

The Urgency of Teacher Personality Competence in Modern Education

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ABSTRACT

Teacher personality competence in modern education plays a very important role in supporting the quality of learning and holistic student development. This study aims to examine the urgency of teacher personality competence in education today, especially in facing the challenges of an increasingly complex learning environment. The method used in this research is a literature study, with in-depth analysis of various relevant sources regarding the role of teacher personality in education. The results show that personality competence, which includes emotional intelligence, effective communication, and adaptability, is very influential in creating harmonious relationships between teachers and students. Teachers with good personality competence are able to create an environment that supports an effective teaching and learning process and shapes good student character. Therefore, developing teachers' personality competencies needs to be a priority in efforts to improve the quality of education. This research provides important insights into how teachers' personality competencies can enhance students' learning experiences and shape them into individuals who are ready to face future challenges.

Keywords: Teacher Personality Competence, Modern Education, Emotional Intelligence

1. INTRODUCTION

Education is an important aspect of human resource development, where teachers have a central role in facilitating an effective learning process (Mustamim et al., 2020). In the context of *modern education*, in addition to knowledge and skills, teachers' personality competencies are also considered an equally important determining factor (Eliza et al., 2022). These competencies include attitudes, values, ethics, and social abilities that affect teachers' interactions with students as well as with other parties in the education ecosystem, such as parents (Nahampun, 2023). Research by Prayoga et al., (2024) identified pedagogical and professional skills as the key to teacher success, there is a growing assumption that the quality of interpersonal relationships built by teachers also has a significant impact on the learning process. One of the issues that arises along with the importance of this competency is the potential for conflicts that arise between teachers and students, even between teachers and students' parents. Therefore, it is important to understand the urgency of personality competencies in modern education, especially to create harmonious relationships in the teaching and learning process.

Recent studies show that teachers' personality competencies play a vital role in mediating social relationships in the context of education. According to several studies, such as those revealed by Dodent et al., (2022), increased self-awareness and social-emotional abilities in teachers can contribute to the creation of a more positive classroom climate. However, several other studies, such as those found by Faizin & Sriyant (2024), highlight that there is still a mismatch between teachers' personality characteristics and students' psychological and emotional needs, leading to interpersonal conflicts. The study also reveals that the conflicts that arise are not only limited to the teacher-student relationship, but also to the interaction between teachers and students' parents, which often adds to the complexity of the problem in the educational environment.

Although these studies have provided many insights into the importance of teachers' personalities in education, there is still a lack of in-depth discussion about the impact of the imbalance of teachers' personality competencies on interpersonal relationships in schools. Most of the existing research focuses more on the analysis of pedagogical competency theory and pays less attention to the direct relationship between teachers' personalities and social dynamics in the educational environment. In addition, although there have been several studies on

conflicts between teachers and students, research specifically examining the role of teachers' personalities in managing these conflicts is still limited.

Based on these findings, this study aims to delve deeper into the role and urgency of personality competencies in modern education, especially in the context of conflicts that occur between teachers and students and between teachers and students' parents. By paying attention to the gaps that exist in the literature, this study will explore how personality competencies can be a determining factor in creating more harmonious and effective relationships in the context of education. The novelty of this study lies in the emphasis on the relationship between teachers' personalities and social dynamics in the educational environment that includes both students and parents, which is expected to provide a new perspective in efforts to improve the quality of education in the modern era.

2. RESEARCH METHODS

This study uses a literature study method with a qualitative descriptive approach, which aims to explore the understanding of the urgency of teacher personality competencies in modern education. The design of this study is analytical, where the author collects and analyzes literature sources related to teacher personality competence, teacher-student conflict, and the relationship between teachers and parents. The population or research subjects consist of journal articles, books, and academic documents relevant to this topic. The data collection technique is carried out through a systematic literature review, by selecting the latest and relevant sources. This research instrument is in the form of inclusion and exclusion criteria in selecting quality literature. For data analysis, this study uses a qualitative content analysis approach, where the collected data is analyzed based on emerging themes related to teacher personality competencies and conflict dynamics in education. The results of this analysis will provide an in-depth overview of the important role of personality competencies in creating harmonious relationships in the educational environment.

