, and create conditions for learning to run well. The role of teachers from the past until now remains very necessary. The role of a teacher is to help humans discover who they are, where humans are going and what humans should do in the world.

Siti Maemunawati (2020) the teacher's role is as a communicator, friends who can give advice, motivator, as a giver of inspiration and encouragement, a guide in developing attitudes and behavior as well as values, a person who masters the material what is taught ⁵

Warsono (2017) The functional role of teachers ⁵ in the learning process the main thing is as a facilitator. This is appropriate with constructivism theory. The facilitator is someone who helps students learn and have those skills necessary to achieve an internal goal learning. As a facilitator 1, the teacher provides pedagogical, psychological and academic facilities for development and building of cognitive structures his students.

Pullias and Young, Manan, Yelon and Weinstein as quoted by E. Mulyasa (2007:35), says that ² the role of the teacher in the learning process is as an Educator, Teacher, Guide, Trainer, Advisor, Reformer (Innovator), Model and Exemplar, Personal, Researcher, Creativity Encouragement,

Insight Generator, Routine Worker, Tent Shifter, Story Teller, Actor, Emancipator. Therefore, the role of the teacher is as follows:

1. Teacher as Director

Teachers must be able to guide and direct students' learning activities in accordance with the desired goals.

2. Teacher as Motivator

The role as a motivator is important in order to improve enthusiasm and development of student learning activities. Teachers must be capable provide stimulation, encouragement and reinforcement to develop student potential, foster self-reliance (activity) and creativity (creativity), so that there will be dynamics in the learning process.

3. Teacher as Mediator

This mediator can be interpreted as an intermediary in learning activities student. For example, mediating or providing a way out or solution when the discussion didn't go well. Mediator can also be interpreted as provider of learning media, the teacher determines which learning media appropriate to use in learning.

4. Teacher as Organizer

Manager of academic activities, syllabus, workshops, lesson schedules and etc. The organization of the components of learning activities must be regulated by the teacher in order to achieve effectiveness and efficiency in learning for both teachers and themselves student.

5. Teacher as Evaluator

Teachers have the task of assessing and observing the development of achievement student learning. Teachers have full authority in assessing students, However, evaluation must still be carried out objectively. Evaluate that carried out by teachers must be carried out using certain methods and procedures that have been implemented planned before learning activities begin.

2.1.2 Teacher Personality

2.1.2.1 Definition

Hashim, Alam, & Yusoff, in Shammari (2022) Teachers' personal traits are examined qualitatively rather than quantitatively. The main variables recognized in teacher personalities are linked to the ability to understand students' learning problems, background knowledge of the students, and positive or negative attitude towards teaching.

From the previous explanation it can be concluded that a teacher who has personality competence must fulfill these five indicators, however, from the results of the researcher's observations it was found that there were still indicators that had not been met. Indicators in the second and fourth indicators are still not implemented well. The second indicator is showing oneself as an honest person with noble character, and an example for students and society. It turns out that after the researcher made observations in the field, the researcher saw that the English teacher was still unable to discipline himself within the specified time. This means that the teacher still cannot be a role model for students and the community, it is only a matter of time that he cannot be there on time and the fourth indicator is showing work ethic, high responsibility, pride in being a teacher and self-confidence. This indicator has also not been achieved at SMK Negeri 1 Botomuzoi.

Taufik in Animah (2020) the teacher's personality is personal of steady or noble character, as a suri role models, or moral figures for students. Thus a teacher must master personality competence to have an effect positive to students, if a teacher has a negative effect on students will follow because a teacher is model that students will follow.

As the Regulation the Minister of National Education Republic Indonesia, Number 16 of 2007

No.	Personality competency	Explanation
1.	Act in accordance with Indonesian religious, legal and national cultural norms	1. Respect students regardless of what has been done 2. Act in accordance with the social norms that apply in society, as well

		as Indonesia's diverse national culture.
2.	Present oneself as a person who is honest, has good morals, and is a role model for students and society	<ol style="list-style-type: none"> 1. behave honestly, firmly and humanely 2. Behave that reflects piety and noble morals. Behave that can be emulated by students and members of the surrounding community.
3.	Present yourself as a steady, stable, mature, wise and authoritative person.	<ol style="list-style-type: none"> 1. Present yourself as a person that steady and stable. 2. Present themselves as a mature person, wise, and authoritative
4.	Demonstrates work ethic, high responsibility, pride in being a teacher, and self-confidence	<ol style="list-style-type: none"> 1. Shows the work ethic and high responsibility. 2. Proud to be a teacher and believe in yourself. 3. Work independently professionally.
5.	Uphold the code of ethics of the teaching profession	<ol style="list-style-type: none"> 1. Understand the teacher 2. professional code of ethics. 3. Implement the teacher professional code of ethics. 4. Behave in accordance with the teacher's code of ethics.

