

The Competence of Personality Preservice Teacher Based on the Strengthening of Character Education

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Abstract

Personality competencies are one of the four competencies that the educators should have. LPTK is a college that will produce prospective teachers. This study aims to improve the competence of the personality of the prospective teacher through the strengthening of character education. The research method used is a mixed method, which is using quantitative method to see the effect and qualitative methods to describe the data of the research. Based on the results of the research, there are six aspects of strengthening the character education associated with the personnel competence of prospective teachers, namely: 1) The attitude of nationalism and patriotism, 2) appreciates the difference, 3) prioritizing the appealing, 4) stressful and authoritative attitude, 5) discipline attitude, and 6) calls of the soul. The sixth of this aspect is included in the character of strengthening the character education to improve the ability of personality student personnel prospective teachers. This model of characterizing strengthening can be used for learning in college science, especially the primary education of the school element teacher concludes future candidates.

Keywords: *preservice teacher; personal competence; strengthening of character education.*

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INTRODUCTION

According to the Law of the Republic of Indonesia Number 14 of 2005 on Master and Lecturers stated that competence is a set of knowledge, skills, and behavior to be owned, diantiatu, and masterminded by teachers or lecturers in carrying out its workplace duty (RI, 2019). There are four competencies that have an educator must be (teacher or lecturer), namely the competence of personal competence, competence pedagogics, and professional competence. Globalization has a positive and negative impact for education field. The fact that happens today, attention to character education is still not yet in line with expectations especially in terms of preparation of personality of the prospective teacher of the prospective teacher. The effect of development makes Master's attitudes and personality sometimes less or used example and example for learners. Personality competence is less developed through the learning process in the classroom. According to (Abradahaman, 2007), (MaaRif, 2018) Master's personality competence in Indonesia is almost growing auto-named in the frame of "religious values" and "validity values" of non-nation that is not slightly punctured by the current and modernization.

In addition to the need for master of scientific. Technology and other supporting skills, an educator must have an attitude and personality that extended to example learners. Personality competencies are a source of power, inspiration sources, motivation sources and innovation sources for educators to have pedagogic competence, professional competence and social competence. Personality competence is competence related to the educational personnel of educators who must have no subsequences values in which the bounds are everyday. Personality is an element that determines the interaction of educators with learners as an example, teachers must have a personality that can be used as a profile and idol that all his life is a fair plenary. Personality is one abstract problem and can only be seen from appearance, action, speech, how to dress, and in the face of each problem. Personality issues become a decisive factor on success to perform its duties as educators. It can be said that personality is the whole of the individuals consisting of psychic and physical elements. In the sense of all the attitudes and deeds of one person is one picture of the individual personality and is done consciously.

Qualification of personality competencies are not just teaching, committing, and accompanying learners in learning to become an individual who is in the future. According to (Liakopoulou, 2011) stating that personality competence includes properties related to direct implementation of the task as an educator, which can be trained and developed through education and training. There are five groups of personality properties, namely: (1) Professional properties, including commitment to work, confidence, disbursed trusted and respect others; (2) The nature of thinking, includes the ability of analysis and always thinks of konsepsional; (3) The nature of expectations, namely can be expected and reliable by always showing the results of achieving highly objectives, has a comprehensive understanding of students, about tasks and about the overall educational program, and always have initiatives to perform tasks well; (4) The nature of leadership, including flexible, accountable, and strong desire to continue to learn; (5) The nature of the relationship with others, namely has a lot of relations with elements involved in the educational process, and have the expertise of various educational work.

Based on the results of the study (Amsal et al., 2022), it was found that 20% of the students did not understand the competence of teachers, especially the personality competencies that prospective teachers must possess to become teachers in the future. Characters are defined as moral excellence or the morals built in the virtues in turn alone have meaning when it is based on the values that apply in a culture (nation) (Puskur, 2010). Character as a desired process that education has also made to change to one's behavior (Koesoema, 2010). Characters can be said to be a habit or *tabiat*. The field of psychology states that character is a system of beliefs and habits that direct individual actions. So, if knowledge of the character can be known will be known also how the individual is to be certain conditions (Haryati, 2017).

