

The Role of Teacher Personality Competency in Growing Students: Research at SDN Cibuntu 05 Cibitung Bekasi

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Abstract: Teaching and learning process is a process that contains a series of actions of teachers and students on the basis of reciprocal relationships that take place in educational situations to achieve certain goals. The interaction between teacher and student is a major requirement for the ongoing learning process. Interaction in the learning process has a broader understanding not only the relationship between teachers and students but in the form of educational interaction. In this case not only the delivery of messages in the form of subject matter, but rather the inculcation of the students' learning attitudes. Islam as a religion in line with the human nature, of course, emphasizes the importance of education / coaching in order to explore positive personality that is in each individual. Individuals developed in a democratic climate tend to have personality traits: more active, more social, more self-esteemed, more intellectual in want, more original and more constructive than children developed in an authoritarian climate. The role of teachers in education has a very important role in the creation of a series of interrelated behavior undertaken in a situation of progress changes in behavior and development of students who become its purpose. It is intended that the students will have a knowledge based on a strong foundation, so it is not easily carried away by the unaccountable currents. So from the teacher of religion that must instill good values to the students. The method used in this research is analytical descriptive method. The research approach uses Qualitative approach. The model formed is further tested to determine the ability to explain real events. This method to describe an event that occurs in situations and conditions that are not the same, because this method is done to describe the systematic facts or characteristics of a particular population or field in a factual and accurate. From the results of research and discussion about the Role of Teacher Personality Competence in growing Akhlaq Students at SDN Cibuntu 05 Cibitung Bekasi, the writer can draw some conclusion that, Teacher Personality at SDN Cibuntu 05 Cibitung Bekasi Regency is categorized quite successfully, because of the question instruments distributed to respondents, which always answers as much as 73.17%. Thus, the Teacher Personality at SDN Cibuntu 05 Cibitung Bekasi Regency, is said to be quite successful with the amount of 73.17%. Akhlaq Students at SDN Cibuntu 05 Cibitung Bekasi Regency, said quite influential, because of the question items distributed to respondents who answered always as much 71.64%. Thus that Akhlaq Students at SDN Cibuntu 05 Cibitung Bekasi, categorized very influential on morality students with a percentage of 71.64%. As well as the role of Teacher Personality in growing Akhlaq Students at SDN Cibuntu 05 Cibitung Bekasi, categorized quite successfully, this is evident from the results of the recapitulation of questionnaire assessment distributed to the respondents of 41 students SDN Cibuntu 05 Cibitung Bekasi, who answered always as much as 72.40%. Thus it can be concluded that the Teacher Personality in growing Akhlaq Students at SDN Cibuntu 05 Cibitung Bekasi, categorized quite successfully with the percentage of 72.40%.

1 INTRODUCTION

1.1 Background

Education comes from the word "educate", then this word gets the prefix me to be "educate", that is to maintain and give practice. In nurturing and giving practice is required the existence of teachings, guidance, and leadership about morals and

intelligence of the mind. Furthermore, the notion of "education" according to the Big Indonesian Dictionary is the process of changing the attitude and behavior of a person or group of people in an effort to mature human beings through the efforts of teaching and training. Education can be interpreted as a process with certain methods so that people acquire knowledge, understanding, and how to behave according to needs. (Muhibbin Shah, 2010: 10)

In the world of education, teachers occupy the highest position in terms of information delivery and character development given the teacher to interact directly with learners in learning in the classroom. This is where the quality of education is formed in which the quality of learning undertaken by teachers is determined by the quality of teachers concerned. (Ahmad Tafsir, 1991: 74)

Teaching and learning process is a process that contains a series of actions of teachers and students on the basis of reciprocal relationships that take place in educational situations to achieve certain goals. The interaction between teacher and student is a major requirement for the ongoing learning process. Interaction in the learning process has a broader understanding not only the relationship between teachers and students but in the form of educational interaction. In this case not only the delivery of messages in the form of subject matter, but rather the inculcation of the students' learning attitudes.

As one component of the learning process, the existence of teachers becomes so important that the role of teachers is not only the task of planning and implementing the teaching and learning process in the classroom, but also responsible for its success. Therefore, although in essence it is the students who learn but the teachers are most responsible that the learning process is happening well to every student (S. Nasution, 1982: 92). Thus it can be said that the quality of education depends a lot on the quality of teachers in guiding the student learning process.