Mohammad Ali Fatemi in Jamil (2023) Personality competence is an ability Personal that reflects the personality that steady, stable, mature, wise, authoritative, become . An example for students and noble character. Personality as a unanimity consists of physical and spiritual aspects is dynamic in relation to: environment, distinctive (unique), different from others and develop influenced by factors that comes from within and outside the self (Nursiti, N. 2013: 4). There are four competencies that must mastered by teachers, namely pedagogic, personality, professional and social. One of the competencies that Must be mastered by the teacher is competence personality. The personality of the teacher is personal who is steady or noble morals, as a queen role models,

or moral figures for students (Taufik, 2013). Discipline is an act that demonstrate orderly and obedient behavior on various rules and regulations. Education Discipline character is important for pay attention in order to build character somebody. Armed with the value of disciplined character will encourage the growth of good character values others, such as responsibility, honesty, cooperation.

There are so many factors that can Inculcate discipline, discipline can be cultivated due to the presence of factors that affect him. There are four factors that influence discipline i.e. self-awareness, adherence and obedience, educational tools and punishment (Tulus, 2017:48). Disciplinary violations may occur due to The following: 1) School discipline that well planned and steady; 2) Good planning, but implementation less good and less monitored by the head school; 3) Inconsistent application of discipline and inconsequential; 4) Principal's policy who have not prioritized upgrades and strengthening school discipline; 5) Lack of cooperation and support of teachers in planning and implementation of school discipline; 6) Lack of parental support and participation in Handling punitive school discipline.

1.2.1 Teachers' Personality Competence

1.2.1.1 Definition

According to the National Education Standards Agency (2006: 88) "teacher personality competence is the competence of a personality who has noble character, is steady, stable and mature, wise and wise, becomes a role model, revolves around his own performance, develops himself and is religious". according to the Republic of Indonesia Constitution No. 14 2005 in Muallimul Huda (2017) concerning competency The teacher explained that teacher competence is a set knowledge, skills and behavior that must be possessed, internalized and controlled by the teacher or in carrying out assignments. This means that personality competency is the teacher's ability to carry out the learning process, build student personality, student behavior and student attitudes.

1. Communication skills to convey information clearly, facilitate understanding, and engage students in the learning process.
2. Adaptability
The ability to adapt teaching methods to different learning styles and adjust to the diverse needs of students is crucial for effective teaching.
3. Empathy
A teacher with empathy can understand and relate to the emotions and perspectives of students, creating a supportive and inclusive learning environment.

Based on the teacher personality competence is a multifaceted concept that combines interpersonal skills, instructional expertise, and a commitment to ongoing professional growth. These qualities collectively contribute to creating a positive and effective learning environment.

2.1.3.2 Characteristic of Teachers' personality Competences

Personal competence is the ability of a teacher which is reflected in his daily life, behavior, this includes the nature and character of the teacher's demeanor. Close nature related to the nature of honesty, noble character, have a high work ethic, and have a sense of concern for others. According to Sudirman in Larasati (2021) revealed that "You also have to be a teacher the nature of being honest in various things, and can be a good example for everyone. And of course the teacher must also have one good character and competence within or outside of school"

⁴ According to the Regulation of the Minister of National Education of the Republic of Indonesia, Number 16 of 2007 in Ruslan (2023), concerning Academic Qualification Standards and Teacher's Competence, the characteristic soft her who have good personality competencies are:

1. Acting in accordance with the norms of Indonesian religious, social a wan national culture;

2. Presenting themselves as honest, noble and exemplary individuals for students and the community;
3. Presenting themselves as a person who is steady, stable, mature, wise and authoritative;
4. Showing work ethic, high responsibility, pride in being a teacher and self- confidence;
5. Showing the code of ethic soft teaching profession

⁴ In addition to the teacher's personal competence, the thing that strongly influences the student's morals is that the designed curriculum at Islamic boarding schools Rahti kawatie in Ruslan (2023).⁴ The students are not only equipped with general knowledge, but are also equipped with religious knowledge so that they become kind, competent, and noble people Marlinain Ruslan (2023).

2.2 Students' Proficiency

Dr. Gunarib Wahab, M. Pd in Heinich (2021 : 5) says that learning is an activity process development of knowledge, skills or attitudes as a person's interaction with information and their environment so that in the learning process, selection, arrangement and delivery of information in an appropriate environment and through learner interaction with their environment. Dr. Gusnarib Wahab, M. Pd in Gredler (2021) also emphasized very strong environmental influence in the learning process, studies Learning is not just an academic exercise, it is an important aspect for both individuals and society. Learning is also a base for the progress of society in the future. Dr. Gusnarib Wahab, M. Pd in Gagne & Briggs (2021) explain learning is the result of a subsequent pairing of stimulus and response continuous reinforcement is carried out. This reinforcement is intended to strengthen behavior which is internalized in the learning process. Every learning process People will produce different learning outcomes for That's the need for continuous reinforcement until you experience it change in behavior for the better. Learning is an activity

carried out deliberately or unintentionally by each individual, so that changes occur from not knowing to knowing, from not being able to walk to being able to walk, not being able to read to being able to read etc. Learning is a process of individual change that interacts with the surrounding environment in a good direction or not good. Learning everyone can do with different way. There is learning by seeing, discovering and also imitate. Because through learning someone will experience growth, development and change in him is good psychologically and physically. Physically, if what is studied is related with a motor dimension. Psychologically if what is studied is in the form of affective dimension.

