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Enhancing professional integrity: personality competence of islamic education teacher alumni based on MoE regulation No. 2626/B/HK.04.01/2023

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Abstract. This study aims to analyze the teacher personality competence of alumni of the Islamic Religious Education study program at the Faculty of Tarbiyah IAIN SAS Bangka Belitung. We conduct the analysis through the lens of the Director General of Teachers and Education Personnel Regulation Number 2626/BHK. 04.01/2023, which pertains to teacher competency models. The research methodology employs a descriptive-qualitative approach, utilizing in-depth interviews, observation, and documentation. We conduct data analysis in three stages: reduction, display, and verification. The results showed that alumni teachers have been able to provide good role models for their students, are responsible in carrying out their duties, think and have broad insight, are close enough to students, are sincere in dealing with students, are careful in behaving, acting, and speaking, are willing to do self-development, and are ready to evaluate their own performance.

Keywords: Pedagogical competence, islamic religious education teacher

INTRODUCTION

According to the Regulation of the Director General of Teachers and Education Personnel No. 2626/B/HK. 0401/2023, teachers serve as education professionals, primarily responsible for educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, primary education, and secondary education. A teacher must undoubtedly demonstrate professionalism in the execution of their duties. Educator certificates can demonstrate a teacher's professionalism (Mubarak et al., 2019).

Teachers who possess teaching certificates are recognized for their competence based on their educational qualifications. Law No. 14 of 2005 concerning Teachers and Lecturers mandates that teachers master four competencies: pedagogical, professional, personality, and social, all acquired through professional education. (Tumanger, 2018).

Of the four competencies above, teacher personality competence, specifically in this context, has a significant role. People believe that teachers have the mandate to educate students to become whole individuals. So, the teacher's job is not merely teaching and transferring knowledge, but more than that, directing students to excel for the life of the world and the hereafter while keeping them from making mistakes (Selvi, 2010).

On the other hand, teachers are also believed to be role models (*uswah hasanah*) who are considered capable of guiding and correcting the attitudes and personalities of students getting better. Teachers continue to serve as role models, drawing public attention to the dynamics of life in education. Therefore, fulfilling the personality competence of a teacher is an absolute requirement (Trentham et al., 1985).

Only behavior can reveal personality competence, which is a fundamental, abstract skill. This competency, according to Dahlan, is a personal ability that brings out behavior as a reflection of self. Personality competence is an individual competence that shows a steady, mature, stable, authoritative, wise, wise role model for students and has noble character (Hunter, 1976).

Accordingly, the Faculty of Tarbiyah IAIN Syaikh Abdurrahman Siddik Bangka Belitung's Islamic Religious Education Study Program is an educational institution that aims to prepare and produce prospective Islamic religious education teachers who are competent in their fields and meet the community's needs. The college has undoubtedly equipped the prospective teachers with a variety of abilities and competencies. Furthermore, the possession of

personality competence has become an absolute requirement for both students and prospective Islamic religious education teachers. The question then is whether the former teachers of the Islamic Religious Education program at the Tarbiyah Faculty of IAIN SAS Bangka Belitung really do have the personality skills required by the Regulation of the Director General of Teachers and Education Personnel No. 2626/B/HK. 0401/2023 on Teacher Competency Models.

According to Perdirjen Guru dan Tenaga Kependidikan No. 2626/B/HK. 0401/2023, the teacher competency model describes the knowledge, skills, and behavior necessary for a teacher's technical competence in carrying out their professional duties (Widayanti & Anwar, 2024). Technical competence refers to the observed, measured, and developed knowledge, skills, and attitudes/behavior specifically related to the technical field of the position. One of the many ways to measure teacher quality is through competency testing. Competency mapping utilizes the results of the competency test (Mandal, 2018). Finding, testing, and rating the level of mastery of skills and knowledge through competency mapping tools and the teacher competency model outlined in the Regulation of the Director General of Teachers and Education Personnel Number 2626/B/HK.04.01/2023 concerning Teacher Competency Models (Shalikhah, 2024)

The results of personality competency mapping can be a reference for teachers to reflect, plan, and carry out self-development, sustainable development of their competence, and career development. Policymakers and various interested parties use the results of competency mapping to develop policy strategies and expand access in the context of fostering and improving teacher competence (Nessipbayeva, 2012).

