



AN ANALYSIS OF TEACHERS' PERSONALITY COMPETENCE IN TEACHING
ENGLISH AT SMK NEGERI 1 BOTOMUZOI IN 2024/2025

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ABSTRAK

Kompetensi kepribadian guru memegang peranan penting dalam membentuk efektivitas proses pembelajaran. Kompetensi ini mengacu pada kualitas dan karakteristik pribadi yang dibawa guru ke kelas, yang memengaruhi cara mereka berinteraksi dengan siswa, mengelola lingkungan belajar, dan menjadi panutan. Kompetensi ini mencakup indikator seperti kejujuran, perilaku teladan, etos kerja yang kuat, tanggung jawab yang tinggi, kebanggaan terhadap profesi, dan kepercayaan diri. Penelitian menunjukkan bahwa kompetensi kepribadian tidak hanya memengaruhi hubungan guru-siswa tetapi juga berkontribusi terhadap pengembangan akademik dan pribadi siswa. Melalui observasi, wawancara, dan dokumentasi, penelitian ini menyelidiki kompetensi kepribadian guru bahasa Inggris di SMK Negeri 1 Botomuzoi. Temuan penelitian mengungkapkan bahwa meskipun guru menunjukkan beberapa sifat positif, ada beberapa hal yang perlu ditingkatkan, khususnya dalam hal disiplin diri, tanggung jawab, dan menunjukkan kebanggaan terhadap profesi guru. Penelitian ini menggarisbawahi perlunya pengembangan profesional berkelanjutan untuk meningkatkan kompetensi kepribadian guru, yang pada gilirannya dapat berdampak positif pada keseluruhan pengalaman pendidikan bagi siswa.

Kata Kunci: Kompetensi Kepribadian Guru, Efektivitas Pembelajaran, Kualitas Pribadi Guru

ABSTRACT

Teacher personality competence plays a critical role in shaping the effectiveness of the learning process. It refers to the personal qualities and characteristics that a teacher brings to the classroom, influencing how they interact with students, manage the learning environment, and serve as role models. This competence includes indicators such as honesty, exemplary conduct, a strong work ethic, high responsibility, pride in the profession, and self-confidence. Research suggests that personality competence not only affects the teacher-student relationship but also contributes to students' academic and personal development. Through observation, interviews, and documentation, this study investigates the personality competence of English teachers at SMK Negeri 1 Botomuzoi. The findings reveal that while the teachers demonstrate several positive traits, there are areas where improvements are needed, particularly in self-discipline, responsibility, and demonstrating pride in the teaching profession. The study underscores the need for continuous professional development to enhance teachers' personality competence, which in turn can positively impact the overall educational experience for students.

Keyword: *Teacher Personality Competence, Learning Effectiveness, Teacher Personal Qualities*

INTRODUCTION

Teacher Competence is a set of knowledge, skills, and behaviors that must be possessed, experienced, and mastered by a teacher in carrying out his/her professional duties. In Indonesia, the government has established four essential competencies that teachers must possess, as outlined in the Regulation of the Minister of National Education Number 16 of 2007. These

competencies include pedagogical, professional, personality, and social competencies. These competencies are designed to help teachers effectively develop learning materials and improve their professionalism in carrying out their duties.

A teacher's personality competence not only reflects maturity, integrity, and wisdom but also positively influences the school environment and society. A teacher who demonstrates strong personality competence becomes a role model for students, inspiring them to emulate positive behaviors. Consequently, the way a teacher teaches directly impacts how students learn. A teacher who is capable of delivering effective instruction not only enhances students' cognitive abilities but also contributes to the development of a smart, skilled, and character-driven nation.

Novi Riani (2016) explains that teachers' competence is used to plan, guide, and develop behavior and performance. This means that a teacher's competence must be integrated into every aspect of the teaching process, from planning to execution. Teachers must pay attention to what, when, and how to deliver materials in a way that matches the cognitive development level of their students. Therefore, personality competence is crucial in determining student success in the learning process.