Teachers are among the educational factors that have the most strategic role, because the teacher is actually the most decisive in the process of teaching and learning. Therefore, teachers must be professional and competent. Because the teacher is the spearhead in the learning process. To produce an effective and conducive learning process and produce learners who excel, of course started from a teacher who gave Science to them. If a teacher does not have a professional attitude then students who are educated will be difficult to grow and develop properly. This is because the teacher is one of the foundations for the State in terms of education. With the existence of a professional teacher and quality, it will be able to print a nation of quality children as well. Teachers are adults who are consciously responsible for educating, teaching, and guiding learners. The person who is called the teacher is a person who has the ability to stimulate the learning program and able to organize and manage the class so that learners can learn and ultimately can reach the level of maturity as the ultimate goal of the educational process. While in the learning process activities, so that the expected goal

can be achieved maximally then the teacher must have competence in teaching.

In the National Education Standards Act it is explained that educators should have academic and competence qualifications as learning agents, physically and mentally healthy, and have the ability to realize the goals of national education. Qualification in question is the minimum level of education that must be met by an educator as evidenced by the relevant diploma and certificate of expertise in accordance with applicable laws and regulations. Competence as a learning agent at elementary and secondary education and early childhood education include: Pedagogic Competence, Personality Competence, Professional Competence and Social Competence.

Meanwhile, in addition to the efforts of learning coaching conducted by religious teachers, especially the field of moral studies, there is also another interesting phenomenon to be studied ie religious teachers are also often faced with difficulties in directing behavior in accordance with the material Aqidah Akhlak even tends students and students apply against and not willing to listen to the command even the teacher sometimes considered no longer even teach.

Empirical phenomenon that occurred above shows a gap between the role of teachers who foster student Morals.

1.2 Problem Formulation

The problem of the focus of this research in detail can be formulated as follows:

1. How is the Reality of Students Akhlaq at SDN Cibuntu 05 Cibitung Bekasi?
2. How the Role of Teacher Personality Competence in growing morality students at SDN Cibuntu 05 Cibitung Bekasi?

1.3 Research Objectives

Through this research the authors have several goals including:

1. To Describe the Reality of Students Akhlaq at SDN Cibuntu 05 Cibitung Bekasi?
2. To Describe the Role of Teacher Personality Competence in fostering morality of students at SDN Cibuntu 05 Cibitung Bekasi?

1.4 Thinking Framework

Education in the view of Islam is in a very special place, how not this Allah Almighty described in the Qur'an Surat Al 'Alaq [96] verses 1-5:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ أَقْرَأْ
وَرَبُّكَ الْأَكْرَمُ ٣ الَّذِي عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning: Read by the name of your Lord Who created, He has created man from a clot of blood, Read, and Your Lord is Most Gracious, Who teaches (human) with the gift of kalam, He teaches man what he does not know

2 LITERATURE REVIEW

2.1 Master's Competency Basics

2.1.1 Basic Teacher Competencies

To be a professional teacher is not easy because he must have various teacher competencies. Basic competence (basic competency) for teachers is determined by the level of sensitivity of the weight of the basic potential and the propensity it has. This is because the potential is the place and the material to answer all the views as a result of the growing process because adannya grace and inayah from Allah Subhanahu Wata'ala, the personafikasi mother while pregnant, and the situation that influence it, and the heredity. This is used as a foothold for individuals in performing their functions as servants and khalifah of Allah.

According to Big Indonesian Dictionary (WJS.Purwadarminta) competence means (authority) power to decide or decide something. Understanding the basic competence of skills or abilities. Competence is a benchmark for a teacher in performing their duties. Teachers who are highly competent, then he will be able to run his education well.

W. Robert Houston defines competence with an adequate task or possession of the knowledge, skills and abilities demanded by one's position. This definition implies that prospective teachers need to prepare themselves to master a number of knowledge, skills and special abilities related to the teacher profession, so that he can perform his task well, and can fulfill the wishes and expectations of learners (Rostiyah, 1989: 2)

Competence is a fusion of knowledge (power fikir), attitude (power kalbu), and skills (physical power) is manifested in the form of deeds. In other words, competence is a combination of mastery of knowledge, skills, values and attitudes that are reflected in the habit of thinking and acting in carrying out the task / job. It can also be said that competence is a combination of ability, knowledge, skills, attitudes, nature, understanding, appreciation and hope underlying one's characteristic to perform work in performing task or job in order to achieve quality standard in real work. Thus, competence is a set of knowledge, skills and behaviors that must be owned, experienced, and mastered by teachers to be able to carry out professional duties. (Syaiful Sagala, 2008: 23).