Based on the aforementioned reasons, the author is keen to delve deeper into the personality competence of alumni from the PAI Study Program at the Faculty of Tarbiyah IAIN SAS Bangka Belitung, with a particular focus on the regulations set forth by the Director General of Teachers and Education Personnel Regulation No. 2626/B/HK.0401/2023.

Teacher Personality Competence

Competence, along with the code of ethics, serves as the primary component of professional standards, regulating professional behavior through specific procedures and supervision systems (Raob et al., 2012). Law Number 14 of 2005, specifically Article 10 paragraphs 1 & 2, pertains to Teachers and Lecturers (Nasional, 2005): (1) Article 8 refers to teacher competencies, which include pedagogical competence, personality competence, social competence, and professional competence acquired through professional education; (2) Government regulation shall regulate further provisions regarding teacher competencies, as referred to in paragraph (1).

Teacher competencies, as referred to in Law No. 20 of 2003 concerning Teachers and Lecturers and Government Regulation No. 19 of 2005 concerning National Education Standards, in Article 8, include pedagogic competence, personality competence, social competence, and professional competence. Professional education provides these four competencies. However, in this discussion, the author only focuses on one of the competencies, namely personality competence (Kim et al., 2017).

Personality is actually a trait that is reflected and inherent in a person who can be a distinction between himself and others who are able to provide consistency in behavior that determines the distinctiveness of self-adjustment to the environment (Zaenurrosyid & SHI, 2017). And personality competence is an individual or personal ability that reflects a stable, wise, mature, authoritative personality, can be a role model for students, and has noble morals (Pantić & Wubbels, 2010). This personality competence has the ability to actualize oneself as an educator who is disciplined, honest, broad-minded, responsible, and can be a source of positive inspiration for students (McAllister & Irvine, 2000).

Permendiknas No. 16/2007 states that this personality competency standard encompasses five main competencies (Zakiah & Ainiyah, 2019): (1) Act in accordance with religious, legal, social, and Indonesian national cultural norms; (2) Displaying oneself as an honest, noble, and exemplary person for students and the community; (3) Displaying oneself as a steady, stable, mature, wise, and authoritative person; (4) Showing a work ethic, high responsibility, pride in being a teacher, and self-confidence; (5) Upholding the code of ethics of the teaching profession.

In another context, the Director General of Teachers and Education Personnel Regulation No. 2626/B/HK (Widayanti & Anwar, 2024). explains that personality competence is the ability of a stable personality to be noble, wise, and authoritative, and to become a role model for students. These personality abilities are carried out through reflection in carrying out responsibilities as a teacher according to the professional code of ethics and are oriented towards students (Zakiah & Ainiyah, 2019). This personality competence is then derived in 3 competency indicators and 9 sub indicators of competence, namely (Estriyanto et al., 2017): (1) Moral, emotional, and spiritual maturity to behave in accordance with the teacher code of ethics: (a) Teachers' meaning, purpose, and outlook on life based on moral principles and their belief in God; (b) The management of emotions while fulfilling the role of an educator; (c) Application of the teacher code of ethics in work and learning; (2) Self-development through the habit of reflection: (a) Reflection and planning for self-development need to improve learner-centered learning; (b) Adaptive methods of

self-development can enhance learner-centered learning; (c) Applying the results of self-development to enhance learner-centered learning; (3) Student-centered orientation: Active and empathic interaction with learners, Respect for learners' rights in carrying out the role of a teacher, Concern for the safety and security of learners as individuals and groups

Islamic Religious Education Teacher

Islamic religious education teachers, commonly called religious teachers, are people who have responsibility for the formation of students' personalities in accordance with Islamic values. Or, in other words, Islamic religious education teachers are educators who teach Islamic teachings as well as provide guidance to students towards maturity and form into a complete Muslim person (Hidayat et al., 2018).

