

The efforts of educators in shaping the personality of students at MAN 1 Kota Bima

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ABSTRACT

This study aims to describe the efforts of educators in shaping students' personalities at MAN 1 Kota Bima. The approach highlights various habituation activities and school discipline as the main strategies for character formation. The implemented efforts include reading the Qur'an for 30 minutes every morning before classes begin, holding Yasinan (Qur'anic recitation) every Friday, and engaging students in extracurricular activities such as scouting, basketball, and volleyball. Educators also enforce punctuality by requiring students to arrive at school precisely at 7:00 a.m. The findings indicate that these activities play a crucial role in instilling religious values, responsibility, and discipline among students. The students at MAN 1 Kota Bima exhibit diverse personalities due to their varied educational backgrounds. The supporting factors in developing students' personalities include the cooperation and commitment of all school members, while the inhibiting factors involve differences in individual character and the persistence of disciplinary violations, such as skipping classes and neglecting to participate in congregational *Dhuhr* prayers.

Keywords: *The Efforts of Educators; shaping the personality.*

1) INTRODUCTION

Education is fundamentally a process that holds essential meaning in human life. Etymologically, the word education originates from the Latin term *educare*, which means to train, guide, and develop the potential within an individual. In its connotative sense, education is understood as a deliberate and systematic effort to prepare learners to grow and develop optimally, adapt effectively, and face the various situations and challenges of life. In other words, education is not limited to the acquisition of knowledge but also involves the formation of character, ways of thinking, and the ability to navigate life's dynamics.

Ki Hajar Dewantara, the Father of Indonesian Education, asserted that education is guidance in the growth of children's lives. This means that every child possesses inherent potential that must be guided so it can develop naturally and optimally. Through such guidance, children are expected to

Paper presented at The 2nd ICONETT, 2025
Faculty of Teacher Training and Education
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become individuals who are safe and happy, both personally and as members of society. Dewantara's perspective emphasizes that education must be holistic, encompassing physical and spiritual aspects, and integrating character development and moral values as essential components of the educational process.

Ideally, education should be normative and integrative. This means that education must have a clear direction aligned with values, norms, and established worldviews. It should also involve all dimensions of humanity, including the mind, spirit, heart, morality, and spirituality. However, in practice, the aspect of personality is often neglected, resulting in educational goals that are partial or incomplete. Melmambessy reinforces this notion by stating that education is a systematic transfer of knowledge from one person to another based on established scientific standards. This transfer of knowledge is ideally capable of transforming behavior, ways of thinking, and maturity of character, whether through formal or informal education.

From a religious perspective, education is viewed as a fundamental human necessity to fulfill the trust given by Allah SWT. The pursuit of knowledge is considered equal in value to striving in the way of Allah, as knowledge enables individuals to live correctly and responsibly. Therefore, education becomes an obligation that must be pursued by every human being to live in accordance with religious and moral principles.

Ki Hajar Dewantara also emphasized that education takes place within three primary environments, known as the tri-center of education: the family (informal education), the school (formal education), and the community (nonformal education). Among these, the family serves as the earliest and most important educational environment. The family is likened to the foundation of a building. If the foundation is weak, the building will easily collapse; conversely, if the foundation is strong and constructed properly, the building will stand firm. Likewise, the formation of a child's personality depends greatly on the role of parents, as they are the first individuals to interact with the child and instill fundamental values of life.

Learners or students are the central element of education. Without learners, the teaching and learning process cannot take place. Learners are individuals with personal potential, goals, ambitions, and personalities that need guidance. They must be directed by parents and the surrounding environment to develop optimally. The first socialization process occurs within the family, where children learn habits, norms, attitudes, and behavioral patterns that later shape their character and personality.

Personality itself is dynamic and flexible. It can change, grow, and be shaped until it reaches a certain level of maturity. These changes correspond to an individual's cognitive development, which is greatly influenced by the environment, experiences, and learning outcomes. However, this development may slow down once a person reaches a particular stage of growth. Nevertheless, as long as one has not reached full maturity, personality can still be shaped through guidance, experience, and social interactions. Thus, education plays a vital role in forming the desired personality through positive external influences.

