



## Enhancing Teachers' Teaching Performance Through Social and Personality Competencies

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**Abstract:** This study aims to examine the standards for social and personality competencies, identify the most critical personality variables, determine the indicators of these variables influencing teacher performance, and explore teachers' perspectives on these issues. A cross-sectional survey involving 165 middle school teachers from various regions in Indonesia was conducted. The survey data were triangulated through interviews and focus group discussions (FGDs) for deeper insights. Data analysis was performed using Smart-PLS 3, with findings visualized through regression and composite models. The findings highlight key competency standards, including effective, empathetic, and polite communication with educators (impact value: 0.180) and a wise personality (impact value: 0.128). The most significant personality variable identified was a teacher's sense of true life calling, showing a negative relationship with teaching performance (-0.290). Indicators of personality variables that significantly influenced teaching performance included appropriate dress compatibility (impact value: 0.102), respected behavior (impact value: 0.122), decisive speech (impact value: 0.194), swift attire presentation (impact value: 0.251), and a fit appearance (impact value: 0.098). From the teachers' perspectives, critical aspects of social and personality competencies that enhance teaching performance were effective communication with students and parents, a wise personality, and a strong sense of true life calling. These traits enable teachers to navigate challenges and adversities effectively.

## INTRODUCTION

Education serves as a fundamental pillar for the development of high-quality human resources, acting as the foundation for societal advancement and individual growth. Teachers, as central figures in the educational process, play a crucial role in shaping students' knowledge, skills, and character. Their impact extends beyond delivering instruction; they inspire, mentor, and cultivate learners to achieve their fullest potential. This positions teachers as indispensable agents in nurturing an educated and competent

generation (Rusilowati & Wahyudi, 2020). Teachers must continuously enhance their capacity to be visionary, deeply knowledgeable in their respective fields, and equipped with the qualities of qualified and competent educators. A competent teacher plays a pivotal role in empowering students to make responsible decisions while fostering the development of essential 21st-century skills, such as critical and creative thinking, effective communication and collaboration, and an awareness of global and cross-cultural issues. To achieve this, effective teachers

must not only possess strong personal traits but also demonstrate proficiency in "didactic and pedagogical skills." This includes the ability to design and implement meaningful learning experiences that cater to diverse student needs. Moreover, the mastery of specific types of pedagogical knowledge—such as understanding learning theories, curriculum design, and assessment strategies—is crucial in equipping students for the complexities of the modern world. These attributes collectively define the effectiveness of teachers in their professional roles and their ability to contribute significantly to student success (Liakopoulou, 2011). This is also a crucial factor in enhancing the overall quality of education (Hendriksen et al., 2024; Magnusson & Bäckman, 2023). However, currently, the quality of education in Indonesia is still relatively low, according to a survey by UNDP, UNESCO, and GTCI (Rusilowati & Wahyudi, 2020), so it is necessary to improve teacher performance through teacher qualification and competency training (Evens et al., 2018).

As outlined in Law Number 14 of 2005 on Teachers and Lecturers, Article 10, paragraph (1), teacher competence encompasses four key areas: pedagogic competence, personality competence, social competence, and professional competence (Directorate General of Teachers and Education Personnel, 2008) concerning Standards of Academic Qualification and Teacher Competence). Personal, social and learning to learn key competence become a pivotal role in increasing teacher's professional learning and practice development as an innovative models (Caena & Vuorikari, 2021). However, in this study, researchers explore the analysis of teacher's social and personality competencies. According to Sofyatiningrum (2018), social and personality competencies greatly affect student learning achievement. Therefore, the better the two competencies reflected

on the teachers, the student's learning output will increase. Sofyatiningrum (2018) also describes that personal competence is a personality ability that is loyal, courageous, noble, wise, authoritative, and wise (Rusilowati & Wahyudi, 2020) and be a role model for students. At the same time, social competence is the ability of teachers to communicate and interact in verbal and written form (Sofyatiningrum, 2018) and behave effectively, efficiently, and courteously with students, fellow teachers, parents/guardians of students, and the surrounding community (Directorate General of Teachers and Education Personnel, 2008). These two competencies are spearheads of interaction that are very influential in the learning process. For example, students' enthusiasm for the learning material provided will increase when the teacher has a good, authoritative, and fun personality (Rurung et al., 2019).