Muhammad Naquib al-Attas, revealed the concept of Islamic religious education teachers, namely mu'allim, murabby, and muaddib. In terms of characteristics, Islamic religious education teachers not only have academic authority but must also have manners, knowledge in various fields, be patient, and have a caring attitude towards students (Nofita, 2022).

According to Syamsul Ma'ruf's, Islamic religious education teachers play a central role in moral learning, with their knowledge and academic achievements serving as examples. From this angle, Islamic religious education teachers are obligated to shape students into people who are knowledgeable and moral in accordance with religious moral values (Ichwan et al., 2021).

From the above explanation, we can conclude that Islamic religious education teachers play a crucial role in instilling the characteristics of students, transferring knowledge, and instilling the values of Islamic teachings, thereby establishing links between religious teachings, science, and daily life.

METHOD

The goal of this descriptive study is to describe the personality skills of teachers who have graduated from the Islamic Religious Education Study Program at the Faculty of Tarbiyah IAIN SAS Bangka Belitung, from the point of view of Perdirjen Guru dan Tenaga Kependidikan No. 2626/B/HK. 0401/2023. This research is conducted in a predetermined location, also known as field research (Burgess, 2002). Researchers also refer to this research as case study research, as it delves deeply into a specific issue, generating a comprehensive and structured representation of the problem. Research cases generally cover the totality of life cycles, or sometimes just certain segments of several problem factors (Heller, 2019). The research approach was qualitative. We conducted the research in schools and madrasahs across 5 districts/cities, namely Pangkalpinang City, Bangka Regency, West Bangka, Central Bangka, and South Bangka. We randomly selected two schools/madrasahs from each region.

The subjects of this research were determined by purposive sampling using the snowball sampling method, which traces the subjects needed to respond to research issues. The required subjects, which include both key and non-key informants, comprise alumni teachers of the Islamic Religious Education Study Program, as well as students and other supporting informants. Subjects are sought to be able to convey data about the personality competence of alumni teachers of the Islamic Religious Education Study Program, Faculty of Tarbiyah IAIN SAS Bangka Belitung.

We gather valid and relevant information through three methods: 1) observation, 2) interviews, and 3) documentation. Researchers verify the accuracy of information by employing the data triangulation method (Moleong, 1990). When triangulating data, researchers must conduct thorough checks and cross-checks, consult with alumni teachers of the Islamic Religious Education Study Program at the Faculty of Tarbiyah IAIN SAS Bangka Belitung, and engage in dialogue with partners and experts. Data analysis is a qualitative, interactive, non-statistical process that involves steps such as data reduction, display, and verification (Miles & Huberman, 1994).

RESULTS AND DISCUSSION

Research Results

Personality competence is an individual or personal ability that reflects a stable, wise, mature, authoritative personality, can be a role model for students, and has noble character.

Steady and stable personality

Sitrah Parindah, a teacher at SMK Negeri 2 Koba, made an intriguing statement: "Sebagai seorang guru kita harus bersikap baik, dari segi penampilan, segi kita berbicara dengan siswa dari didalam kelas dari masuk sampai dengan akhir. Karna, itu akan mempengaruhi sikap kita ke kita juga, yang kita ajarkan berkaitan dengan PAI, kalo semisal kita ingin dihargai dan kita ingin sesuatu sikap yang baik jadi kita harus menunjukkan kepribadian yang baik juga" too" (Interview 2023).

Muhammad Zaki, a teacher at MTS Al-Islam Kemuja, made another statement: "Saat ini kita, kita selaku tenaga pendidik ya memperhatikan diri dan sesuai dengannorma yang ada, karena kita sebagai tenaga pendidik jadi kita bagaimana kita merupakan contoh tentunya manusia itu tidak luput dari kesalahannya itu pasti. Itu juga selaku tenaga

pendidik kita juga harus memprokasikan diri atau kesalahan yang ada maupun itu kesalahan yang kecil atau untuk kesalahan-kesalahan yang melanggar norma-norma yang ada maka kita dilandaskan dengan ilmu yang ada dari menempuh pendidikan MI, sampai MA dan juga sampai perguruan tinggi khususnya IAIN SAS BABEL merupakan salah satu yang menompang atau menjadi tamin, benteng dan lain sebagainya untuk kita melangkah lebih jauh agar kita selalu tepat melaksanakan kegiatan-kegiatan supaya tidak terjadi kesalahan dan khususnya norma-norma yang ada” (Interview 2023).