The teacher's competence is based on the word of Allah Subhanahu Wata'ala as it is in the QS: S: Al-An'am verse 135:

قُلْ يَا قَوْمِ أَعْمَلُوا عَلَيَّ مَكَانَتَكُمْ إِنِّي عَامِلٌ فَسَوْفَ
تَعْلَمُونَ مَنْ تَكُونُ لَهُ عَقِيبَةُ الدَّارِ إِنَّهُ لَا يُفْلِحُ
الظَّالِمُونَ ١٣٥

Meaning: Say: "O my people, do all your abilities, I will do (too). When you will know who among us will get good results in this world, luck

Based on the above verse, teacher competence is an absolute ability of the teacher, so that his duties as an educator can be done well. Because in the process of teaching and learning that teachers are not competent, it will be difficult to achieve the desired learning objectives.

2.2 Definition of Teacher Competence

a. The Meaning of Competence

Competence is defined and interpreted as an effective behavioral device related to exploration and investigation, analyzing and thinking, and giving attention, and perceiving that leads one to find ways to achieve certain goals effectively and efficiently. Competence is not an end point of an effort but a process that develops and learns throughout life. (Mulyasa, 2007: 26)

Competence basically refers to, among others:

- 1) The ability or ability to do any work,
- 2) A qualified person's traits are those who possess skills, power, authority, skills, knowledge and so forth to do what is necessary,
- 3) Demonstrate to a rational (performance) action that can achieve its objectives on a

satisfactory basis under expected conditions (prerequisites).

b. The meaning of the teacher

Teachers are the spearhead of educational success that is considered as a person who plays an important role in the achievement of educational goals that is a reflection of the quality of education. (Kunandar, 2010: 43) the teacher is also one of the most important components in an educational institution. Teacher as educator is a very heavy mandate to be implemented. Said heavy, because teachers should be able to guide and direct the students in a positive and better direction, from all aspects of the students in terms of cognitive, affective, and psikomotorik, in order to be developed in a balanced to the most optimal level . (Khoiron Rosydy, 2004: 172)

Teachers as examples of his students must have the attitude and personality intact that can be an idol role model in all aspects of his life. Therefore the teacher should try to choose and do positive actions in order to lift the good image and authority.

Teachers required by Islam are teachers who have authority, authority, legitimacy and charismatic, because the status of teachers can not be clothed by anyone. The teacher is hinted to have the personality (personality), knowledge, and worldview owned by Rasulullah Shalallahu Alaihi Wasalam namely:

- 1) Sidiq nature (honest)
- 2) Trustworthiness (trustworthy)
- 3) The properties of Tabligh (meyampaikan)
- 4) Nature of Fatanah (smart)

In addition, teachers must have sincerity, gentleness, humility, honesty, professionalism, and justice that are entirely the implementation of the character.

The teacher's personality is related to the appearance of the teacher as an individual who is disciplined, well-dressed, responsible, committed and exemplary. As the word of Allah Subhanahu Wata'ala in Al-Qur'an Surah Al-Mudatsir verses 1-7:

يَا أَيُّهَا الْمُدَّثِّرُ ۙ اذْكُرْ ۚ وَرَبِّكَ فَكْبَرُ ۝ ٣ وَتَبَايَكَ
فَطَهَّرَ ۙ وَالرُّجْزَ فَاهْجُرْ ۝ ٥ وَلَا تَمَنَّ أَنْ تَمُنَّ تَسْتَكْبِرُ ۙ ٦
وَلِرَبِّكَ فَاصْبِرْ ۙ ٧

That is to say, O he who clings, arise, and warn, and thy Lord glorify, and clothe your garments, and sin shall abide, and give not more (gain) (Dan)) Your God, be patient

The above verse explains that teachers are required to warn learners when they break the norm, awaken their profession in God's majesty, neatly and

cleanly in dress, abandoning religious restrictions, being selfless and being patient both inside and outside the classroom.

According Mulyasa, (2002: 37) describes some aspects or domains contained in the competence, as follows:

- 1) Knowledge, namely awareness in the field of cognitive, for example a teacher knows how to identify learning needs, and how to learn to learners according to needs.
- 2) Understanding, ie: the cognitive depth, and the effective possessed by the individual, for example a teacher who will carry out the learning should have a good understanding of the characteristics and conditions of learners, in order to carry out the learning effectively and efficiently.
- 3) Ability, namely: something that the individual has to perform the task or job assigned to him, for example the ability of the teacher in possession and make simple props to provide ease of learning to the learners.
- 4) Values, namely: a standard of behavior that has been believed and psychologically incorporated in a person, such as teacher behavior standards in learning (honesty, openness, democracy and others).
- 5) Attitudes, namely: feelings or reactions to something coming from outside stimuli, such as the reaction to the economic crisis, the feeling of wage increases).
- 6) Interests, namely: a person's tendency to perform an action, such as an interest to learn or do something.