2) METHODS

In the research study, data collection techniques are a crucial component because they determine the quality, accuracy, and completeness of the information obtained. Social research in particular requires a systematic approach to data collection so that the results can be trusted and used as a foundation for analysis. In the context of the research discussed, the researcher employed three main techniques: observation, interviews, and documentation. These three techniques complement one another, allowing the researcher to gain a comprehensive understanding of the object of study.

The first technique used is observation. Observation is considered the foundation of all scientific knowledge because through direct observation of reality, researchers can obtain objective facts. In social research, observation is used to gather data about students' behavior, social interactions, and activities in real-life situations. Larry Cristensen defines observation as the process of monitoring students' behavioral patterns in particular situations to obtain information about events or phenomena the researcher seeks to understand. Observation enables the researcher to directly witness what

students actually do, rather than relying solely on what others report. This technique is important because there is often a discrepancy between actual behavior and reported behavior. Thus, observation allows researchers to gather more accurate, concrete, and factual information from the field.

The second technique is interviews, which involve a direct question-and-answer process between the researcher and respondents. Interviews are conducted to obtain data or information relevant to the focus of the study. Through interviews, researchers can explore respondents' experiences, views, opinions, and more detailed explanations. Interviews can reveal data that cannot be obtained through observation, such as information about respondents' motivations, perceptions, or backgrounds. In practice, interviews use tools such as audio recorders or writing instruments—such as mobile phones and notebooks—to ensure that the collected information is properly documented. The results of interviews are then converted into written text or transcripts, making it easier for researchers to analyze the data. The researcher concludes that interviews are an effective technique for obtaining direct data from respondents. The type of interview used in this study is a structured interview, meaning the researcher prepared a set of predetermined questions. Structured interviews ensure that the data collected aligns with the needs of the study and facilitate comparison between respondents.

The third technique is documentation, which is a method of collecting data through written records or documents. Documentation is widely used in social research to obtain historical or administrative data. The term documentation comes from the word “document,” which refers to written materials or records that provide specific information. In using this technique, the researcher examines various types of documents such as books, magazines, archives, regulations, meeting minutes, diaries, and other forms of written material. This method is valuable because documents are relatively stable sources of data they can be verified, do not change easily, and preserve long-term information. Documentation is particularly useful for obtaining data that cannot be accessed through observation or interviews, especially data related to history, policies, or official records of an institution. The researcher concludes that the documentation method is used to gather data in the form of written archives or reports that are relevant to the study. In this research, documentation was used to collect information from the school's available documents, such as the history of the school's founding, its vision and mission, the number of facilities and infrastructure, the number of teachers, the number of students, and other administrative data necessary to support the analysis.

Combining these three techniques is essential to ensure that the data collected is valid and comprehensive. Observation provides a real-time depiction of students' behavior and activities in natural contexts. Interviews offer in-depth explanations regarding respondents' experiences, views, and understanding. Documentation supplies formal, historical, and administrative data that complement the other two techniques. The combination of observation, interviews, and documentation allows the researcher to gain a broader perspective that includes factual field data, narrative data from respondents, and written data that reinforces the research findings.

Thus, the data collection techniques in this study are designed systematically and structurally to ensure that the information gathered truly represents actual conditions. Observation is used to directly observe events, interviews to understand respondents' perspectives, and documentation to obtain written and official data. These three techniques strengthen one another and ensure that the research is built on complete, accurate, and accountable data.

3) RESULTS AND DISCUSSION

Shaping Students' Personality

a. The Concept of Personality

Personality refers to the unique traits and behaviors that distinguish one individual from another. It is the integration of characteristics involving structure, behavioral patterns, interests, attitudes, abilities, and potentials possessed by a person. Personality is not static; rather, it is dynamic in nature—a condition known as personality dynamics. This dynamism develops rapidly during childhood because at that stage, children do not yet possess mature personalities. This period is considered the formative stage of personality development.

The formation of personality begins during the so-called golden age, which ranges from 1 to 6 years old, a period associated with early childhood education. Personality is determined by two main factors: internal and external. Internal factors consist of inherited traits passed down from parents, while external factors arise from interactions between the individual and their environment, including family, friends, school, and the surrounding community. Although personality development is difficult to predict, it is believed that because personality is dynamic, both parents and educators can influence and guide children's personality growth according to the desired direction in the future.