(Ryan & Lickona, 1992) Wear the character concept with good character terms. This concept refers to the concepts of Aristotle stated that "... The Life of Right Conduct, Right Conduct in Relation to other persons and in relation to oneself "That is a good behavior / full of virtues, namely behaved well to others (God who is Almighty, man, and the universe) and against themselves. A full-life (The Virtuous Life) divided into two categories, ie against themselves (self-oriented virtuous) like self-control and patience (moderation); and against others (other oriented Virtuous) like the sharing of sharing (generosity) and feel the goodness (compassion). Substantively there are three interval behavior on each other, the concept of morals (moral knowing), moral attitude (moral feeling), and moral behavior (Lickona, 2004).

There are 7 character education strategies in learning, namely: (Zamroni, 2011) in (Al Arifin, 2012): (1) The goals, targets and targets to be achieved must be clear and concrete; (2) Character education will be more effective and efficient if done is not only in school, but works with student parents; (3) Awakening all teachers will be an important and responsible role in the habit of implementing and achieved the character of the character education in the students; (4) Master's awareness will be the need "Hidden Curriculum" And is an important instrument in developing the character of the learners. This hidden curriculum is on teacher behavior; (5) In implementing learning, teachers must emphasize to critical and creative power learners, the ability of cooperation

and skills make decisions; (6) School cultures should be used in the development of character of learners; (7) In essence one of the phase of character education is the process of preparation in everyday life, especially in schools that can be monitored and controlled by teachers and leadership.

The character education is aiming to improve the quality of implementation and the results of education leading to the achievement of the formation of character or morals of the noble learners intact, integrated, and balanced, according to the standard. Through the character education is expected to learners independently improve and use their knowledge, review and internalize and personalize the values of character and morals of the precision to be significant in everyday behavior.

Specifically the character education has the main function, namely:(Puskur, 2010): (1) Formation and development of potential. The character education works to form and develop the potential of human or citizens of Indonesia to think well, be careful, a well behaved in accordance with the philosophy of Pancasila; (2) Improvements and strengthening. Character education is working to improve human characters and Indonesian citizens who are negative and strengthen the role of families, educational units, communities, and governments to participate and be responsible in the development of human potential or citizens to the character, developed, independent and prosperous; (3) Filter. The nation's character education works sorting out the nation's cultural values and filters to the other valuable cultural values of the nation to be the character of human and citizens of Indonesia to become a dignified nation.

The character education is everything that the educators do, which is able to influence the character of the learners (Depdiknas, 2010). Educators have a task to help form the character of the learners, including the reorce of behavior, how to speak or deliver material, tolerant and other related things. Based on Grand Design The developed, psychological and social cultivation formation of individual shared characters is a function of all potential human individuals (cognitive, affective, connective, and psychomotor) in the context of social cultural interaction (in family, school, and society) and lasts throughout the hay (Haryati, 2017).

The formation of character in students is a value education, character education, and formal education, character education that aims to develop the ability of all school members to provide good and bad decisions, exemplary, maintain what is good and realize goodness in everyday life to the fullest heart (Amsal et al., 2020).

METHODS

This study aims to examine the problem in depth, namely what kind of character education strengthening model can be developed to improve personality competence in the education of preservice elementary school teacher education. The method used is mixed method. According to (Creswell et al., 2004) Mixed research is a research approach that combines between quantitative research with qualitative research. Use this mix method to obtain more comprehensive, valid, reliable, and objective data. The strategy used is the strategy of sequential / gradual mix method. The type of strethegi the sequence method used is a sequential transformative strategy. In this strategy using the theory perspective to form certain procedures in the study. In this model, it is allowed to choose to use one of the two methods in the first stage and weight can be given to one of both or evenly in each of the steps of the study. The sample in this study is a student of Education School of Teachers (PGSD). The research paradigm used is the triangulation of paradigm. Quantitative data using Positivism paradigm while qualitative data using interpretive paradigm (phenomenologiat). Data stated valid through triangulation will provide confidence in researchers on the validity of the data. The research instrument used as data collection is questionnaire, observation sheet and interview guidelines.