2.3 Factors Affecting Master's Personality Competencies

According Iskandar Agung, 2013: 156, Factor of teacher personality competence is influenced by internal and external factors.

1. Internal factors originate and reside within the teacher.

Is the competence of the teacher terkait with the implementation of its duties. Competence in question is a set of knowledge, skills, and behaviors that are owned, lived, mastered, and actualized in doing the job / job. (Permendiknas No.16 / 2007).

According to Jalaludin, (2005:177-180) Personality has a kind of dynamics whose elements actively influence one's activities. These elements are:

- a. Energy Ruhaniah (psychic energy) that serves as a regulator of spiritual activities such as thinking, remembering, observing, and sebgainya.

- b. Instincts that serve as primary needs regulators such as eating, drinking and sex. The source of instinct is the physical need and the motion of the heart. Unlike the spiritual energy, the instinct has a source (pushing), purpose and purpose.
- c. Ego (I Sadar), which serves to ease tension within the way of doing activities to adjust the impulses that exist with the reality of objective (reality). Ego consciousness to harmonize good and bad encouragement so that there is no anxiety or inner tension.
- d. Super Ego, which serves as a rewarder in the form of rewards (satisfaction, pleasure, success) or punishment (guilt, sin, regret). The inner appreciation is played by the ideal ego, while the inner punishment is done by the conscience.

The totality of individuals is formed through the interaction of the three factors. All three can be explained as follows:

- a. Heredity. To know how heredity affects personality development.
- b. Family experience and family.
- c. Culture, because children have a tendency with their parents can be behavior can be inherited from parents.

This opinion according to Wasty Soemanto (1988: 82) heredity can be interpreted as the inheritance or biological transfer of individual characteristics of his parents. This inheritance through a genetic process.

In the heredity of a physical nature such as the characteristics of skin color, facial shape, shape of the nose, eyes and so on are different in each person. This shows that the physical properties that exist in each person is derived from the offspring, da nada also which is innate child / person respectively. The physical state plays an important role in one's personality. Different physiological states lead to different attitudes and traits. (Ngalim Purwanto, 1987: 164)

Mazhahiri dicutif Erhamwilda (2009: 40), the law of descendants to displace internal inner traits, which have a moral and spiritual nature, which in turn affect not only limited to physical characteristics outwardly.

2. External factors

External factors often affect and form internal factors. Competence is not something that comes or already exists by itself, but is obtained through the process of learning from outside the self. The knowledge, skills, and teaching behavior of a teacher is derived from the learning process, either from a particular educational institution or other source, so

that its formation is influenced by the ability of external factors in introducing, communicating, and equipping the teacher. Implementation of the task of teachers requires certain competencies that are dynamic. That is, although various educational institutions have attempted to inculcate and establish teacher competence, but often have not been able to achieve the expected case.

Among the external factors are environmental / social factors, namely: Environmental factors that include all material and stimulus inside and outside the individual, both physiological, psychological, and socio-cultural.

2.4 Teacher Competence under Law No.14 Year 2005 about Teachers and Lecturers

In Law No.14 Year 2005 Article 8 is the teacher must have academic qualification, competence, educator certificate, physical and spiritual health, and have ability to realize the goals of national education. Academic qualifications as referred to in Article 8 are obtained through higher education or undergraduate diploma four programs. Teacher competence includes pedagogical competence, personality competence, social competence, and professional competence gained through professional education. In Article 10 paragraph 1 that is, the teacher has a steady personality, stable adult, wise and authoritative, be an example for learners and society and noble morals.

While the competence that must be owned by a teacher is:

1. Pedagogic Competence

Slamet PH (2006) says pedagogic competence consists of Sub-Competence namely:

- a) Contribute in the development of KTSP related to the taught lesson.
- b) Developing syllabi syllabus based on competence standard (SK) and basic competence (KD).
- c) Plan a lesson plan (RPP) based on a developed syllabus.
- d) Designing learning management and classroom management.
- e) Implement pro-change learning (active, creative, innovative, experimental, effective and fun).
- f) Assess students' learning outcomes authentically.
- g) Guiding learners in various aspects, for example: lessons, personality, talents, interests and career.
- h) Develop a professional self as a teacher

2. Personality Competencies

Any positive words, actions and behaviors will enhance one's self-image and personality, as long as

it is done with full awareness. Personality according to Zakiah Daradjat (1980) is called an abstract, hard to see in real terms, can only be known through appearance, action, and speech when faced with a problem. Personality includes all elements, both physical and psychic, so it can be seen that every action and behavior a person is a reflection of one's personality.