Students bring diverse personalities shaped by different backgrounds, and their traits may not always align with one another. The implementation of appropriate methods aims to create a conducive learning environment—with harmony in teaching and learning processes both within and outside the school context. Teachers in formal institutions such as schools or madrasahs naturally apply various methods according to the characteristics of their students. Schools consist of learners with diverse personalities; therefore, an instructional method must be well-designed and aligned with these backgrounds to ensure the school's goals are met effectively.

In the context of Islamic education, shaping students' personalities begins within the family, where parents serve as the primary and most influential educators. This process involves habituating children to read the Qur'an, perform prayers, and engage in other virtuous daily activities.

According to Carl Jung, human personality can be divided into two main types:

1. Extroverted personality, referring to individuals who enjoy spending time with others and interacting in social environments. Their adjustment to situations is influenced primarily by external and objective aspects.
2. Introverted personality, referring to individuals who are more reserved and immersed in their inner world. Their decisions and adjustments are influenced mostly by subjective aspects originating from their internal psychological processes.

Thus, it can be concluded that personalities among students in school settings vary significantly. Students must comply with school regulations, behave respectfully toward teachers, speak kindly, and uphold virtuous conduct. Students with strong character are those who are not easily influenced by others and hold firmly to positive principles that support their personal development.

b. Components of Personality

According to Rosmiaty Aziz, the following traits constitute essential components of a teacher's personality:

1. Zuhud, meaning not prioritizing material possessions and teaching solely for the sake of attaining Allah's pleasure.
2. Teachers must maintain physical cleanliness and avoid negative traits such as hypocrisy, major sins, conflict, envy, and hostility.
3. Teachers must uphold sincerity, honesty, reliability, and wholeheartedness in performing their duties. These qualities are essential for the teacher's success and the students' achievement.

4. Teachers must be forgiving, understanding, patient, and capable of controlling their anger.
5. Teachers must love their students as they love their own children.
6. Teachers must understand students' personal characteristics, including habits, temperaments, and cultural backgrounds, to avoid misguiding them.

These traits form the foundation of a teacher's character, as teachers serve not only as classroom instructors but also as role models whose character influences students' personality development.

c. Personality Through Role Modeling

Education through role modeling is one of the most effective approaches for shaping students' moral and social behavior. When students observe educators demonstrating honesty, trustworthiness, politeness, and good manners, it increases the likelihood that they will develop similar noble traits. Conversely, if students witness or exhibit disrespectful and irresponsible behaviors, they are more likely to develop undesirable traits.

Parents must be aware of their child's behavior and monitor their development closely. Role modeling is learned both at school and at home; therefore, teachers must consistently demonstrate good character, instill proper habits, and provide guidance with patience and compassion.

d. The Essence of Personality

The essence of personality formation lies in repeated behaviors. For example, if a student is repeatedly taught to dispose of waste in its proper place, this habit eventually becomes ingrained. Personality plays a critical role in directing students' growth and development, especially in cultivating righteous and consistent religious behavior.

Students are individuals who have not yet reached maturity and possess natural potentials (*fitrah*) that must be developed. They are considered raw material in the process of transformation and internalization, which contributes to determining the success of educational processes. Students, as unique individuals, undergo growth that is influenced by their environmental conditions. As members of society, they attempt to develop their potential through the educational pathways provided to them.

In Islamic educational philosophy, students are seen as individuals who possess foundational abilities that require cultivation. Thus, personality formation is defined as a process in which children—who are not yet mature—must be guided until they grow into responsible, spiritually grounded, and capable individuals.

According to Burghardt (as cited by Muhibbin Syah in Educational Psychology), habits are formed through the gradual reduction of response tendencies when repeatedly exposed to the same stimulus. In learning, this includes reducing unnecessary behaviors, which eventually leads to new, stable, and automatic behavioral patterns.

Personality development among students can be implemented through activities at school and at home, including:

1. Routine activities, such as flag ceremonies, morning exercises, group Duha prayer, cleaning the school environment, and maintaining personal hygiene.
2. Spontaneous activities, such as greeting teachers, disposing of waste properly, and responding to specific situations with appropriate behavior.
3. Role-modeling, such as dressing neatly, speaking politely, reading diligently, appreciating others' achievements, and arriving at school on time.