3. RESULTS AND DISCUSSION

3.1 Definition and Scope of Teacher Personality

Personality is a translation of the English term "personality." The word "*personality*" comes from the Latin "*person*," which means a mask or mask, and "*personae*," which means to penetrate. In ancient times, personas were used by theater actors to portray certain characters. By wearing masks, they try to express characters such as grumpy, quiet, or quiet. In Arabic terms: 1), personality is often conveyed by the terms *sulûkiyyah* (behavior), *khulqiyyah* (morals), *infî'âliyyah* (emotions), *al-jasadiyyah* (physical), *al-qadarah* (competence), and *muyûl* (interest) (Rochman & Gunawan, 2018, p. 31).

Teacher Personality Competency refers to the attitudes, values, ethics, and social and emotional abilities that a teacher needs to have to be able to carry out his duties professionally and effectively. This competency is very important because the personality of teachers not only affects the way they teach, but also shapes the learning climate that exists in the classroom (Ali, M., 2022). Personality competence is related to how teachers interact with students, peers, and students' parents. This involves managing emotions, adaptability to various social situations, and maintaining harmonious relationships with all relevant parties in the educational environment. Core competency standards for teachers' personalities according to Permendiknas Number 16 of 2007 in Barnawi & Arifin, p. 156-157 (2012) covers five main aspects as follows:

1. Respect for Social and Cultural Diversity

Teachers are expected to appreciate and respect the diversity of students without discrimination based on religion, ethnicity, customs, regional origin, or gender. This reflects an inclusive attitude that supports the creation of a fair and equal educational environment.

2. Honest Behavior, Noble Character, and Exemplary

Teachers must demonstrate behavior that reflects the values of honesty, firmness, and humane attitudes that are in line with religious teachings and applicable social norms. As a respected figure, teachers are obliged to be role models in terms of piety and noble morals, as well as to set a positive example for

students and the surrounding community.

3. Emotional Stability, Maturity, and Authority

Teachers are expected to display a steady and stable attitude in dealing with various situations, as well as show maturity, wisdom, and authority in decision-making and interaction with students. This quality is important to build trust and have a positive influence on the development of students' character.

4. High Work Ethic and Professional Responsibility

Teachers must have a high work ethic and great responsibility for their profession. A sense of pride as an educator and confidence in carrying out their duties is essential to create a productive and professional learning atmosphere, as well as encourage the optimal development of students' potential.

5. Understanding and Application of the Teacher Professional Code of Ethics

Teachers are obliged to understand and consistently apply the teacher professional code of ethics in every action and decision taken, to maintain professional integrity and ensure that educational practices are always in accordance with the ethical standards that have been set. The implementation of this code of ethics also serves as a foundation to build a harmonious relationship between teachers, students, and the community.

According to Hamka, teachers' personality competencies are divided into three groups. The first group is individual personalities, which include extensive knowledge, good communication skills, enthusiasm, and sincerity. The second group focuses on competence in teaching, including good teaching methods, humility, responsibility, patience, confidence, and gentleness in conveying knowledge. The third group is social personality, which includes being a good role model for students and people around them and being honest in daily life. Meanwhile, according to Ki Hadjar Dewantara, teachers' personality competencies are also divided into three groups. The first group is individual personality, which includes an independent spirit, adaptability to change, constancy, courage, simplicity, independence, and clean ethics. The second group is the teacher's personality towards students, which includes the nature of not unfairly punishing, being a parent to students, and functioning as a guide and example. The third group focuses on personality in teaching, which includes an understanding of educational methods, student conditions and needs, and has the trait of "Three Mong" (having in-depth abilities, understanding students, and committing) (Sugianto *et al.*, 2023).

3.1.1 The Role of Teachers' Personalities in Education

Teachers' personalities have a significant impact on the way they teach as well as the quality of the relationships they build with students. This personality role is reflected in various aspects of education, ranging from teaching methods to classroom management (Ridwanulloh *et al.*, 2024). A teacher's personality influences the approach and methods used in teaching. For example, a teacher who has a warm, open, and empathetic personality tends to use a more interactive approach and is based on a good relationship with students. They are more likely to create an inclusive learning environment and support students' social and emotional development. Conversely, teachers who are more likely to be rigid or less open may prefer a more formal or traditional approach, which can limit personal interaction with students (Hasibuan & Sihombing, 2022). Suryani's research (2023) shows that teachers with good emotional intelligence are able to respond to classroom dynamics more flexibly, make the learning atmosphere more comfortable, and help students feel more valued and understood. This will have an impact on student motivation and involvement in learning. The relationship between teachers and students is greatly influenced by the teacher's personality. A positive and inspiring personality will build mutual trust and appreciation, which is essential in supporting students' academic and emotional development. Teachers who have good social and emotional intelligence are better able to create harmonious relationships and resolve conflicts effectively, thereby increasing a productive learning atmosphere (Satriami Wika *et al.*, 2020). In addition, the teacher's personality can also affect the way students view learning itself. Teachers who show enthusiasm and support the teaching and learning process will encourage students to feel more confident in facing academic challenges. It also creates a climate that supports the development of students' social and emotional skills.