FINDING AND DISCUSSIONS

The standard competency of the teacher's personality, namely:

No	Core competencies	Teacher Competence
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1	Acting in accordance with the National Religious Normal, Legal, Social and Culture of Indonesia	Appreciate learners without distinguishing the beliefs, which are adapted, tribes, customs, regional and gender areas. Being in accordance with the religious norms of the law, the laws and social norms that apply in the community, as well as the diverse national culture of Indonesia
2	Showing yourself as an honest person, noble, and exemplary for learners and society	Behave honest, firmly, and humane. Behaving that reflects the objectives and noise. Behaving that can be declared by learners and community members around it.
3	Showing yourself as a steady, stable, adult, arrow, and authoritative person.	Present yourself as a steady and stable person Showing yourself as a mature, arif, and authoritative
4	Shows work ethic, high responsibility, proud bey to teachers and confidence	Shows high ethic work and responsibilities. Proud to be a teacher and confidence Work professionally professionally
5	Uphold the teacher's professional ethics code	Understand the teacher's professional ethics code. Apply the teacher's professional ethics code. Behave in accordance with the teacher's ethics code.

Based on the development of obtained gains six aspects of personality competence in education-based strengthening education character, namely: (1) Attitude of nationalism and patriotism; (2) Appreciate the difference; (3) Prioritize the interests together; (4) Stress and authoritative attitude; (5) Disciplinary attitude; (6) Call of the soul

The six aspects are then translated into the subsear competitiveness of personality in education-based strengthening education, as follows:

No	Aspect	Sub-aspects of
1	Attitude of nationalism and patriotism	<ol style="list-style-type: none"> 1) The attitude of devoting itself in achieving the national educational goals that are contained in the law. 2) uphold and raise the pancasila values. 3) Partinate in the educational life of the nation. 4) Showing loyalty to the United State of the Republic of Indonesia. 5) Uphold the values that become the harm of the nation 6) Treating Unity of Union and Unity of the Nation 7) Developing a willing attitude to sacrifice for the nation's sake and the state 8) Responsible for the success of education in Indonesia
2	Appreciate the difference	<ol style="list-style-type: none"> 1) Appreciate the equality of the position in the eyes of the Lord 2) Creating the Equation of Rights and Liability in Implementing Education 3) Attitude of accepting students or individuals as it is 4) Maintain the differentness of different countries the tribes, agam, and race
3	Prioritize the interests together	<ol style="list-style-type: none"> 1) Upholds the hakk, degrees, and human dignity. 2) Maintaining the natural wealth of Indonesia for shared needs 3) Responsible for the mandate received as a teacher 4) Working together in obtaining maximum results 5) In the moral responsibility for the progress of the Indonesian nation 6) Making the common interests of personal interests
4	Stress and authoritative attitude	<ol style="list-style-type: none"> 1) Showing courage in defending truth and justice. 2) Being professional in performing the task as an educator.

		3) Keeping good relationships with co-workers in achieving educational goals.
		4) Being a person who is obedient and obedient to the norms and values applicable.
		5) Become figures and exemplary for the crowd
		6) Be fair and honest in everyday life.
		7) Dare to make the right decisions and useful for the crowd.
		8) Wise in the face of difficult situations.
		9) Made the ideal communication with the crowd.
5	Disciplinary attitude	1) Comply with values and rules that apply in school 2) Good time management. 3) Committed to work on time, appropriate and targeted. 4) Keeping a neat look of the Homely. 5) Mutifying colleagues and students about appreciating time. 6) Plan with a given learning plan given.
6	Call of the soul	1) Attitude and happy pride of educator. 2) Master is a Work Worthy of Worship 3) Loving Master's professions as a noble profession. 4) Creating comfort in running work. 5) Understanding the students' educational will be educational.