The conducted interviews conclude that educators must set a positive example for their students. Teachers must uphold their attitude, setting an example for students to follow. In addition to the family environment, school institutions serve as a learning environment for students, particularly in relation to norms. To foster an attitude that aligns with these norms, educators must model this behavior for their students. Respecting others is the first step towards earning their respect.

Mature personality

Sitrah Parindah, a teacher at SMK Negeri 2 Koba, articulates: “Mengenai bekerja ketika diberi arahan, sesuai dengan tanggung jawab yang diberikan. Contohnya ada jam mengajar ya kita harus masuk kelas. Kemudian ketika diberi saran dan masukan oleh guru dan kepala sekolah yang namanya manusia pasti ada salahnya, kadang kita merasa benar belum tentu benar, berarti kalau ada masukan ada sesuatu yang kurang lebih kita harus mengoreksi diri dan menerima saja. Dalam proses belajar mengajar kita harus mandiri. Kalau misal dalam hal lain, kalau memang harus melibatkan ya mengikuti arahan” (Interview 2023).

Muhammad Zaki, a teacher at MTS Al-Islam Kemuja, then spoke. Farida, as a teacher at MTsN 3 West Bangka, and Anis, a teacher at SD Muhammadiyah Pangkalpinang, both explained that the principal's suggestions and inputs, when conveyed for the school's good and progress, will undoubtedly receive. In fact, it serves as motivation to strive for improvement.

In contrast to the others, Fajri, a teacher at SMPN 1 Pangkalpinang, had a relatively different opinion: “Jadi kita di SMPN 1 ini kita selalu menerima walaupun kita itu benar, dikarenakan kadang-kadang kita menganggap kita yang paling benar, ternyata dipandangan lain tidak jadi ego kita ketika itu tidak kita gunakan walaupun kita benar tapi kita cari jalan keluarnya misalnya dari saran dari teman guru yang lain, itu tetap kita utamakan” (Interview 2023).

Based on the conducted interviews, we conclude that educators have their own duties and responsibilities, and they must carry them out responsibly in the learning process. The responsibility of an educator is enormous. The methods used in the learning process also determine the success of students' learning. When fellow educators or school principals provide advice and input, they must respect and accept it. This is due to the fact that what appears favorable to oneself may not necessarily be perceived positively by others. Fellow social beings still need each other's help. This is also a form of respecting other people's opinions.

A wise personality

Anis, a teacher at SD Muhammadiyah Pangkalpinang, attempted to offer an explanation; “Mendengarkan saran dan masukan tentu untuk memperluas pikiran dan bertindak. Karena kita harus berkembang. Berarti kalau ingin berkembang kita harus siap menerima masukan. Insya Allah selalu berusaha menjadi bermanfaat bagi peserta didik, sekolah dan masyarakat” (Interview 2023).

We can conclude from the interview that educators need to take action when they listen to suggestions and input from others. Good things must certainly be implemented. Suggestions and input will create a space for insightful thoughts. Humans never stop learning to become humans who are beneficial to others, religion, and the nation.

Authoritative personality

Statement Farida, a teacher at MTsN 3 West Bangka, revealed that: “Kedekatan antara pendidik dan peserta didik itu harus, jadi dimasa pertumbuhan mereka ini, kita harus menganggap sebagai teman, tapi harus ada jaraknya, mereka harus mengerti, o ini walaupun mereka bebas berekspresi, tetapi mereka harus tau o ini guru. Kalau kita memberi batasan kepada mereka, mereka akan bebas menyampaikan unek-unek mereka, sehingga mereka tidak melakukan hal yang menyimpang, tetapi kalau kita, karena apa karena keluar unek-unek mereka akan melakukan hal-hal yang menyimpang. Dalam memberikan pengaruh positif sejauh ini jika berbicara kompetensi, insya Allah” (Wawancara 2023).