Several in-depth studies confirm that teachers' personalities play an important role in creating a healthy and dynamic learning climate. For example, research by Suhendra & Ermanto (2023) shows that teachers who have good communication skills, empathy, and high emotional intelligence are more effective in managing classes and interacting with students. They tend to be better able to resolve conflicts in the classroom, increase student engagement, and provide the support needed for students' academic success. Research by Faudillah *et al.*, (2024) emphasizes the importance of emotional intelligence for teachers in managing classroom dynamics and interpersonal relationships. Teachers who are able to regulate their own emotions and recognize students' emotions can create a more inclusive and enjoyable environment, which ultimately has a positive impact on students' academic performance. Conversely, teachers who lack emotional intelligence may have difficulty managing conflicts or challenges in social interactions in the classroom.

3.1.2 The Role of Teacher Personality Competence in Managing Conflicts between Teachers and Students

Modern education demands more than just academic skills from a teacher. Teachers' personality competencies have become very relevant because of changes in social and technological dynamics that affect the way students interact and learn. Teachers who have high personality competencies not only function as teachers, but also as facilitators and mediators in managing conflicts, which strongly supports the creation of a positive and productive learning atmosphere (Fadla *et al.*, 2022). In this context, the role of teacher personality competence in managing conflicts between teachers and students is an integral part of quality education, where character, social skills, and emotional intelligence are important pillars in building healthy and productive relationships in the classroom.

Teacher personality competence is one of the important aspects of teacher professionalism, which focuses on the internal qualities and personal characteristics possessed by a teacher. This includes the ability to display a positive attitude, manage emotions, communicate effectively, and show a good example in front of students (Hinda Syah *et al.*, 2022). In the context of modern education, this personality competency is not only an element that affects interpersonal relationships, but also affects classroom management and interaction with students in various situations, including when conflicts occur.

Conflict between teachers and students is an inevitable phenomenon in the world of education. These conflicts can arise for a variety of reasons, such as differences in perceptions, mismatched goals, or tensions caused by mismatches between teacher expectations and student behavior (Widiasari & Zahro, 2024). The teacher's personality plays an important role in detecting and responding to conflicts constructively. Teachers who have high personality competence are able to empathize with students, listen to their complaints and needs, and respond with a calm and thoughtful attitude. This ability is very important in creating a harmonious classroom atmosphere with minimal conflict. Teachers with good personality competence are able to relieve tension and find solutions that satisfy both parties (Destian *et al.*, 2023).

Several previous studies have shown a close relationship between teachers' personality competencies and conflict management in the classroom. For example, research by Anggraini (2021) revealed that teachers' personality competencies, such as empathy, emotional intelligence, and effective communication, greatly affect the success of classroom management. Teachers who have this ability are able to create an environment that supports positive classroom management, even in conflict situations. In the study, it was found that teachers who can calm students' emotions and respond wisely to conflicts are able to create a more harmonious and productive classroom atmosphere. This contributes to a reduction in the intensity of conflict between teachers and students, as students feel valued and more easily accept the solutions offered.

Another study conducted by Valente & Lourenço (2020) also explored the influence of teachers' emotional intelligence on conflict management in the classroom. The results showed that teachers with high emotional intelligence tended to be more effective in managing stressful or conflicting situations. Teachers' ability to manage emotions, both their own emotions and students' emotions, is key to relieving tensions and finding fair solutions for all parties involved in the conflict. Good emotional intelligence helps teachers maintain emotional stability and create more productive interactions with students.

Meanwhile, Imam Sanusi (2019) highlighted the conflict between teachers and students that often occurs due

to differences in expectations and incompatibility in ways of thinking. The study noted that teachers with good personality competencies, such as patience, fairness, and the ability to listen with empathy, were able to defuse conflicts more effectively. Teachers who have this character tend to use a more communicative and non-confrontational approach in dealing with conflicts, so that students feel more valued and understood. This kind of approach reduces the likelihood of conflict escalation and strengthens the positive relationship between teachers and students. Furthermore, (Wardani et al., 2024) emphasizes the importance of a stable and positive teacher character in conflict management. Teachers who have characters such as assertiveness, fairness, and the ability to respond to conflicts in a constructive way can reduce the negative impact of such conflicts. In fact, they are able to turn conflict situations into opportunities to strengthen relationships and understanding between teachers and students. Good character such as integrity and example also strongly supports the creation of a more peaceful and open atmosphere in the classroom, which allows conflicts to be resolved more productively.