Based on the questionnaire, the data is available:

No	Aspect	Pre-test	Post-test
1	Attitude of nationalism and patriotism	3,6	4,5
2	Appreciate the difference	3,7	4,5
3	Prioritize the interests together	3,6	4,6
4	Stress and authoritative attitude	3,6	4,4
5	Disciplinary attitude	3,5	4,4
6	Call of the soul	3,8	4,6

From the data obtained in the field, it is known to increase in every aspect of personality of personality of the prospective teacher after the student of the prospective teacher was given a strengthening of character education. It can be seen in the table as follows:

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	143.98	323	18.572	1.033
	Posttest	172.90	323	14.807	.824

The table shows a summary of the results of descriptive statistics from the two samples studied, namely the pretest and posttest. For the pretest value obtained an average of 143.98, while for the posttest obtained an average value of 172.90. The number of respondents or students used as research samples were 323 PGSD students. The standard deviation of the pretest was 18,572 and the posttest was 14,807. the average standard error for the pretest is 1.033 and for the post-test is 0.824.

The average value obtained in the pretest was 143.98 < post-test 172.90, so descriptively there was an average difference between the pretest and post-test. Furthermore, to prove that the difference is significant, a paired sample t test was conducted, as follows:

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pretest & Posttest	323	0.013	0.815

The output above shows the results of the correlation test or the relationship between the two data or the relationship between the pre-test and post-test variables. Based on the output above, it is known that the correlation coefficient is 0.013 with a significance value of 0.815. Because the significance value is $0.815 > \text{probability } 0.05$, it can be said that there is no correlation between the pretest and posttest variables.

Paired Samples Test							t	df	Sig. (2-tailed)
Paired Differences					95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error	Lower	Upper				
Pair 1 Pretest - Posttest	-28.916	23.600	1.313	-31.500	-26.333	-22.021	322	.000	

Based on the table above, it can be seen that there was an increase in student understanding between before being treated and after being treated. The professional nature of a teacher's personality will be seen from his attitude of commitment to his work and the educational institution where he teaches, which is marked by three big indicators, namely he really trusts his institution, really wants to advance the educational institution where he works, and he will be very willing to continue to dedicate his expertise. at the institution where you work. Then, the professional nature of a teacher's personality can also be seen from self-confidence, which is characterized by, among other things, having a strong motivation for achievement, having stable emotions, not being explosive, being able to work together with others, and always being able to give way. out for every problem faced in the group. Then a teacher with a good personality and has self-confidence must show a way of thinking that is always positive, always has a strong desire to advance the institution, is ready to take risks, and is always healthy, cheerful and energetic.

In addition, the professional nature of the teacher's personality will also be seen from his noble personality who can be trusted by others. This trustworthiness can be characterized by two major indicators, namely, the habit of doing good, which is characterized by a very loyal attitude to the institution, to shared policies and being loyal to the work entrusted to him, then being open, caring and always giving support to the institution. Then, trustworthiness can also be seen from its integrity to various values in the implementation of work, namely the values of honesty, fairness, consistency and always fulfilling promises. Finally, the professional nature of the teacher's personality can also be seen from his attitude of respect for others, so he will not waste his students, and will not waste his parents. Thus, he will produce educational outcomes that satisfy students, parents and graduate users, provide satisfaction in the educational service process, time can be calculated, costs can be calculated and productivity increases, even the reputation and profits of the institution will continue to grow. increase.