Hirlan Maulana (2021) describes personality competence as the ability to remain steadfast, stable, mature, wise, and dignified, while also serving as a role model for students. According to the Regulation of the Minister of National Education Number 16 of 2007, a teacher's personality competence is assessed based on five indicators: (1) acting in accordance with religious, legal, social, and cultural norms of Indonesia; (2) presenting oneself as an honest person with noble character and a role model for students and society; (3) demonstrating stability, maturity, wisdom, and authority; (4) showing work ethic, high responsibility, pride in being a teacher, and self-confidence; and (5) upholding the teacher's professional code of ethics.

However, the reality of the initial research results shows that there are two indicators of teacher personality competence that have not been fully fulfilled, especially the second and fourth indicators, namely:

Second Indicator: Demonstrating oneself as an honest person with noble character and serving as a good role model for students and society.

Fourth Indicator: Demonstrating a strong work ethic, responsibility, pride in being a teacher, and self-confidence.

This indicator emphasizes the importance of teachers being exemplary figures in terms of moral behavior and integrity. However, based on observations, the English teachers at SMK Negeri 1 Botomuzoi have not fully managed to discipline themselves, particularly in time management. This lack of time discipline affects their ability to be role models for students. For instance, if a teacher often arrives late or is inconsistent with their schedule, it sets a poor example for students, who should learn the importance of discipline from their teacher. Being a role model is a key aspect of shaping students' character. When a teacher displays honesty, a strong work ethic, and good moral values, students are more likely to follow that example. However, if the teacher struggles with time management and fails to consistently demonstrate expected behaviors, their positive influence on students diminishes. This challenge is important to address so that teachers can serve as effective models for students, helping them develop discipline and responsibility.

This indicator relates to how a teacher demonstrates commitment and pride in their duties as an educator. Observations indicate that some English teachers have not fully reflected a strong work ethic, high responsibility, or pride in being a teacher. This can affect their motivation in teaching as well as how they are perceived by students and the community. For example, if a teacher does not show enthusiasm or pride in their profession, it can negatively impact the quality of their teaching and their relationships with students. Teachers who display

pride and confidence in their profession tend to be more dedicated, creative, and innovative in their teaching. On the other hand, a lack of pride or commitment may lead to dissatisfaction in their work, ultimately affecting the teaching-learning process.

Researchers hope that both indicators can be improved by improving teachers' personality competencies. Teachers need to pay more attention to time management, so that they can provide good examples of discipline for students. In addition, teachers also need to improve their work ethic, responsibility, and pride in their profession, because this not only affects personal performance but also shapes students' attitudes and behavior. To achieve this, support is needed from the school in the form of special training or mentoring for teachers. Improving these competencies will help create a more positive and productive learning environment in schools.

This research aims to analyze the personality competence of English teachers at SMK Negeri 1 Botomuzoi for the academic year 2024/2025.

METHOD

To conduct this research, the researcher used a qualitative research approach. 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. This research will be conducted at Botomuzoi State Vocational School 1, Botomuzoi District, Nias Regency, Prov. North Sumatra. In tenth and eleventh grade. 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

DISCUSSION

A. The Results of Observation

1. First Teacher Observation

a. First Meeting

On Wednesday, August 7, 2024, the researcher conducted an observation using a checklist to assess the personality competence of teachers at SMK Negeri 1 Botomuzoi. Based on the observation results gathered in the field, it was found that the personality competence of Ms. I.H., the English teacher, had not yet fully met the expected standards. According to the indicators set by Government Regulation No. 16 of 2007, only a few aspects of personality competence had been implemented.

The researcher observed that Ms. I.H. demonstrated reading and writing skills in English, but other skills, such as listening and speaking, were not yet highly developed. Additionally, the teacher showed the ability to select teaching materials that aligned with the students' needs. For instance, Ms. I.H. adapted the material to the developmental level of TKJ students, such as teaching the basics of genres in language.

However, there were areas where improvement was needed. Ms. I.H. had not yet mastered using English grammar correctly and consistently. She still relied on internet resources, such as Google, to check grammar rules, which indicated a lack of productivity in language use. Furthermore, the learning process lacked a strong focus on creativity. For example, the teaching media used were not yet creatively developed, and the teacher still relied on tools like Google Translate to translate certain words or phrases.

b. Second meeting

On August 14, 2024, the researcher conducted a second observation using a checklist to assess the personality competence of teachers at SMK Negeri 1 Botomuzoi. Based on the field observations, it was found that the personality competence of Ms. I.H., the English teacher, had not yet fully met the expected standards. However, there was a significant improvement compared to the previous observation.