Finally, (Dinata et al., 2024) found that effective communication and the ability to resolve problems peacefully are integral parts of teachers' personality competencies in managing conflicts. Teachers who are able to maintain a good relationship with students, as well as have the ability to listen and understand students' perspectives, are more likely to relieve tension. This social competence plays an important role in creating a more harmonious interaction and building trust between teachers and students, so that conflicts can be resolved in a more peaceful and effective way. Thus, the personality competencies possessed by teachers not only affect classroom management, but also play an important role in creating a learning atmosphere that is conducive to student development.

3.1.3 Teachers' Strategies in Managing Conflict

Teachers who have strong personality competencies are able to manage conflicts with various strategies that focus on understanding, communication, and fair handling. Among them are:

1. **Proactive Approach:** Teachers who develop personality competencies can detect potential conflicts before they become major problems. They are often able to read class dynamics and detect tension before an open dispute occurs.
2. **Effective Communication Skills:** The ability to communicate clearly and impartially becomes very important. A wise teacher will ensure that everyone involved, both teachers and students, can express their views without intimidation.
3. **Emotional Understanding:** Teachers with good personality competence not only manage conflicts with logic, but also by paying attention to students' emotional factors. They have the ability to calm a heated situation and find solutions that create a sense of mutual respect.
4. **Be a Role Model:** In many cases, teachers with high personality competencies can be role models for students when it comes to managing emotions and resolving conflicts peacefully. This helps students develop similar skills in their lives (Yuliana, 2022).

3.2 Discussion

3.2.1 Definition and Scope of Teacher Personality Competencies

Personality is a concept that encompasses all the psychological aspects that shape a person's character, including attitudes, feelings, and behaviors. In the world of education, the competence of a teacher's personality is one of the most important aspects, because it is directly related to how teachers interact with students, peers, and students' parents. These competencies include attitudes, values, ethics, and social and emotional abilities that are necessary to carry out educational tasks professionally and effectively.

3.2.2 Aspects of Teacher Personality Competencies

The competence of a teacher's personality is organized in various standards and theories. One of them is according to Permendiknas Number 16 of 2007 which divides teachers' personality competencies into five main aspects:

1. Respect for Social and Cultural Diversity

Teachers must respect the diversity of students, without discrimination, and build inclusive attitudes in the classroom that support justice and equality.

2. Honest Behavior, Noble Character, and Exemplary

Teachers as respected figures must show honest, ethical behavior, and be a good example for students in daily life.

3. Emotional Stability, Maturity, and Authority

The ability to maintain emotional stability, show wisdom and maturity in decision-making is essential to gain trust and guide students wisely.

4. High Work Ethic and Professional Responsibility

Teachers are expected to have a high work ethic and be responsible for their work in education, creating a productive learning atmosphere.

5. Understanding and Application of the Teacher Professional Code of Ethics

Understanding and applying the teacher's professional code of ethics is the foundation for maintaining professional integrity and harmonious relationships with students and society.

3.2.3 Theoretical Perspectives on Teacher Personality Competencies

Several education figures also developed views on teachers' personality competencies, including Hamka and Ki Hadjar Dewantara. Hamka divides teachers' personality competencies into three groups: Individual Personality: Includes extensive knowledge, communication skills, and positive spirit. Competence in Teaching: Emphasizes the importance of good teaching methods, sincerity, and patience in teaching. Social Personality: Prioritize honesty and be an example for students and society. Ki Hadjar Dewantara also developed a similar view, with the division of competencies into three groups: Individual Personality: Includes an independent spirit, constancy, courage, and simplicity. Teacher's Personality towards Students: The nature of not punishing unfairly and being a guide and example for students. Personality in Teaching: Understand educational methods and understand the conditions and needs of students.

3.2.4 The Role of Teachers' Personalities in Education

The personality of the teacher has a great impact on the educational process. Teachers who have a positive and supportive personality will create an atmosphere that supports the social and emotional development of students. Conversely, underdeveloped personalities can lead to less harmonious relationships and negatively affect the class climate.