Dr. Gusnarib Wahab (2021) Learning is an activity towards a better life systematically. The learning process consists of three stages, namely stage information, transformation and evaluation. What is meant by stage Information is a process of explanation, description or direction regarding the structure of knowledge, skills and attitudes. Stage Transformation is the process of switching or moving structures earlier into the students themselves. The transformation process is carried out through information. Meanwhile, learning is a process interaction of students with educators and learning resources on a learning environment.

2.3 The Latest Related of Research

Some previous Researches have been conducted such as first, Novi Riani "An Analysis Of The Teachers' Personality Competence In Teaching Learning Process at SMA PGRI 3 Padang Of Academic Years 2015/2016" (2016), The researcher analyzed the data related to some indicators from traits of the teachers' personality competence based on expert. The second, Siti Animah with the title of "The Correlation Of Teacher Personality Competence With Discipline Of Grade 6 Student" (2020), Based on the results of research that has been conducted at SDN Majalaya Serang Regency Regarding the relationship of teacher personality competence. With student discipline, then obtain. Conclusion

that there is a competency relationship Personality of the teacher with student discipline. The third, Liber Siagian “The Influence of the Teachers Personality Competency on the Students Moral Attitude in Vocational School” (2022),¹¹ The conclusion of this study is that the social studies teacher's personality competence has a significant effect on the moral attitudes of class XI students. The results of the correlation coefficient concluded that between variable (x) and variable (y) obtained it can be concluded that the national teacher's personality competence influences the moral attitude of class XI students.

¹ Researcher have conducted several studies related to this topic. This research aims to determine the influence of teacher personality competence. This research uses a survey method using interviews and observations. According to researchers, teachers' personality competence must be improved to increase teacher professionalism in their field and which aims to improve students' learning abilities.⁶ The research results show that there is a significant influence of teacher professional competence and student knowledge.

CHAPTER III RESEARCH METHODS

3.1 Approach and type of the research

To conduct this research, the researcher used a qualitative research approach. Prabhat and Meenu (2015) state that qualitative research is research that focuses on understanding the subjective experiences and perspectives of individuals or groups that involves collecting data through methods such as interviews, observations, and focus groups, and analyzing that data to identify themes and patterns. According to Ulfa Zakirah in Creswell (2022:29), qualitative methods focus on precisely measuring (or experimentally altering) several variables to answer theory-driven research questions and hypotheses. Here the researcher will analyze an existing problem phenomenon which aims to collect data in finding the main problems based on facts by conducting observations and interviews. Furthermore, there are two types of instruments that will be used in this research. The first is observation to collect primary data. The second is interview, which means the researcher will conduct verbal questions and answers to obtain information.

It has a line with the statement of Berg and Howard (2012) in Enas et al. (2021), qualitative research is research that describes phenomena and solves problems by collecting data from the natural environment using qualitative data methods such as evaluation, open questions, in-depth interviews (audio or video), and field notes. This qualitative research aims to describe information about problems or phenomena that occur as clearly as possible and are true facts. Qualitative research must be objective so that the results or data provided must also be in accordance with reality and also be logical.

3.2 Variables

As Shukhla in Zebua (2023 :15) variables are concerns about variations in the closeness of things face to face, objects, creatures, places or circumstances or in any normal wonder. In this research, the researcher conduct two variable there are professional competences as dependent variable and teaching English as independent variable. Almasdi Syahza (2021) said that variables are everything that is the object of research observation and are factors that play a role in the events or symptoms to be studied. This means that variables are everything that is used as the focus or main object to be studied through research.

Based on this, the researcher will observe and interview English teachers at to find out their professionalism. So that the data will be more accurate. During the interview, the researcher will provide an interview sheet that will be asked to the English teachers. Then the researcher will record the important points that will be conveyed. Then the researcher will also provide an observation sheet in the form of criteria for teachers' professionalism by checking each criterion that has been prepared.

3.3 Setting and schedule of the research

This research will be conducted at Botomuzoi State Vocational School 1, Botomuzoi District, Nias Regency, Prov. North Sumatra. In tenth and eleventh grade. This research will be carried out from January to March 2024.