This improvement was evident in several aspects, such as better communication skills with students and an enhanced ability to select teaching materials that matched the students' needs. Ms. I.H. was more active in engaging students in discussions and providing constructive feedback. Nonetheless, there are still areas that require further development, such as using grammar more accurately and creating more creative teaching media. Overall, the results of the observation indicate that the personality competence standards of Ms. I.H. have improved, although there is still room for further enhancement.

c. Third meeting

This decline was attributed to the classroom conditions that were less supportive from the students. Several factors contributed to this situation, including rainy weather, which caused students to become less focused on learning. The classroom atmosphere became less conducive, and many students appeared to lose concentration, which impacted the teacher's ability to effectively deliver the material.

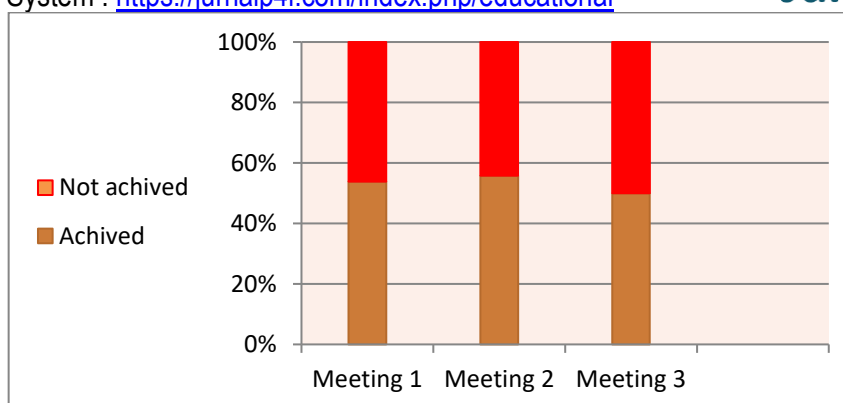
Furthermore, although Ms. I.H. tried to engage the students' attention, their lack of focus resulted in less effective communication of the lessons. The use of less varied teaching media also contributed to the reduced interaction in the classroom. Nevertheless, Ms. I.H. continued to make efforts to explain the material and address students' questions, but the outcomes did not meet expectations. This research highlights the importance of creating a supportive classroom environment to ensure that the teacher's personality competence can be effectively implemented in the learning process.

Based on the results of observations and researcher activities, the activities carried out during the teaching and learning process can be described as follows.

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

Meeting results		
Meeting I	Achived	Yes = 9 %
	Not Achived	No = 11 %
Meeting I	Achived	Yes = 10 %
	Not Achived	No = 10%
Meeting I	Achived	Yes = 7 %
	Not Achived	No = 13 %

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 1. Third observation of Mrs. Indah Susanti Harefa, S.Pd.,

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.

2. Second Teacher Observation

a. First Meeting

The first meeting was held on Monday, August 30, 2024. The researcher conducted observations on the second English teacher, Mrs. M.L., using an observation sheet to assess the personality competency of English teachers at SMK Negeri 1 Botomuzoi. The observation took place during the classroom learning process, where the researcher noted various aspects of personality competence demonstrated by Mrs. R.S., such as communication skills, ability to interact with students, and the application of teaching methods.

After gathering the results from the observation sheet, the researcher compiled the data to evaluate the teacher's personality competency. The observation results will be analyzed to determine the extent to which Mrs. R.S. meets the expected competency standards and to identify areas that may need improvement. This research aims to provide a clear picture of the personality competency of English teachers at SMK Negeri 1 Botomuzoi and its impact on the learning process.