Personality competence is related to the appearance of the teacher as an individual who has discipline, good appearance, responsibility, commitment, and role model. Thus it can be emphasized that the glory of a teacher is manifested in everyday life. Teachers can actually share with their students. Master has a high heart rate that features a plenary personality. The heart power consists of spiritual, emotional, moral, compassion, courtesy, tolerance, honesty, and cleanliness of self-discipline, dignity, responsibility, moral courage, crafts, commitment, aesthetics, and ethics.

Viewed from the psychological aspect, the teacher's personality competence shows the personal ability that reflects the personality that includes:

- a) Steady and stable, that is to consistently in accordance with the norms of law, social norms, and ethics that apply.
- b) Adults, which means having the independence to act as an educator and have a work ethic as a teacher.
- c) Arif and wise, that looks useful for learners, schools, and society by showing openness in thinking and acting.
- d) Authoritative, namely the behavior of a respected teacher so as to have a positive effect on learners, acting according to religious norms, honest, sincere and helpful. The value of personality competence can be used as a source of strength, inspiration, motivation, and innovation for learners.

The teacher as an example for his students must have the attitude and personality intact that can be made an idol role model in all aspects of his life. Therefore the teacher should always try to choose and do positive actions in order to lift the good image of authority, especially in front of the students. Personality competence according to Usman, including:

- a) The ability to develop personality.
- b) Ability to interact and communicate.
- c) Ability to conduct guidance and counseling.

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3. Social competence

In social competence, society is a tool of behavior which is the basis for self-understanding with an integral part of the social environment as well as achieving social interaction in an objective and efficient manner. This is a teacher's appreciation in the community, so that they gain self-satisfaction and produce real and efficient work, especially in national education. Social competence includes a set of behaviors that involve:

- a) Ability that supports the effectiveness of interaction with others against themselves, interpreting other people's motives, achieving a sense of security with others.
- b) Life-changing skills such as managing time, money, family life, understanding the value of life and so on.

4. Professional Competence

Djononegoro (1998: 350) says Professional means doing something as a staple work as a profession and not as a filler of leisure or as a hobby. The profession means to declare public and in Latin the "profession" used to denote public statements made by a person who intends to occupy a public office. Teachers who are assured of their quality are believed to be able to perform their duties and functions well.

Professionalism in a job is determined by three important factors, namely:

- a) Have a special skill set up by a skill education program or specialization.
- b) Have the ability to improve skills (skills and special skills).
- c) Earn sufficient income in return for the expertise they possess.

2.5 Teacher

1. Understanding Master

In the realm of the Indonesian state education we often hear the term teacher, ustad, educator, mua'allim, lecturer, and professor or professor. All said is addressed to people who convey knowledge to others.

Teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in early childhood education on formal education, primary and secondary education (Law No. 14 Year 2005: 4).

Lecturers are professional educators and scientists with the primary task of transforming, developing and disseminating science, technology and the arts through education, research, and community service (Ibid, 2005: 4).

In the Islamic concept, the teacher or educator is a guide, supervisor and atmosphere controller that is not only displayed in words, but is done by gesture that gives a reinforcement to the application of the meaning of education (Munawar Rahmat, 1993: 156).

In the second dictionary of the second edition of Indonesia 1991, the teacher is defined as a person whose job is teaching. The word teacher in Arabic is called Mu'allim, ustad, mudarris and in English is called teacher has a simple meaning, namely: "teacher is A person whose occupation is teaching other (McLeod)" means teacher is someone whose job teach others (Muhibbin Shah, 2001: 222)

2. Master's Functions and Purposes

Teaching and learning process is a process that contains a series of actions of teachers and students on the basis of reciprocal relationships that take place in educational situations to achieve certain goals. Interaction or reciprocal relationship between teacher and student is a major requirement for the ongoing learning process. Therefore a teacher has an important role to the progress and improvement of quality of learners.

The role of the teacher is the creation of a series of interrelated behaviors that are done in certain situations and related to the progress of behavior change and student development which is the goal (M.Uzer Usman, 2001: 4).

The teacher is an advisor to his students and often to parents. Students who are often distracted by difficult questions and have to face them all by themselves, will go to seek help from their teachers. The advice provided by the teacher is often the

lessons learned from his past experience. These experiences are usually special and very useful to advise his students who may be having problems and better if they are given at the request of the students themselves. The wise teacher will be careful and not impose his counsel to his students

2.6 Morals

1. Understanding Morals

The word akhlak, in a large dictionary Indonesian means character or behavior. The word akhlak is rarely found in the Qur'an, which is found only a single form of the word. Khuluq as mentioned in the letter of Al-Qalam verse 4.