3.3 Source of data

Data sources are research subjects used as research source material used by researchers. Data is the result of research notes, both facts and values (arikunto, 2022). In this research, researcher used supporting theories from previous researcher which explain teachers' personal competence in teaching English. Furthermore, researchers also carried out observations and interviews with teachers and students.

3.2 Instrument of the research

Sugiono (2013) in Teddy (2020), a research instrument is a tool used to measure observed natural and social phenomena. Meanwhile, according to Purwanto (2018), research instruments are basically tools used to collect data in research. In this research the researcher will use observation sheets and interview sheets to collect the data. Which this research will give to teachers at SMK Negeri 1 Botomuzoi in collecting data and bringing notebooks, and cameras as documentation in obtaining information about teacher professionalism at the school. So, in this case the researcher will use two instruments, namely:

3.2.1 Observation Sheet

Observation sheet is a data collection tool created because it is needed to obtain data from variables in a study. Observation sheets are basically created because the data collection technique uses observation to obtain data for the research being conducted. So, I designed an observation sheet like the following picture

3.1 Example of students' interview Sheet

c	Item observed	Appear	
		Yes	No
1	Respect students regardless of their beliefs, ethnicity, customs, region of origin and gender.		
2	Acting in accordance with the religious norms adopted, legal and social norms that apply in society, and Indonesian national culture		
3	Behave honestly, firmly and humanely.		
4	Behave that reflects piety and noble morals.		
5	Behave that can be exemplary by students and members of the surrounding community.		
6	Present yourself as a person that steady and stable.		
7	Present themselves as a mature person, wise, and authoritative.		
8	able to use English well		
9	Shows the work ethic and high responsibility.		
10	Proud to be a teacher and believe in yourself.		
11	Work independently professionally.		
12	Understand the teacher professional code of ethics.		
13	Implement the teacher professional code of ethics.		
14	Behave according to the code of ethics teaching profession.		

3.2.2 Interview sheet

Interview sheet is a form of interview that has been previously prepared by the questioner on sheets of paper. This interview is usually called a semi-structured interview.

3.2 Example of teachers' interview sheet:

INTERVIEWS' SHEET	
1. Are you an English teacher?	3
2. How do you respect students without differentiating between their beliefs, ethnicity, customs, reg ¹² of origin and gender?	
3. How do you behave in accordance with the religious norms that apply in society and Indonesia's diverse national culture?	
4. How do you behave honestly, firmly and humanely?	
5. How does your mother behave that reflects piety and noble morals?	
6. What behaviors can students learn from a teacher?	
7. How do you present yourself as a steady and stable person?	
8. How do you present yourself as a mature, wise and authoritative person?	
9. How do you show a high work ethic and responsibility?	
10. What are your methods for being proud of being a teacher and believing in yourself?	
11. Is it necessary to be a teacher who has personality, why?	
12. How do you work and become a professional?	
13. What is the code of ethics for professional teachers?	
14. How do you apply the teacher professional code of ethics?	
15. How do you behave according to the teacher's code of ethics?	

3.3 Data collecting technique

To achieve the research objectives, the researcher will collect the data through two techniques, namely: observation and interview.

3.3.1 Observation

Observation is one of the data collection techniques in research. In this observation, the researcher will observe the field conditions to be researched or investigated. Where this observation is useful to assist researcher in ensuring the data that has been obtained. Through observation, researcher can find out the true condition of the object and field under study without covering anything up. Faisal in Sugiyono (2015: 310) says there are 3 kinds of observation, namely participatory observation, frank or hidden observation, and unstructured observation. Based on this, the researcher will use direct observation by providing an observation sheet which will be given to the teacher. First, the researcher

expressed his desire to conduct observations at the location of SMK Negeri 1 Botomuzoi. The researcher met the Principal to ask for permission, then met the object of research, namely the English teacher at SMK Negeri 1 Botomuzoi. After that, the researcher conveyed what would be researched at SMK Negeri 1 Botomuzoi. Then, the researcher will use the observation sheet when observing the English teacher by checking the criteria on the observation sheet.

3.3.2 Interview

Interview is a data collection technique to obtain in-depth data. By using interviews, researchers will ask respondents several questions related to the research topic. Esterberg in Sugiyono (2002) says there are three kinds of interviews, namely structured interviews, semi-structured interviews, and unstructured interviews (2015: 319). In this study, researcher structured interviews. First, the researcher prepared some questions. Then, the researcher conducted interviews with participants. The questions asked were the same between one respondent and another participant. Finally, the researcher wrote down the answers. The researcher interview instruments to help with documentation. The instruments notebook, interview guidelines, and camera.

3.4 Data analysis technique

Data analysis is the process of searching and arranging data that has been obtained from the result of data collection, so they can be 30 understood easily. In this research, the researcher use data analysis technique by Saputri in Miles and Huberman, (2023:30). Researcher will analyze qualitative data sources from interview transcripts. Gay, et al. (2012:467) say that one way to continue the analysis is to follow three iterative, or iterative, steps: reading/memoing, describing what happened in the setting, and classifying the research data.