Then the expression from Muhammad Zaki, as a teacher at MTS Al-Islam Kemuja, stated, “Iya pasti, karena kita selain tenaga pendidik kita juga harus sebagai sahabat, orangtua bapak, teman dan lain sebagainya. Supaya mereka, meskipun dalam artian jarak antara murid tetapi kita juga batas itu tidak akan menjadi menjauh kita harus menjadi teman dan lain sebagainya. Karena anak ini mereka merasakan kesulitan, maka ada kita disampingnya maka akan terselesaikan meskipun ada jarak. Untuk saya ini ya kita kalau kita masuk kelas ya juga anak-anak kadang-kadang kondusif dan juga tergantung dari kondisi kelas itu sendiri” (Wawancara 2023).

We can conclude from the conducted interviews that a close relationship between educators and students is necessary to enable students to freely communicate their problems. However, this closeness between educators and students must take into account norms and manners. Regardless of the level of closeness between educators and students, it is crucial for students to respect their teachers. In the school setting, parents serve as the students' own teachers. Naturally, classroom conditions vary from one class to another when teaching. To create a conducive classroom atmosphere, it is important to pay attention to the strategies educators use to overcome problems in the classroom.

Honorable and exemplary

Sitrah Parindah, a teacher at SMK Negeri 2 Koba, stated, “Insya Allah. Ikhlas berkaitan dengan pekerjaan seperti tadi, masuk kelas. Ikhlas dalam menghadapi siswa, tidak semua anak itu memiliki sikap yang membuat kita senang, tapi kembali karena tugas kita mengajar apapun yang mereka lakukan kalo masih bisa dibimbing, ya dibimbing, dan itu menurut saya butuh keikhlasan, contoh kadang kita punya jiwa baper, anak yang tidak bisa mengikuti keinginan kita jadi tidak suka dan banyak hal yang membuat tidak nyaman. Jadi ikhlas itu penting” (Wawancara 2023).

Then, another statement was conveyed by Muhammad Zaki, as a teacher at MTS Al-Islam Kemuja, that “Insya Allah. yang saya sampaikan diawal tadi memiliki kewajiban, pertama menyampaikan atau memberikan contoh apa yang kita lakukan itu yang akan dilakukan oleh santri atau peserta didik. Jadi kita harus berhati-hatian dalam bertindak dan ucapan atau berbicara tentu demi kebaikan peserta didik” (Wawancara 2023).

We can conclude from the conducted interviews that the role of an educator is truly noble. In addition to setting a good example for students, educators must also model sincerity in their guidance. Educators must prioritize interests related to students first; besides that, they must also condition the behavior of their students. Therefore, an educator must have good morals in order to be an example and role model for all students.

Developing oneself independently and sustainably

Fajri, a teacher at SMPN 1 Pangkalpinang, holds the following beliefs: “Kayaknya kita walaupun sudah hampir mencapai finish itu emang masih perlu meningkatkan kompetensi diri terutama dalam mendidik anak. anak semakin kedepan semakin bervariasi pola tingkah laku dan sebagainya sehingga paling tidak apasih yang disukai anak-anak muda jadi kita bertanya yang memahami kalau anak yang seperti ini kok zaman kita dulu nggak pernah jadi gimana sih cara mengatasinya. Jadi memang butuh, tapi disekolah juga punya rencana bahkan sudah sering sekali itu mengundang mereka yang memang paham tentang hal itu untuk menyampaikan wawasan pengetahuan atau teknologi-teknologi yang baru kepada pendidik-pendidik yang ada. Seperti workshop, seminar, dll” (Wawancara 2023).

Similarly, Nurulita stated that: “Sangat perlu meningkatkan kompetensi diri nanti misalnya ada peluang untuk mengembangkan diri, jadi seperti pak fajri bilang saya mengikuti workshop, seminar, dll. Apalagi masih muda masih perlu banyak belajar menghadapi anak-anak milenial jadi harus banyak belajar” (Wawancara 2023).