وَإِنَّكَ لَعَلَىٰ خُلُقٍ عَظِيمٍ ۚ

Meaning: And indeed you are truly a virtuous character

Moral is etymologically derived from the word "khuluq" and plural "morals which means character, ethics, morals. Similarly khuluq word has conformity with khilqun khuluqun only is the human nature of the self (rukhaniyah) while khilqun is the human nature from outside (corpore). The khuluq temp is also closely related to the "khaliq" (creator) and makhluq (created).

The Word of Allah SWT QS: Al-Ahzab verse 21:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا ۚ ٢١

Meaning: Surely it is in the Messenger of Allah that is a good example for you (that is) for those who hope (grace) of Allah and (coming) the Day of Resurrection and he many mention Allah.

The etymological understanding implies that morality has to do with God the creator who creates the outward and inner human temperament, so that the moral demands must be from kholiq and also there is a word matching with makhluq which implies the existence of morality source from the common human determination, so that in human life must have good character according to Allah SWT and human size.

Ibn Maskawih in his book "Tahdzibul Akhlak wa tathhirul Araq defines morality with a state of motion of the soul that pushed towards doing deeds with no need of mind. In line with that understanding of Al Ghozali in Ihya Ulumuddin limit morals with the plates embedded in the soul of the sipat arose the deeds easily with no need for consideration of the mind first. (Muhaimin et al, 1994: 243).

Thus the definition of morals can be summarized as follows:

- a. Morals as the expression of a constant base and a constant person who has a relationship with the Creator.
- b. Morals are always familiarized a person so that moral expression is done repeatedly.
- c. Morals are a gift given by the Kholik to humans in order to have a clear back and rule in the life of society.

2. Basic Guidance of Morals

Basic guidance of Sustainability comes from Al-Quran and hadith Rasulullah SAW. As for guidance of Morals in Al-Quran diantaranya as exemplified Luqman to his children. In the QS: Lukman: 13 Allah SWT said:

وَإِذْ قَالَ لُقْمَانُ لِابْنِهِ وَهُوَ يَعِظُهُ يَا بُنَيَّ لَا تُشْرِكْ بِاللَّهِ
إِنَّ الشِّرْكَ لَظُلْمٌ عَظِيمٌ ١٣

Meaning: And when Luqman said to his son, when he taught him: "O my son, do not associate partners with Allah, indeed associating (Allah) is really great injustice"

The above verse explains that luqman has advised his son not to do shirk.

In the QS: Lukman: 14 Allah SWT said:

وَوَصَّيْنَا الْإِنْسَانَ بِوَالِدَيْهِ حَمَلَتْهُ أُمُّهُ وَهْنًا عَلَى وَهْنٍ
وَفِصْلُهُ فِي عَامَيْنِ أَنِ اشْكُرْ لِي وَلِوَالِدَيْكَ إِلَيَّ
الْمَصِيرُ ١٤

Meaning: And We commanded men (do good) to his two fathers; her mother had conceived her in a state of weakness that grew, and weaned her in two years. Be thankful to Me and to your father's two mothers, only to You are your return.

The above verse explains to us to imitate the Messenger of Allah in all things because in the Rasulullah there is a good role model.

3. The scope of moral coaching

a. Morals against Allah SWT

Akhlak against Allah SWT can be interpreted as the nature of submissive and obedient a servant (human) with all his soul and body in everyday life. The submissive and obedient attitude is gathered in one word that is piety is to carry all its orders (either forced or not forced) and stay away from the prohibition (either liked or not).

Bertaqwa is the command of Allah SWT, which must be implemented, because only with piety someone will get a guarantee of a happy life and earn reward in the Hereafter. The Word of Allah SWT concerning the commands of piety and recompense in the Hereafter for the pious person in the QS: Az-Zumar: 10:

قُلْ يُعْبَادُ الَّذِينَ عَالِمُونَ آتَقُوا رَبَّكُمْ لِلَّذِينَ أَحْسَنُوا فِي
هَذِهِ الدُّنْيَا حَسَنَةً وَأَرْضُ اللَّهِ وَسِعَةٌ إِنَّمَا يُؤْفَى
الصَّابِرُونَ أَجْرَهُمْ بِغَيْرِ حِسَابٍ ١٠

Meaning: Say: "O my faithful servants, fear your Lord." Those who do good in this world gain goodness. And the earth of God is vast. Verily, only those who are patient will suffer their reward without measure.