3.7.1 Reading and Memos

This step focuses on understanding the data and identifying potential themes. Researcher read and wrote memos on observation sheets and interview transcripts. In the reading process the researcher also highlighted important sentences and made notes on important parts of the data that were needed for further explanation. Apart from that, the researcher read the interview results again.

3.7.2 Explain

¹ This step focuses on examining the data in depth to provide a detailed picture of the setting, participants, and activities. In this step, the researcher analyzes the teacher's professionalism about the setting and phenomenon under study to convey the rich complexity of the research. This step explains everything important about the data, such as where the data came from, how it was retrieved, and so on.

3.7.3 Classifying

This step focuses on categorizing and coding pieces of data and grouping them into themes. In this step, the researcher categorizes all the data collected into several classifications or categories. Observation checklists are classified based on data categories. For interview data, researcher classified them based on the order of teacher interviews. Researcher and compare all data with each other to categorize them. Through these steps, researcher can easily analyze secondary data. First, the researcher reads the data and remember it so that it is familiar. Second, the researcher describes the experience of the phenomenon. Lastly, researcher categorize to classify the data.

CHAPTER IV

RESULT AND DISCUSSION

4.1 RESULT

This research was carried out at SMK Negeri 1 Botomuzoi . It is located in Desa Hiliwaele 1 Kecamatan Botomuzoi, Kabupaten Nias Prov. Sumatera Utara. There are 2 English subject teachers at the school. Based on the focus of the research, namely the teacher's personality competence in teaching English, the stages of data collection carried out by the researcher are observation and interviews. The teachers at SMK N.1 Botomuzoi are very kind and friendly. They have a helpful and caring nature towards anyone. The students at SMK N.1 Botomuzoi also have polite characters and personalities that care about education and the location of the school building is also good and comfortable for students to study and so are the teachers.

On August 12, 2024, an observation was conducted in class with the English subject teacher. After conducting the observation, the researcher conducted an interview with the English subject teacher from August 19, 2024 to August 25, 2024. After the data was collected, the researcher conducted data analysis based on interview transcripts and field notes during the observation. To be better understood, the researcher decided to examine Ms. Indah Hartati Lase, S.Pd as the first teacher while Ms. Reni Susanti Harefa, S.Pd as the second teacher.

4.1.1. The result of observation checklist

Observations were conducted in class when the English teacher was teaching English. The researcher had prepared an observation checklist that was used during the observation of the English teacher in teaching English. The purpose of this observation was to find out the teacher's process in implementing personality competence in English learning. The results of observations on the implementation of a teacher's personality in English learning are as follows:

The result of teachers' Personality competences based on observation
meeting 1.

Name : Ms. Indah Hartati Lase, S.Pd

Day/Date : Tuesday, August, 19th 2024

Location : SMK Negeri 1 Botomuzoi.

Class : X TKJ

No	Personality competence	Indicators	Achieve		Explanation
			Yes	No	
3 1.	Act in accordance with Indonesian religious, legal, social and cultural norms.	Respecting students without distinguishing between beliefs, ethnicity, customs, region of origin, and gender.		✓	still confused about linguistic genre material, so they cannot relate it to the development of learning materials
12		Behave in accordance with religious norms, laws and social norms that apply in society, and the diverse national culture of Indonesia.	✓		Researcher know that teachers are able to understand language and acquire language. Because using the first language and second language acquisition simultaneously. For example, being able to use Indonesian well and also being able to use English.
		Understand the position, function, and variety of English.	✓		Can already understand the position and function of English. For example, you can transfer knowledge to students in the form of vocabulary
		Mastering the basics and rules of English as a reference for good and correct use of English.		✓	Not yet able to use English rules properly and correctly. For example, not being able to use good

					grammar, still using internet access to find out about grammar.
		Have English language skills (listening, speaking, reading, and writing) .	✓		Able to reading and writing language well
		Understand the theories and genres of English literature.		✓	Not yet able to master narrative, descriptive text and other genres. Still use internet access to search for these sources.
		Able to appreciate works of English literature, receptively and productively.	✓		Able to appreciate English ideas well and correctly. For example, being able to sing and compose poetry in English
		English Mastering conceptual and procedural knowledge	✓		Not yet able to master English procedurally and conceptually. For example, not being able to follow the steps in using English skills properly and correctly.
		Able to use English well		✓	Use google translate to translate something
2.	Mastering standard competencies and competencies and basic competencies of the subjects taught.	Understand the competency standards of the subject of the subject being taught.	✓		Have good knowledge, skills and attitudes in mastering learning material.
		Understand the basic competencies of the subject subject taught.	✓		Find out what students' abilities are in choosing learning materials
		Understand the learning objectives to be taught.	✓		Able to know students' needs.
3.	Developing learning materials learning materials	Selecting learning materials learning materials according to the	✓		Able to adapt students' knowledge and needs.