The results obtained by the researchers through checklist observations reveal that several indicators of personality competency have not been applied by Mrs. R.S., the second English teacher at SMK Negeri 1 Botomuzoi. For example, indicators related to media development and the utilization of technology in the learning process have not been adequately addressed. It is noted that Mrs. R.S. has never developed any learning media for her teaching. She primarily relies on textbooks provided by the school, without exploring additional learning resources from various sources or creating innovative learning materials. Furthermore, she has not effectively introduced students to the appropriate use of technology, which is essential for enhancing their knowledge, particularly in English.

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b. Second Meeting

In the second meeting, the researcher conducted observations on the second English teacher, Mrs. M.L., using an observation sheet to assess the personality competency of English teachers at SMK Negeri 1 Botomuzoi. The observation occurred during the classroom learning process, where the researcher noted various aspects of personality competency demonstrated by Mrs. M.L., such as communication skills, ability to interact with students, and the application of teaching methods.

However, in this second meeting, it was observed that Mrs. M.L. still did not fully understand the concept of personality in the context of applying teaching methods. This was reflected in her interactions with students and the teaching strategies she employed. While there were efforts to create a positive learning environment, the lack of understanding of how a teacher's personality can influence effective teaching methods presented a challenge in the learning process.

c. The Third Meeting

In the third meeting, the researcher conducted an observation of the second English teacher, Mrs. M.L., using an observation sheet to assess the personality competency of English teachers at SMK Negeri 1 Botomuzoi. The observation was conducted during the learning process in the classroom, where the researcher recorded various aspects of personality competency demonstrated by Mrs. M.L., such as communication skills, ability to interact with students, and application of teaching methods.

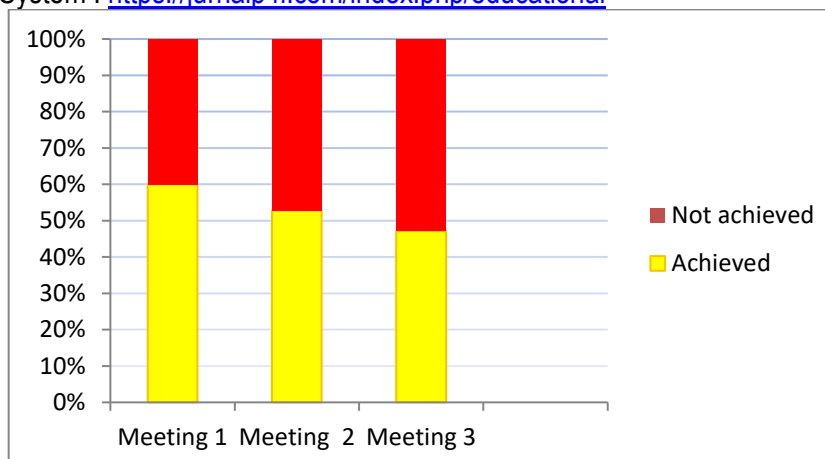
However, in this third meeting, it was seen that Mrs. M.L. still did not fully understand the concept of personality in the context of applying teaching methods. This was reflected in her interactions with students and the teaching strategies she used. Although there have been efforts to create a positive learning environment, the lack of understanding of how teacher personality can influence effective teaching methods is a challenge in the learning process.

Based on the results of observations and researcher activities, the activities carried out during the teaching and learning process can be described as follows.

Table 2. The results of teacher personality competencies based on observations

Meeting results		
Meeting I	Achived	Yes = 7 %
	Not Achived	No = 13 %
Meeting II	Achived	Yes = 6 %
	Not Achived	No = 14%
Meeting III	Achived	Yes = 5 %
	Not Achived	No = 15 %

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 2. third observation of Mrs. R.S

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.

3. Conclusion

- The observation results indicate that Mrs. I.H. personality competency has not reached the expected professional standard. Although she possesses some English language skills, such as reading and writing, other skills like listening and speaking still need improvement.
- The achievement of the teacher's personality competency observed shows a low percentage, with achievements of only 56% at the first meeting, 58% at the second meeting, and 54% at the third meeting. This indicates that many indicators have not been achieved.
- Observations of Mrs. R.S. show a decline in personality competency compared to previous observations. The percentage of teacher competency achievement at the first meeting was 60%, followed by 53% at the second meeting and 48% at the third meeting, indicating a significant decline.
- This signifies a lack of consistency in applying the expected personality competencies of a teacher.