Based on the interviews conducted, it can be concluded that it is important for educators to improve self-competence. In improving self-competence, it can be done in various ways such as attending seminars, as well as existing workshops. The seminars and workshops attended will provide broader insights and knowledge for educators. So that the knowledge that will be conveyed to students will also increase.

Objectively evaluate own performance

Sitrah Parindah, a teacher at SMK Negeri 2 Koba, made the following statement: “Melakukan perbaikan terhadap kinerja, perbaikannya dari banyak hal bisa dari sikap, karena dari bimbingan-bimbingan pasti ada perubahan-perubahan kita yang sebelumnya masih belum bisa memberikan yang terbaik, dari segi pembelajaran dan proses pembelajaran. Selalu menyadari kekurangan kinerja, kalau kita tidak banyak taunya berarti kita kurang, misalnya bikin perangkat pembelajaran jika itu tidak tahu berarti kita kurang” (Wawancara 2023).

The interviews reveal the significance of assessing one's own performance. Through performance evaluation, one can identify the educator's deficiencies during the learning activity. Of course, an educator still has a lot to learn about handling various conditions during the learning process. Therefore, educators can enhance their skills in the learning process to effectively facilitate students' learning properly.

Discussion

The research results show that, in general, teachers who have graduated from the Islamic Education Study Program at the Faculty of Tarbiyah IAIN SAS Bangka Belitung have good personality traits. This is based on the author's view, which is based on Perdirjen Teachers and Education Personnel No. 2626/B/HK. 0401/2023. This conclusion is undoubtedly supported by the following evidence:

Steady and stable personality

Based on the findings from interviews with alumni teacher informants, the personality of alumni teachers looks stable and steady. For example, in terms of appearance, alumni teachers will always try to look positive in their

behavior, including speaking to students, both in class and outside the classroom. Alumni teachers recognize that this situation is not an option, but rather an obligation as educators.

Apart from being sourced from awareness, alumni teachers' attention to appearance—to always pay attention to and/or care about the personality concerned in terms of attitude, behavior, and speech according to applicable norms—has in fact become a mirror of life that provides direction in guiding and educating students. Alumni teachers believe that the application of applicable norms is a crucial component of the scientific dialectical process that progresses from basic education to higher education, where students grapple with life experiences.

The aforementioned description, in conjunction with Perdirjen Teachers and Education Personnel No. 2626/B/HK. 0401/2023, demonstrates that alumni teachers possess the capacity to contemplate their duties and responsibilities in accordance with the professional code of ethics, geared towards students. This ability serves as an indicator of the moral, emotional, and spiritual maturity of alumni teachers, enabling them to apply behavior in accordance with the teacher's code of ethics. Sub-indicators include, firstly, understanding the meaning, purpose, and outlook of a teacher's life, which is based on moral principles and belief in God Almighty, and secondly, being able to apply the teacher's code of ethics in their work and learning.

Mature personality

Talking about adulthood or a mature person, it is often not constant and requires a process. Humans must encounter challenges throughout their lives, and these challenges often accompany a process of self-maturation. Adulthood is not only about physical maturity but also emotional and social maturity. Based on the findings of the interviews conducted, the author concludes that alumni teachers realize that they have obligations and responsibilities to undergo the learning process together with students. In their implementation, the duties and obligations of alumni teachers often intersect with the dynamics of the problem. Faced with this, suggestions and input from colleagues have filled the inner void of solutions. As a result, personally, it has actually led alumni teachers to develop a mature personality by being able to appreciate every suggestion given.

However, Perdirjen Guru dan Tenaga Pendidikan No. 2626/B/HK. 0401/2023 says that the above description of the personality competence of former teachers accurately shows their ability, based on signs of moral, emotional, and spiritual maturity, to follow the code of ethics for teachers, including the ability to control their emotions while doing their job as teachers.

A wise personality

Based on the researchers' findings, alumni teachers have demonstrated a variety of actions that are primarily focused on the benefits for students, while also demonstrating their openness in thinking and taking action. Every time they receive suggestions and input, alumni teachers demonstrate their openness in thinking, using them as a source of additional insight and understanding, which in turn influences their attitude to become more wise.