	that are taught creatively.	level of level of learner development.			
		Processing the subject matter taught creatively in accordance with the level of level of learner development.		✓	Not yet able to process material creatively. The only media used are books, and sometimes asking one of the students to write learning material on the blackboard.
4.	Developing a teacher's personality continuously by taking reflective action.	Reflecting on one's own performance continuously.		✓	Still not productive. Still not focused on one process. For example, learning media still does not focus on making things more creative
		Utilizing the results of reflection in personality development.		✓	Not yet implemented. Because there has been no reflection
		Conducting classroom action research to improve personality and self-confidence.		✓	Has never been held
		Keeping up with the times by learning from various sources.		✓	No, because the only source used is Google
5.	Utilizing technology information and communication .	Utilize information and communication technology in communication.		✓	Because, the lack of communication in using information technology is caused by poor internet networks.
		Utilize information and communication technology for self-development .		✓	Not yet. Because the teacher's activity after completing learning in the classroom is busy gibbah.

Description:

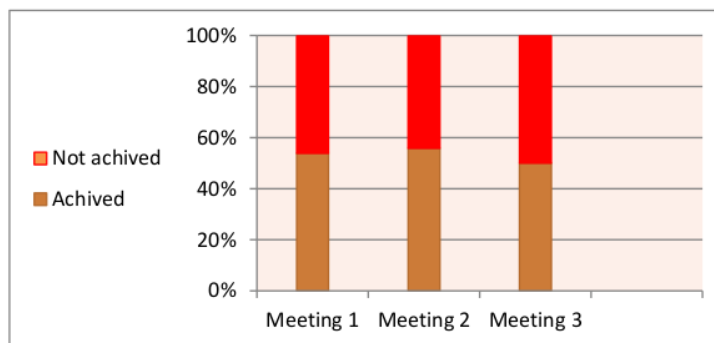
Yes = 9 %

No = 11%

On Monday, August 19, 2024, the researcher conducted a checklist observation to see what the personality competencies of teachers at SMK Negeri 1 Botomuzoi were like. The results that the researcher found through the checklist observation from the results obtained in the field were that the personality competency of teacher Ms. I. H. had not been achieved. Through the indicators that have been set by government regulation number 16 of 2007, only a few have been implemented. The researcher found that the English language skills possessed were reading and writing skills. While other skills such as listening and speaking are still not very proficient. The researcher also saw that Ms. I. H. English teacher was also able to choose teaching materials that suited students' needs. For example, looking for material according to the development level of TKJ students, such as teaching the basics of the genre. not only that, Not yet able to use English rules properly and correctly. For example, not being able to use good grammar, still using internet access to find out about grammar, still not productive. Still not focused on one process. For example, learning media still does not focus on making things more creative and Use google translate to translate something.

Based on the results of several observation checklists carried out by researchers, it can be seen that Mrs. S.H. More details for English teachers can be seen in the graph below.

Graph 4.1



4.1.2. Conclusion

Based on the results of the graph, it shows that in the third observation, the researcher, Mrs. Indah Susanti Harefa, S.Pd., cannot be said to be professional in her field, especially in terms of teacher personality competency. Because there are still many indicators that have not been achieved. The brown color of the graph shows the achievement of a teacher's personality competency that has been achieved by the teacher. Likewise, the red graph shows that the teacher's personality competency indicator has not been achieved. It is known that at the first meeting the achievement was only 56%, at the second meeting 58%, and at the third meeting 54%. Thus, several indicators of teacher personality competency have not been achieved.

Name : Ms. Reni Susanti Harefa, S.Pd
 Day/Date : Monday, August, 19th 2024
 Location : SMK Negeri 1 Botomuzoi
 Class : XI TKJ

The results of teacher personality competencies based on observations of meeting 1.

.Sample data got from observation sheet

No	Personality Competence	Indicators	Arrise		Explanation
			Yes	No	
1.	Mastering the material, structure, concepts, and scientific mindset that support the subject that is taught.	Understand the nature of language and language acquisition.	✓		The researcher knew that the teacher was able to understand the nature of language and language acquisition. Because it is able to use first laguage acquisition and second laguage acquisition at the same time. For example, can use

				Indonesian well and can also use English.
		Understand the position, function, and variety of English.	✓	Still not enough. I don't even know the variety of languages.
		Mastering the basics and rules of English as a reference for the use of English as a reference for the use of good and correct English	✓	Still lacking in understanding the rules of the English language
		Have English language skills (listening, speaking, reading, and writing) .	✓	Still stammering in reading English.
		Understand the theories and genres of English literature.	✓	Not yet able to master narrative, descriptive text and other genres. Still use internet access to search for these sources.
		Able to appreciate works of English literature, receptively and productively.	✓	Able to appreciate English ideas well and correctly. For example, being able to sing and compose poetry in English
		English Mastering conceptual and procedural knowledge	✓	Not yet able to master English procedurally and conceptually. For example, not being able to follow the steps in using English skills properly and correctly.
		Able to use English well	✓	Use google translate to translate something
2.	Mastering standard competencies and competencies and basic	Understand the competency standards of the subject of the subject being taught.	✓	Have good knowledge, skills and attitudes in mastering learning material.