The late COVID-19 pandemic significantly restricted gathering activities as a measure to prevent the spread of the virus in society. This had profound implications across various sectors, with the education sector being one of the most affected. In response, the Ministry of Education and Culture in Indonesia introduced a new policy mandating learning from home, or online learning, across all levels of education (Nuraini et al., 2021). This policy aimed to ensure the continuity of education while prioritizing the health and safety of students, teachers, and the broader community. However, the sudden shift to online learning posed numerous challenges, including access to technology, internet connectivity, and the readiness of both educators and students to adapt to digital platforms. These factors underscore the need for robust strategies to improve the effectiveness and inclusivity of remote learning in Indonesia. In fact, changes to the online learning system still need a lot of improvement because both teachers and

students experience difficulties in teaching and learning activities, such as students feeling bored, two-way interaction difficulties, and parent-teacher-student relationships that are not yet integral. Research also revealed that online teaching was ineffective (Rahayu & Wirza, 2020). Learning is not optimal if students do not practice independently, and sometimes learning is only limited to theory and not direct practice (Darling-Hammond et al., 2020; Lodge et al., 2018; Loeng, 2020). This will greatly affect the improvement of social and personality competencies. Teachers cannot freely interact with their students, as well as showing their identity and character. As quoted from (National Institute of Education [NIE], 2010), the teacher must be imbued with the "personal character" as a teacher. This is included in the professional identity of a teacher. In developing professional teachers, internal and external teaching aspects are needed, including teacher performance, student characteristics, learning outputs, and experiences gained by students (Chen et al., 2022; Falcon et al., 2023; Postholm, 2018). However, this is difficult to fulfill in online learning.

Previous research findings on social and personality competencies highlight key attributes such as being firm, independent, disciplined, and wise. These traits are considered essential in shaping an educator's ability to interact effectively with students, colleagues, and the broader community (Rusilowati & Wahyudi, 2020) were the important determinant of success in achieving educational goals (Rurung et al., 2019). In addition, the teachers' social competence is also very influential on students' academic achievement. (Sofyatiningrum, 2018) stated that beside the assignments and student's hard work, the teacher's attention to students also affects the success of students' achievement in the National Examination, in which the values are 10% in Indonesian language,

10.8% in Physics, and 7.7% in Chemistry. Sofyatiningrum also stated that taking part in scientific forums included being skilled in the use of information technology (IT), including an important factor in the teachers' social competence, especially when the class is conducted via online. On the other hand, (Nuraini et al., 2021) stated that online learning has a negative impact on the social competence and personality of teachers. This is because the teacher must give more effort to controlling emotions, attitudes, and behavior according to norms and religion so as not to violate the teacher's code of ethics in a limited space or online. As stated in (Moreno-Olivos, 2019), teacher's competences include a wide range of knowledge, abilities, attitudes and values necessary for performing the arduous task of educating others.

At the same time, the teacher tries to pay more attention to the development and attitudes of students without trying to make them excited to keep learning (Chung et al., 2020). In addition, the lack of direct interaction with students makes teachers have to deal with students' moral problems, which greatly affect the teacher's emotions (Nuraini et al., 2021). This is why teacher's social competence has a big role dealing with social and emotional challenges during the COVID-19 pandemic (Aldrup et al., 2020). Based on the description above, the researcher concludes three important points, namely social and personality competencies which are very important for achieving learning objectives, the importance of mastering IT, and online learning problems. Therefore, this study analyzed in more detail the variables and indicators of social and personality competencies that affect teacher's performance in the implementation of online learning during the Covid-19 pandemic. According to the students, teacher's personality and teaching competence are significantly related and reflected good teaching (Macovei et al., 2023; Siri et al., 2020).

The current study aims to fill the gap in the literature regarding the variables and indicators of social and personality competencies that affect the teacher's performance. To be more specific, the current study explores the social and personality variables and indicators that most support the implementation of online learning during the current Covid-19 pandemic. Measurements on personality competence (Sofyatinigrum, 2018), the contribution of social social and personality competencies to the student's achievement (Wardoyo, 2015), and the contribution of personality traits to ICC (Wardoyo, 2015) have been conducted. However, very limited research data has been verified, focusing on the elements of social and personality competence, variables, and the indicators of personality which impact teacher performance in online teaching during the Covid-19 pandemic. This study aims to find the elements of social and personality competencies that best support teacher performance and the specific personality variables that are most important in the implementation of online learning. Given that online learning restricts teachers from expressing themselves (Nuraini et al., 2021). Therefore, this research provides significant benefits because online or mixed learning systems will continue to be applied during and even after the post-Covid-19 pandemic.