Efforts of Educators

a. Definition of Educators

According to Law No. 20 of 2003 on the National Education System, educators are professionals responsible for planning and conducting learning, assessing learning outcomes, and serving as members of society who contribute to educational administration. They are individuals who manage administrative, supervisory, and technical tasks essential to supporting education within institutions.

The head of an educational institution—such as a school principal, rector, or director—is entrusted with authority and responsibility to lead effectively. The development of educators within any educational organization must be conducted by institutional leaders to ensure quality and organizational growth.

Educators face increasingly complex challenges requiring resilience, patience, anticipation skills, and the ability to act quickly and precisely. Their role extends beyond technical matters and involves addressing complex social, administrative, and pedagogical issues.

Thus, educators are tasked with teaching and guiding students not only academically but also in their personality development, ensuring that students grow into mature individuals with values aligned to societal norms.

Educators also include:

1. School leaders (principals, directors, rectors), responsible for institutional governance.

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2. Vice principals, assisting in specific administrative and academic tasks, such as curriculum management.
3. Administrative staff, responsible for documentation, correspondence, student records, and financial management.
4. Laboratory personnel, responsible for laboratory equipment and materials.e. Security personnel, responsible for maintaining school safety.

b. Educators' Efforts

Educators play a significant role in guiding students toward religious and moral maturity consistent with Islamic teachings. They collaborate with parents to instill Pancasila values and religious practices in students. Educators remind students to perform the five daily prayers, attend Duha prayer, and participate in other religious activities so these habits become ingrained.

c. Forms of Educators' Efforts

Educators serve as leaders and architects of students' character development. Their role encompasses professionalism, social responsibility, and dedication. Educators must continually develop themselves in line with advances in science and technology.

Specific forms of educators' efforts include:

1. Transmitting cultural knowledge, skills, and experiences.
2. Shaping students' personalities harmoniously according to Pancasila values.
3. Acting as facilitators who guide students toward meaningful understanding and behavioral change.
4. Serving as mentors who lead students toward maturity.
5. Upholding discipline and modeling exemplary behavior.
6. Functioning as managers and administrators responsible for documenting attendance, grades, lesson plans, semester plans, and annual programs.
7. As a manager, educators are responsible for enforcing the rules and regulations that have been mutually agreed upon at school, as well as providing guidance or clear guidelines so that school regulations can be implemented as effectively as possible by all members of the school community.

8. As administrators, educators are responsible for carrying out school administrative tasks, such as filling in student attendance records and completing report card grade lists. Administratively, educators are also responsible for various other school-related documentation and administrative duties.

4) CONCLUSION

Based on the results of the discussion of the research conducted by the author regarding the efforts of educators in shaping the personality of students at MAN 1 Bima City, the following conclusions can be drawn:

- a. The efforts of educators in shaping the personality of students at MAN 1 Bima City are carried out through various activities, such as reading the Qur'an for 30 minutes every morning before lessons begin under the direct supervision of homeroom teachers, Yasin recitation every Friday, and extracurricular activities such as scouting, as well as sports activities including basketball and volleyball. Educators also require students to arrive at school punctually at 7:00 a.m. These activities contribute to shaping students' personalities by fostering greater discipline and helping them develop respect for time.
- b. Students' personalities at MAN 1 Bima City exhibit various characteristics, such as being shy, aggressive, submissive, lazy, ambitious, and others. In general, students at MAN 1 Bima City have diverse personalities because they come from different junior high schools or Islamic junior high schools (Madrasah Tsanawiyah), resulting in no two students having exactly the same personality traits.
- c. Supporting factors in shaping students' personalities at MAN 1 Bima City include the willingness and cooperation of all members of the school institution to work together in developing students' personalities. In contrast, inhibiting factors generally include the large number of students with diverse character traits, which makes supervision and guidance more challenging. In addition, many students violate school regulations, such as skipping classes during lesson hours and refusing to perform the congregational Dhuhr prayer at the time scheduled by the school.

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