	competencies of the subjects taught.	Understand the basic competencies of the subject subject taught.	✓		Find out what students' abilities are in choosing learning materials
		Understand the learning objectives to be taught.	✓		Able to know students' needs.
3.	Developing learning materials that are taught creatively.	Selecting learning materials according to the level of learner development.	✓		Able to adapt students' knowledge and needs.
		Processing the subject matter taught creatively in accordance with the level of learner development.		✓	Not yet able to process material creatively. The only media used are books, and sometimes asking one of the students to write learning material on the blackboard.
4.	Develop personality sustainably by taking reflective action.	Reflecting on one's own performance continuously.		✓	Still not productive. Still not focused on one process. For example, learning media still does not focus on making things more creative
		Utilizing the results of reflection in personality development.		✓	Not yet implemented. Because there has been no reflection
		Conducting classroom action research to improve personal confidence.		✓	Has never been held
		Keeping up with the times by learning from various sources.		✓	No, because the only source used is Google
5.	Utilizing technology information and communication .	Utilize information and communication technology in communication.		✓	Because, the lack of communication in using information technology is caused by poor internet networks.

		6 Utilize information and communication technology for self-development .		✓	Because at school there is still limited technology and difficult internet network access.
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Description:

Yes = 7 %

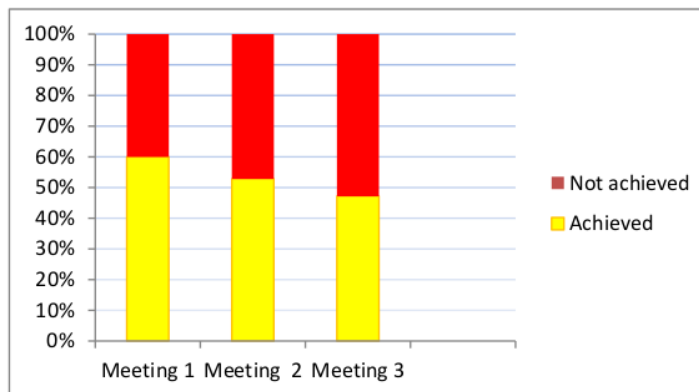
No = 12%

The first meeting was held on Monday, August 30, 2024. The researcher conducted observations on the second English teacher, Mrs. M. L. English teacher using an observation sheet to see the personality competency of English teachers at SMK Negeri 1 Botomuzoi. After obtaining the results of the observation sheet, the researcher collected data to see the results of the teacher's personality competency.

The results found by researchers through checklist observations from the results obtained in the field are that there are several indicators of teacher personality competency that have not been applied by Mrs. R.S. For example, indicators of media development and utilization of technology in the learning process. It is known that Mrs. R.S.. has never developed learning media used when teaching. Mrs. R.S.. only focuses on textbooks provided by the school without looking for other learning resources in various sources or creating creative learning media. Likewise with the use of technology, we are still unable to apply it or introduce students to how to use technology properly to improve students' knowledge, especially English.

Based on the results of the checklist observation table, the researcher concluded that Mrs. R.S. cannot be said to have a personality in her field, especially in terms of teacher professional competence. Because there are still many indicators that teachers do not have. To understand it better, let's look at the following graph.

Graph 4.2



4.1.3 Conclusion

Based on the results of the graph, it shows that in the third observation, the researcher, Mrs. R.S. cannot be said to be professional in her field, especially in terms of teacher personality competency. Because there are still many indicators that have not been achieved. It is known what happened in the field when the researcher observed Mrs. R.S. that her competence was decreasing compared to the previous observation. From the third observation, it can be seen that there is no internal consistency. because the researcher found that at the first meeting the achievement was 60%, at the second meeting 53%, and at the third meeting 48%. Thus, the researcher can conclude that several indicators of teacher professional personality competency have not been achieved. To find out information from the yellow graph color shows the teacher's achievement in teacher personality competency. Likewise, the red graph shows that the teacher's personality competency indicator has not been achieved.

4.1.1. The result of interview

a. Teachers' interview

Based on the research objective, namely analyzing teacher personality in teaching English, the researcher collected accurate data by conducting interviews with English teachers at SMK Negeri 1 Botomuzoi.