Abandon against Allah SWT, is a must (obligation) and also is the main act that must take precedence before others. Because Allah SWT is above all things.

b. Morals Against Parents

Being good to the parents is a provision (command) that has been required by Allah SWT. To Muslims both men and women through his word in the Qur'an. The Qur'anic verse which states it is the letter of Al-Israa: 23

﴿وَقَضَىٰ رَبُّكَ أَلَّا تَعْبُدُوا إِلَّا إِيَّاهُ وَبِالْوَالِدَيْنِ إِحْسَانًا
إِذَا بَلَغَ الْكِبَرَ أَحَدُهُمَا أَوْ كِلَاهُمَا فَلَا تَقُلْ
لَهُمَا قَوْلًا كَرِيمًا ٢٣﴾

Meaning: And your Lord has commanded that ye should worship none but Him, and ye should do good to your father's mother with the best of it. If one of the two or both continues to be old in your care, then never say to them both "ah" and do not yell at them and say to them the noble sayings.

3. Moral Against Teachers

The teacher is one of the scholars (intermediaries) coming science. With the existence of science in one person it will be easy to live life in the world. This is because science is like a nighttime lights that can illuminate the path that is being passed.

So with knowledge will also come the grace of Allah SWT to humans, because the science in ridoinya will deliver humans to happiness. Therefore knowledge is a gift from Allah SWT, which must be nurtured and honored (respected). Because glorification of science is a necessity, then respecting content (pelantara) the coming of science is a virtue that must be done.

4. Morals Against the Environment Besides Man

The number of damages that occur in the world, both on land and at sea is as a result of the absence of morally commendable in humans. Allah SWT states in his word that the damage that occurred on land and in the air is due to the act of the human hand itself the problem is in QS: ar-Ruum verse 41 which reads:

ظَهَرَ الْفَسَادُ فِي الْبَرِّ وَالْبَحْرِ بِمَا كَسَبَتْ أَيْدِي النَّاسِ لِيُذِيقَهُمْ بَعْضَ الَّذِي عَمِلُوا لَعَلَّهُمْ يَرْجِعُونَ ٤١

Meaning: It has been seen that the damage on land and at sea is caused by the act of human hands, so Allah feels to them a part of their (effect) deeds, that they may return (to the right path).

3 RESEARCH METHODOLOGY

3.1 Research Methods

The method used in this research is analytical descriptive method. The research approach uses Qualitative approach. The model formed is further tested to determine the ability to explain real events. This method to describe an event that occurs in situations and conditions that are not the same, because this method is done to describe the systematic facts or characteristics of a particular population or field in a factual and accurate.

In this study the author uses descriptive method. According to Winarno Surakhmad (1982: 1390) the deceptive method is: To describe and interpret the existing data, for example about the situation experienced, a relationship of activity, the visible attitude or the appearance of an ongoing process, the influence that is working, the desire that is emerging, apparent tendencies, tapered contrasts and so on.

Furthermore Winarno Surahmad presents about the characteristics of descriptive methods as follows: (1) focusing on solving current problems, on actual problems, and (2) collecting data first in stacking, explained and then analyzed.

The concept would have given an answer to the determination of research methods used. Because in fact the problem under study is a problem that is applicable now and is revealing the symptoms being studied to be taken into consideration in the future.

3.2 Population and Sample

The population in this study were students of SDN Cibuntu 05 Cibitung Kab.Bekasi.

3.3 Data Collection Techniques

Data collection techniques used questionnaire distribution techniques to class XII students and interview techniques addressed to managers and teachers. The observations were made on madrasah reality and objective conditions of madrasah.

a. Observation technique

Kartini Kartono (1986: 142) states "The technique of observation is a deliberate and systematic about social phenomena and psychic phenomena by way of observation and recording". This observation technique is done by way of observation and recording towards the spiritual aspect approach in preparing the students' mental facing national examination in madrasah aliyah in karawang regency.

b. Technique Questionnaire

Questionnaire is a list of written questions that are compiled and disseminated to obtain information or information from respondents. For clarity about this questionnaire, according to Kartini Kartono (1986: 200) is as follows: "Questionnaire is an investigation of a common problem done by way of circulating a questionnaire in the form of forms submitted in writing to a number of subjects to get answers or written responses as necessary".

c. Interview Technique

According to Kartini Kartono (1986: 171) the intended interview is "A conversation directed at a particular problem is an oral question, where two or more people are physically opposite". The use of this interview technique in upaaya obtain data or information directly with the organizers of taklim assembly as well as teachers or extension as supporting data, so that the accuracy of data or information data can be accounted for.

d. Literature

3.4 Data Analysis Technique

The data collected through questionnaires were analyzed quantitatively over the frequency by giving a percentage, in this case using the formula according to Arikunto in his book entitled the basics of research statistics (1998: 248) as follows:

$$P = F / N \times 100\%$$

P = Percentage Rate

F = Frequency being searched for percentage

N=Number of cases (number of frequencies or number of individuals)