Then from that, a professional teacher must have a critical nature and be able to think analytically as a manifestation of their scientific personality. This critical nature and ability to think is a character possessed as a result of their teacher education process before becoming a teacher. The ability to think analytically is needed for every teacher to be able to encourage their students to be critical, and have the ability to think analytically in the lessons they learn.

Linda Elder and Richard Paul (Elder & Paul, 2020) explained, there are at least eight (8) elements of analytical thinking that must be met by every teacher so that students are able to practice thinking skills well, namely: (1) Confirm the goal; a teacher must understand the purpose of teaching his students in the area of mathematical studies, and be able to understand the purpose of each subject that his students learn. Likewise in other subjects, so that critical thinking to analyze teaching materials is adjusted to the goals they must achieve; (2) Ask some main questions related to the teaching materials that students will study, regarding what changes can occur to students by studying the topics they learn; (3) Use information, data, facts or observations of phenomena that occur for them to learn, understand, and discuss. Teachers must have the ability to use this information to

encourage change in their students; (4) Use the concept, namely that analyzing information must use theories, axioms, principles or models that must be obtained from the results of studies of literature that have been written by experts who have legitimacy in their fields. Teachers must have the ability to review information from textbooks with the theories contained in reference books. These abilities must be taught to students, so that they will get used to having good personalities with critical thinking skills that are supported by theories; (5) Interpreting, by analyzing, concluding or inferring, or formulating a solution to a problem; (6) Develop assumptions and choices of conclusions that can be developed from the results of the analysis of information after being studied using theories, models or axioms developed from a belief in a truth; (7) Formulate implications or recommendations that are tailored to the goals that have been set, supported by data, theories and analytical processes; (8) Formulation of the final view that can be used as a reference for the development of behavior and the formulation of a view on the orientation of behavioral changes.

These are the eight elements of analytical thinking that academics generally refer to and use as steps for analytical thinking, and are used as variables for measuring one's analytical thinking ability. And at the same time, that analytical thinking must be conceptual, namely using theories, models that can be referred to from various opinions of experts in their fields, and have academic legitimacy to refer to. Analytical thinking is not enough just to use rational, dialectical, and even systematic logic, without using ancillary references, models or axioms, because it will be stuck with the use of common sense which may be refuted by developed theories.

Then from that, the teacher must also have a good personality by having an expectant nature, in three directions of expectations, namely first, he can be expected by management, parents and students themselves to be able to work productively, produce smart students, and be able to assist all students in studying. . Second, he must also give hope to his students, that they can become great people, must not have negative pretense to their students, and must not look down on their students, should not be cynical about students because they are slow to understand the lesson, and should not be cynical. because the students are misbehaving. Accompany them, love them and improve their behavior. Third, he must also put full hope in his profession as a teacher, that the teaching profession is the best profession for him. He should not be cynical about his work. A teacher should not say that the teaching profession is the profession of the poor. They should be proud of their profession as teachers. It is not good for a teacher to question his teaching profession by linking it to an inadequate salary index, because he enters after he finds out that his salary is inadequate. If you don't like the salary index like that, make a decision immediately, and look for a better alternative. The teaching profession should not be humiliated by the teachers themselves just because their salary index is inadequate. The same is true of their attitude towards their students.

To be a teacher with a good personality, one must also have a managerial nature, with flexibility in dealing with students in the classroom. He must have skills in class planning, organize classes from the first day he is on duty, quickly start classes, pass the transition well, have the ability to handle two or more class activities at the same time. Then he must also be able to maintain working time and use it efficiently and consistently.

CONCLUSION

After the development of aspects of the competence of teacher personality by integrating the strengthening of character education, earned six aspects that will envelop the learning. The six such aspects are: 1) Attitudes of nationalism and patriotism, 2) Attitudes to appreciate the difference, 3) Prioritize the interests together, 4) Stress and authoritative attitude, 5) Disciplinary attitude, 6) calls of the soul. The development of this model can be used in the learning process of preservice elementary school teachers.

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