1. The first teachers' interview

Based on the research design, the researcher conducted an interview using a structured interview with the first subject teacher to

answer the focus of the research. The researcher conducted an interview with the first subject teacher on August 26, 2024. In conducting the interview, the researcher collaborated with the first subject teacher, Mrs. S.H. After collecting the teacher interview sheets, the researcher created an interview sheet regarding the teacher's personality competency in teaching in the classroom. This interview aims to answer the research questions that have been formulated. The following is an interview with the first English subject teacher.

4.3 The result of teachers' personality competences in interview

No.	Questions	Responds
1.	Are you an English teacher?	That's right, I am a English teacher
2.	How many classes do you teach English?	Fiveth class
3.	How to understand the nature of language and language acquisition.	By knowing the first language, namely the mother tongue, and then learning the second language, English language.
4.	Have you ever carried out classroom action research to increase professionalism?	Never. because time and conditions did not allow it. due to unsupportive busyness.
5.	How to provide creative material to students, so that students are interested in the material presented ?	As a teacher, you have to be clever in looking for learning materials on the internet, so I look for materials that students like.
6.	How to become a personal teacher?	Yahh, by mastering the learning material and knowing what students' needs are.
7.	What are the techniques and skills that a teacher who has personality must have?	In fact, you must be able to master technology to introduce it to students, so that you can easily apply learning in class
8.	How to utilize the results of reflection in professional improvement.	By re-learning material that has already been done. so that it can still be remembered and become knowledge in the future.
9.	How does a professional teacher use information and communication technology to communicate with students?	by first introducing technology to students
10.	How to also utilize information and communication technology for self-development to become a professional teacher?	In my opinion, by taking technology training, you will be able to use technology easily

1. The second teachers' interview

To answer the first question of the research formulation, the researcher conducted an interview with an English teacher which was held August, 19th 2024. The second English teacher was Ms. M.L. before conducting the interview, the researcher first asked the English teacher for the time and opportunity to be interviewed. Based on the English teacher's willingness, an interview was conducted, after which the researcher asked several questions for the English teacher to answer. The following are the results of the second English teacher interview.

4.4 The result of teachers' personality competences in Interview

No.	Questions	Responds
1.	Are you an English teacher?	That's right, I am a English teacher
2.	How many classes do you teach English? 6	Eight class
3.	How to understand the nature of language and language acquisition.	Must understand the linguistics of the language and be able to process the language well.
4.	Have you ever conducted classroom action research to improve personality?	Very. By comparing other teachers' teaching methods. So by looking at the advantages and disadvantages, I can take the good sides to improve my personality in my field.
5.	How to provide creative material to students, so that students are interested in the material presented ?	honestly, i'm not make a media. But I'm using media book and Using application PMM (Klipping School)
6.	How to become a professional teacher?	must be to prepare self, mastering material and can be management class
7.	What the techniques, skills or anything that a personality teacher must have?	must be humble and friendly for the students
8.	How to utilize the results of reflection in professional improvement.	By looking at the results of the evaluation that has been carried out. So that way, I can see the weaknesses and strengths that I have to improve.
9.	How does a professional teacher use information and communication technology to communicate with students?	using the good technology
10.	How to also utilize information and communication technology for self-development to become a professional teacher?	to able knowlege and to be prepare when just learning process

After that, the ⁵ results of the interview conducted with the first English teacher were ² that the researcher obtained some information related to the teacher's personality competency when teaching in class and outside the classroom. The results of the interview conducted were written down in an interview sheet which the researcher then described according to the focus of the research objectives. It can be seen from the responses of English teachers that each teacher certainly has a different personality when teaching in class. Before teaching, professional teachers must prepare themselves with all existing requirements, including lesson plans, syllabus and of course must master the material that will be taught to students.

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion

Personality competence is a strong, stable, mature, wise, and authoritative personality ability, and becomes a role model for students. Teaching English is a teaching process that aims to convey knowledge and language skills to students. Based on the results of observations and interviews, the factors that influence teacher personality competence are beliefs and values, skills, experiences, personality, motivation, emotions, intellectual abilities and organizational culture. These factors influence teacher personality competence in improving their personality abilities such as building communication relationships, creating learning programs, overcoming learning problems, having attitudes and behaviors and adapting to the school environment. However, based on teacher personality competence in the Regulation of the Minister of Education Number 16 of 2007, teachers collaborate with parents of students in developing learning programs. Based on observations, English teachers do not collaborate with parents of students in creating learning programs.

5.2 Suggestion

There are several suggestions that researchers give after conducting research, such as: For English teachers at SMK Negeri 1 Botomuzoi, teachers should collaborate with parents in developing English language learning. This aims to enable teachers and parents to work together in overcoming learning difficulties and developing learning activities. Apart from that, teachers should have better communication relationships with students so that students who are not interested in learning English can find out other causes and can overcome them.

ANALYSIS OF TEACHER PERSONALITY COMPETENCE IN TEACHING ENGLISH AT SMK NEGERI 1 BOTOMUZOI IN 2024/2025

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