100% = Fixed numbers

With the following categories:

0% -49% = Less than once

50% -64% = Less

65% -74% = Enough

75% -89% = Good

90% 100% = Very good

4 RESEARCH RESULT AND DISCUSSION

4.1 Reality the Role of Teacher Personality at SDN Cibuntu 05 Cibitung Bekasi Regency

Table 1: Teacher personality

Question Instrument	Answer of Respondents (%)			
	S	KK	TP	Jml
The teacher gives the example of praying before studying	73,17	24,29	2,44	100
Teachers are disciplined in teaching and learning activities	85,36	26,83	00,00	100
Teacher gives an example when will do something work by reading basmallah	85,36	26,83	00,00	100
Teachers always communicate well and courteous.	60,97	36,58	4,88	100
Teachers behave well to others	73,17	24,29	2,44	100
Teachers always look polite	85,36	26,83	00,00	100
Master always gives an example of maintaining cleanliness.	73,17	24,29	2,44	100
Teachers always have a high social attitude.	60,97	36,58	4,88	100
The teacher gives an example of forgiveness.	85,36	26,83	00,00	100
Teachers always practice religious orders	60,97	36,58	4,88	100
Master is always wise and fair.	73,17	24,29	2,44	100
Teacher gives an example of good attitude.	60,97	36,58	4,88	100
amount	878	350,8	29,28	1200
Percentage	73,17	29,23	2,44	100 %

Based on the above table, it shows that of the respondents a number of 41 students SDN Cibuntu 05

Cibitung Bekasi, answer the Role of Teacher Personality in growing Akhlaq Students, most of which always answer as much as 73.17%, who answered sometimes 29.23% and who answered never as much as 2.44%. Thus, the role of Teacher Personality in growing Akhlaq Students at SDN Cibuntu 05 Cibitung Bekasi, categorized successfully with the amount of 73.17%.

4.2 The Reality of Student Morals Formation

To know the morals of students at SDN Cibuntu 05 Cibitung Bekasi, the authors distributed questionnaires to a number of respondents with details of the recapitulation of the results of respondents' answers as follows:

Table 2: Student morals formation

Question Instrument	Answer of Respondents (%)			
	S	KK	TP	Jml
Students know morality and praise	60,97	36,58	4,88	100
Students behave arrogantly	85,36	26,83	00,00	100
Students have an optimistic attitude	85,36	26,83	00,00	100
Students have an attitude of responsibility	60,97	36,58	4,88	100
Students are able to control emotions	60,97	36,58	4,88	100
Students are disciplined in teaching and learning.	73,17	24,29	2,44	100
Students are always obedient in carrying out religious teachings	60,97	36,58	4,88	100
Students have an attitude of social concern	85,36	26,83	00,00	100
amount	573,13	31,39	21,96	1200
Percentage	71,64	29,23	2,74	100 %

Based on the above table, shows that of the respondents a number of 41 students about Akhlaq Students at SDN Cibuntu 05 Cibitung Bekasi, most of the answer is always 71.64%, the answer is sometimes 29.23% and the answer is never as much as 2.74%. Thus, the teacher's personality is quite instrumental in growing Akhlaq Students at SDN Cibuntu 05 Cibitung Bekasi, with the amount of 71.64%.

5 CONCLUSION

From the results of research and discussion about the Role of Teacher Personality Competence in growing Akhlaq Students at SDN Cibuntu 05 Cibitung Bekasi, the authors can draw some conclusions as follows:

1. Teacher Personality at SDN Cibuntu 05 Cibitung Bekasi Regency is categorized quite successfully, because of the question instruments distributed to respondents, who answered always as much as 73.17%. Thus, the Teacher Personality at SDN Cibuntu 05 Cibitung, Bekasi Regency, is quite successful with the amount of 73.17%.
2. Akhlaq Students at SDN Cibuntu 05 Cibitung Bekasi District, said quite influential, because of the question items distributed to respondents who answered always as much as 71.64%. Thus that Akhlaq Students at SDN Cibuntu 05 Cibitung Bekasi, categorized very influential on morality students with a percentage of 71.64%.
3. The role of Teacher Personality in growing Akhlaq Students at SDN Cibuntu 05 Cibitung Bekasi, categorized quite successfully, this is evident from the results of the recapitulation of questionnaire assessment distributed to the respondents of 41 students SDN Cibuntu 05 Cibitung Bekasi, who answered always as much as 72.40%. Thus it can be concluded that the Teacher Personality in growing Akhlaq Students at SDN Cibuntu 05 Cibitung Bekasi, categorized quite successfully with the percentage of 72.40%.

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