B. The result of 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.

Table 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

2. The second teachers' intevieiw

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.

Table 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?	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 results of the interview conducted with the first English teacher were 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. the conclusion and steps for teachers with personality competency after conducting interviews and observations:

- **Strengthening the Role of Teacher Personality:** The results of the interviews and observations show that teacher personality significantly impacts student motivation and development. Teachers with positive personalities can create a conducive and inclusive learning atmosphere.
- **Identification of Strengths and Weaknesses:** Observations provide insights into the teacher's strengths and weaknesses in terms of personality. By understanding areas for improvement, teachers can focus on self-development.
- **Connection between Theory and Practice:** The interviews and observations highlight the importance of linking personality theories with practical application in the classroom. Teachers need to apply good personality principles in their daily interactions with students.

Steps to Be Taken

- **Improving Emotional Skills:** Teachers should learn to manage their emotions and interact with students empathetically. This includes understanding students' feelings and providing the necessary support.
- **Building Positive Relationships:** Teachers need to establish good relationships with students, making them feel comfortable communicating and actively participating in learning.
- **Reflection on Teaching Experience:** After conducting observations, teachers should reflect on their teaching experiences, identify what worked and what didn't, and plan

improvements for the future.

- **Training and Self-Development:** Attending training sessions on personality development and interpersonal skills can help teachers become more professional and adaptive in teaching.
- **Implementing Varied Teaching Methods:** Teachers should try various teaching methods that suit the needs and characteristics of students to make learning more engaging and effective.
- **Collaboration with Colleagues:** Collaborating with other teachers can provide new perspectives and help teachers continue learning and sharing experiences in personality development. By following these steps, teachers can enhance their personality competencies, which in turn will improve teaching effectiveness and support the holistic development of students.

C. Data Analysis Technique for the Observation Sheet

The first stage carried out by the researcher was observation of English teachers. The researcher conducted observations of English teachers at SMK Negeri 1 Botomuzoi. From the results of the observations carried out by the researcher, the researcher found the following observation results:

The observation sheet was designed based on the competency indicators stipulated in Government Regulation Number 16 of 2007. These indicators encompass aspects such as communication skills, interaction with students, teaching methods, and the use of learning resources. Teacher personality competency refers to the ability of teachers to manage their own personalities, which is essential for effectively implementing the learning process. Personality competency of teachers aligns with the indicators established by the government. To Wibowo (2017), a teacher must strive to embody a personality that promotes the development of character in children. Therefore, teachers are required to possess adequate personality competency to foster character development effectively.

Teachers as an important component in education have a great contribution to the process and achievement of student success. The teacher's task as a teacher and educator is not only to convey knowledge, but also as an active intermediary for noble and noble moral values and norms for the provision of community life. As an educator, he has a great responsibility in realizing what is the goal of education, in accordance with national education which aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. In carrying out his duties and obligations, a teacher, in addition to mastering knowledge, must also have other competencies that support the achievement of educational goals. One of these competencies is personality competency.

Personality competency is the ability to have faith and piety, have noble morals, be wise and prudent, democratic, have a strong, steady and mature personality, be authoritative, honest, sporty, be a role model for students and the community, assess one's own performance objectively, and develop oneself independently and sustainably.

As a teacher personality competency that has been determined by the government, teachers must at least include several personalities, namely: 1) Faithful and pious, 2) Noble character, 3) Wise and prudent, 4) Democratic, 5) Steady, stable and mature personality, 6) Authoritative, 7) Honest, 8) Sporty, 9) Being a role model for students, 10) Self-evaluating, and 11) Developing themselves independently and sustainably.

Based on the personality competency indicators that have been set by the government above, the personality competency possessed by teacher I.H has met the indicators. This can be seen that the teacher has understood and has personality competency in carrying out his daily

duties and responsibilities. The teacher has the ability to believe and be pious which can be seen in the implementation of the learning process sincerely and in educating students according to religious teachings.