From the perspective of Perdirjen Guru dan Tenaga Pendidikan No. 2626/B/HK. 0401/2023, the wisdom-filled personality of alumni teachers serves as a signal for indicators of moral, emotional, and spiritual maturity, encouraging them to behave in accordance with the teacher code of ethics. Being a person who tries to be more wise and open to receiving suggestions and input certainly provides a clearer symbol to the sub-indicator of the competence of alumni teachers in the form of the ability to manage emotions when carrying out their role as educators.

An authoritative personality

Having authority means having the ability to influence and inspire anyone who is around him. Furthermore, as the alumni teacher stated, his presence has been able to impress and make students feel valued. The closeness between alumni teachers and students shows that there is no distance between each of the two different roles. These interactions, particularly with alumni teachers, still take into account aspects of authority, norms, and manners.

From the perspective of Perdirjen Guru dan Tenaga Kependidikan No. 2626/B/HK. 0401/2023, an authoritative personality, manifested through close proximity between alumni teachers and students, has become an indicator of alumni teachers' orientation towards students. Then, being a person who tries to be close to students, even as if they are friends, of course also provides a more transparent picture of the fulfillment of competency sub-indicators related to the active and empathic interaction process of a teacher with students.

Noble and exemplary

The task of educators is very noble. Beyond setting an example, educators now have an obligation to uphold a positive attitude, behavior, and personality. By demonstrating patience, sincerity, and caution when guiding students to learn, it is common for alumni teachers to cultivate a strong soul and serve as an example for their students.

According to Perdirjen Guru dan Tenaga Pendidikan No. 2626/B/HK. 0401/2023, the personality skills of former teachers who can develop good morals and set a good example are signs of self-development through the habit of reflection. These signs include: first, finding new ways to always work on self-development to improve learner-centered learning; second, using the results of self-development to make learning better for students.

Develop themselves independently and sustainably

Independent and sustainable self-development is a process that involves awareness, reflection, and consistent action to improve oneself continuously. As previously explained, alumni teachers simultaneously strive to enhance their abilities or competencies. Various activities such as seminars, workshops, and training can facilitate these efforts. Of course, the activities of course, participating in these activities had a positive effect by broadening the knowledge or insight of alumni teachers. *Peraturan Menteri Pendidikan dan Tenaga Pendidikan No. 2626/B/HK. 0401/2023*, the efforts made by the alumni teachers above are certainly in accordance with the indicators of alumni teacher self-development through the habit of reflection. This effort is taken starting from self-awareness and then compiled independently, carefully, and thoughtfully. From this angle, the sub-indicator is a reflection and planning of self-development needs for improving learner-centered learning.

Objectively evaluate own performance

Evaluating performance independently, honestly, and objectively, both personally and professionally, is an effort to understand strengths, weaknesses, and areas of self-development more openly and transparently. For alumni teachers, assessing their own performance, such as recognizing their gaps in knowledge and seeking advice from more knowledgeable individuals, demonstrates their ability to objectively assess themselves. According to *Peraturan Menteri Pendidikan dan Tenaga Pendidikan No. 2626/B/HK. 0401/2023*, one way for alumni teachers to improve learner-centered learning is to evaluate their own performance and personal needs. This is part of the habit of reflection, which is an indicator of self-development. Adaptive ways of developing oneself are also a sub-indicator.

CONCLUSION

According to the Director General of Teachers and Education Personnel Regulation No. 2626/B/HK. 0401/2023, the Personality Competence of Alumni Teachers of the Islamic Religious Education Study Program at the Faculty of Tarbiyah IAIN Syaikh Abdurrahman Siddik in Bangka Belitung can be classified as quite good. This conclusion is undoubtedly grounded in the findings, as the personality competence of alumni teachers reflects their mastery of competencies, as evidenced by their ability to comprehend, apply, and evaluate various aspects of theory and practice in self-management, thereby enhancing the quality of learner-centered learning. Alumni teachers' stable, noble, wise, and authoritative personalities reflect this ability, serving as role models for their students. Teachers carry out these personality abilities by reflecting on their responsibilities, adhering to the professional code of ethics, and focusing on their students.

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