1. Influence on Teaching Methods: Warm and empathetic personalities tend to influence more interactive and relationship-based approaches. Conversely, a more rigid personality may prefer a more formal approach and limit personal interactions.
2. Emotional Intelligence in Managing Classroom Dynamics: Teachers with good emotional intelligence can respond to classroom dynamics flexibly, creating a comfortable learning environment and encouraging student engagement (Suryani, 2023).
3. Positive Relationships with Students: Positive personalities help build mutual trust and appreciation between teachers and students, which in turn supports students' academic and emotional development.

3.2.5 The Role of Teacher Personality Competencies in Managing Conflict

In the world of education, conflicts between teachers and students are inevitable. However, the competence of a good teacher's personality plays an important role in managing and resolving these conflicts. Teachers who have the ability to empathize, manage emotions, and communicate effectively can create constructive solutions in dealing with conflicts. Effective Conflict Management: Teachers with good personality competencies are able to resolve tensions in the classroom wisely and find solutions that satisfy all parties involved. This is important for maintaining harmonious relationships in the classroom and reducing the intensity of conflict (Destian *et al.*, 2023). Emotional Intelligence in Managing Conflict: Research shows that teachers with high emotional intelligence can respond calmly

and thoughtfully to differences or tensions that occur in the classroom. They can defuse stressful situations and create more productive interactions (Valente & Lourenço, 2020).

3.2.6 The Urgency of Teacher Personality Competencies in Modern Education

Teachers' personality competencies are a very vital element in the modern world of education, because they not only function to improve the quality of teaching, but also to shape students' character and morals (Nababan, 2020). In an education that is increasingly developing and influenced by social and technological changes, teachers' personalities are key in creating a healthy, inclusive, and productive learning climate. Teachers' personalities affect how they manage classes, interact with students, and solve various problems that arise, including in conflict situations (Suyatno, 2023). Modern education requires teachers to do more than just master academic material. Teachers not only play the role of teachers, but also as guides, facilitators, and mediators in building harmonious relationships with students. Therefore, personality competencies that include emotional intelligence, effective communication, and the ability to adapt to social changes are becoming increasingly important. Teachers who have positive and stable personalities can create an environment that supports students' social, emotional, and academic development.

The teacher's personality plays a big role in managing classroom dynamics and building a trusting relationship between teachers and students. Teachers who have high emotional intelligence are able to respond wisely to challenges that arise in the classroom, as well as manage conflicts that may arise between themselves and students (Mayuni Lammanir, 2022). Teachers who can manage their emotions well will create a more peaceful learning atmosphere, where students feel valued and understood. This, in turn, can increase student motivation and engagement in learning, as well as strengthen the overall educational process. Personality competence is also an important pillar in managing conflicts between teachers and students (Afif *et al.*, 2022). In many cases, conflicts occur not only due to differences of opinion or student behavior, but also due to mismatches between teacher expectations and student behavior. Teachers who have high personality competence are able to handle conflicts in a more constructive way, by listening with empathy, providing fair solutions, and maintaining peace in the classroom. The teacher's firm, yet thoughtful personality is able to relieve tension and create a more harmonious classroom atmosphere.

In addition, good personality competence can also help teachers in increasing learning effectiveness. Teachers who have a high work ethic, emotional maturity, and the ability to adapt to various situations will be better able to support the development of students' potential optimally. Teachers with positive personalities will be good role models for students, not only in terms of academics, but also in moral and social aspects. Thus, personality competence in modern education is not only related to the internal aspects of teachers, but also closely related to the quality of education received by students. Teachers who have good personality competencies can create a conducive learning environment, manage classes effectively, resolve conflicts wisely, and be good role models for students. Therefore, the development of teachers' personality competencies must be a priority in efforts to improve the quality of education in this modern era.

4. CONCLUSION

Personality competencies in modern education have a very important role in creating an effective learning environment and supporting the overall development of students. The teacher's personality, which includes emotional intelligence, good communication, and the ability to adapt to various classroom dynamics, contributes greatly to the creation of a harmonious and conducive atmosphere. Teachers who have high personality competence are able to manage the classroom well, resolve conflicts constructively, and become positive role models for students. Therefore, the development of teachers' personality competencies must be an integral part of improving the quality of education, in order to ensure a more effective, inclusive, and in accordance with the demands of the times. Personality competencies are not only important to improve the quality of teaching, but also to form the character of students who can face the challenges of life in the future.

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