Teachers also adapt to the school environment. Adaptation is the teacher's ability to position themselves in that environment. Teachers adapt in the classroom, in the teacher's room, in the school environment and among the entire school community. Through adaptation, teachers can show their role in the school environment. Brown (2001) in Oktviana et al. 2020 divides it into several teacher roles, namely the main role model, leader, knowledgeable person, manager, counselor, mentor, and sometimes teachers must also be able to act as friends, confidants, and parents. Based on the results of the study, English teachers at SMK Negeri 1 Botomuzoi adapt to the environment. The adaptation carried out by English teachers is an adaptation to the entire school environment. Such as in the classroom, in the teacher's room, and the school environment.

D. Data Analysis Technique for the Interview

The second stage carried out by the researcher was to conduct interviews with English teachers. The interviews conducted by the researcher were structured interviews, namely the researcher first prepared questions and asked them one by one when conducting the interview. The researcher conducted interviews with English teachers at SMK Negeri 1 Botomuzoi. From the results of the researcher's interviews with teachers at SMK Negeri 1 Botomuzoi, the researcher concluded that teachers always communicate with students, fellow teachers, and parents of students.

The results of the interviews showed that teachers use good language, always ask how they are, are good listeners, pay attention, and are pleasant teachers. Okarisma (2022) said that using good language is an effective way to establish communication relationships in order to convey thoughts, intentions, and goals to the people we communicate with. Furthermore, teachers also communicate with fellow educators and parents in working together to develop and create new innovations in English learning and overcome student learning problems. In addition, teachers also have strategies in learning, such as teachers using PowerPoint, speakers, dividing students into several groups and discussing various learning programs for fellow educators. This is the teacher's attitude as stated in the Regulation of the Minister of National Education Number 16 of 2007 concerning the ability of teachers to form good personalities. Teachers are expected to be able to establish effective communication between fellow educators, parents, and students. One way that English teachers use to achieve good communication is for teachers to apply politeness and empathy towards others. The book (2017) in Okarisma et al., states that communication functions as a means of interacting with others and being able to convey messages to others. Furthermore, teachers always adapt to the school environment and learning developments. Based on the results of the researcher's interview, the researcher can conclude that English teachers at SMK Negeri 1 Botomuzoi have and apply personality competencies in teaching English.

E. The Research Findings Implications

The results of this study reveal implications for teacher competence. A teacher must be able to provide the best for his/her students. The success of the student learning process is largely determined by the teacher's competence. Teacher competence is the ability of teachers as part of society to communicate and interact effectively with students, fellow educators, education personnel, parents/guardians of students, and the surrounding community. This is because teachers are learning leaders, facilitators, and at the same time the center of learning initiatives. Therefore, teachers must continue to develop their abilities. Because what the



teacher conveys becomes a guideline for increasing students' insight and abilities. Thus, the teacher's understanding of his/her role, both in the learning process in general, and his/her role in language learning, especially English, must be carried out properly. With the aim that learning objectives can be achieved properly as well. Because English in Indonesia is taught and studied as a foreign language, especially in the classroom, the role of the teacher becomes very important because the teacher is the main source and facilitator of knowledge and skills in the language. An English teacher is expected to be able to play two roles at once, namely teaching English and making the teaching and learning process as interesting as possible in order to involve students in learning. Teacher competence refers more to the teacher's ability to communicate. In carrying out their duties as educators, teachers will build effective communication relationships with fellow educators and also parents of students. This is the teacher's ability to build cooperative relationships in educating students.

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 research findings, it can be concluded that teacher personality competency plays a crucial role in the learning process. Teachers with strong personality competencies not only foster a positive and engaging classroom environment but also serve as role models for students. The data collected through interviews and observations indicate that while both teachers demonstrated certain strengths, there are areas in their personality competency that require further improvement, particularly in communication, emotional management, and the application of pedagogical techniques.

1. Teacher exhibited better competencies in material mastery and classroom management but lacked in areas such as reflective practice and technological adaptation.
2. Teacher showed competence in fostering positive relationships with students but struggled with consistency and proficiency in delivering content effectively.

Overall, while some personality competency indicators have been achieved, both teachers still need to work on strengthening other critical aspects to be considered fully competent in terms of personality

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