## METHOD

The research design employed to examine the relationship between observation variables and latent variables combined quantitative and qualitative approaches. The quantitative approach was used to identify which variables had a significant impact on the sub-variables and indicators, while the qualitative approach was applied to interpret quantitative data and provide deeper insights through field observations (Creswell, 2012). The subjects of this

study were teachers at junior high school and high school (or equivalent) levels who had teaching experience and were actively involved in online learning during the COVID-19 pandemic. Respondents consisted of middle and high school teachers randomly selected from various regions across Indonesia, both on Java and outside Java, with a total of 165 participants. Quantitative data were collected using a closed-ended questionnaire, whereas qualitative data were obtained through open-ended interviews. To further enrich the findings, focus group discussions (FGDs) were also conducted (O. Nyumba et al., 2018; Scheelbeek et al., 2020).

Data from the questionnaire were used to identify indicators of social and personality competencies that influence teacher performance in implementing learning, particularly focusing on personality-related variables. The study aimed to determine which social and personality competencies most significantly supported teacher performance in implementing online learning during the COVID-19 pandemic.

Open-ended interview data were utilized to complement the primary data by providing descriptive insights, including responses, reasons, and suggestions or recommendations related to the issues under investigation. The questionnaire consisted of 162 items designed to examine the influence of the independent variables, namely social competence (X1) and personality competence (X2), on the dependent variable, teacher performance in implementing learning (Y), specifically within the personality domain. The items were derived from the teacher professional performance assessment instrument (Director of Professional Education and Development of Teachers and Education Personnel, 2021). Respondents were asked to indicate the extent of their agreement with each statement using a 3-point Likert scale:

"Agree = 3," "Fair = 2," and "Disagree = 1."

The interview instrument consists of 14 (fourteen) questions containing, among other things, social and personality competencies that have the most influence on personality variables, indicators of the most dominant variables affecting teacher performance in the implementation of learning, reasons, and responses to variables and indicators of findings, and alternatives. Solutions in the form of recommendations for increasing social competence and teacher personality competence.

The FGD, which contains of 4 (four) main problems, is directed to formulate findings and enrich data to solve research problems. Questionnaires were distributed in the form of google forms and distributed through various available social media, while interviews and GFD were carried out via zoom-meeting to 24 respondents who voluntarily agreed to become respondents and lasted for 1.5 hours (one and a half hours). The data collection period was carried out for two weeks, from July 26, 2021, to August 7, 2021; interviews and FGDs were held on August 8, 2021.

The data analysis technique employed in this study was regression analysis. In the first step, variables, criteria, and indicators were included in the regression model, followed by the construction of independent variables assessed simultaneously to determine the significance of their effect on the dependent variable, "Y," which represents the overall learning implementation. The regression results also presented significant correlations and variables without correlation within the learning implementation model. The data analysis results were visualized using SmartPLS-3 software, which was utilized to evaluate the regression model and the composite model (Henseler et al., 2016). Meanwhile, qualitative data were carefully and systematically described using a focused

approach, supported by extensive literature to interpret the responses, opinions, and experiences of respondents concerning the issues under study.

## RESULT AND DISCUSSION

### Smart PLS Analysis on Personality Competence on Learning Implementation

To find out the pattern of the relationship between Variable 1 "Charming Personality," Variable 2 "Responsible Personality," Variable 3 "Decisive Personality," Variable 4 "Personality Full of Calls of Soul," Variable 5 "Watchful," Variable 6 "Social Competence," and variable 7 "Competence Personality" with Y (teacher performance in the implementation of learning on the personality element), this analysis examines the level of significance between variables and indicators in each variable. All variables and indicators used were adapted from extensive literature and adapted to suit the objectives and context of the learning implementation.

Scholars have categorized teacher performance in the implementation of learning based on several interrelated aspects, particularly in relation to culturally responsive teaching, which contributes to the development of a transformative teaching model (Opfer & Pedder, 2011) and the adaptation of new methods in learning (Chou et al., 2018). To enhance teachers' personalities in teaching, it is essential for them to possess competencies in several fundamental aspects (Göncz, 2017; Karlen et al., 2023). These competencies act as key drivers of teacher performance. This study identifies social competence as one of the primary factors influencing teacher performance in the implementation of learning, particularly within the personality domain. Social competence in this study is defined by several dimensions, including a charming personality, an authoritative personality,

an assertive personality, a personality driven by a sense of vocation, and a vigilant personality.

### **Charming Personality**

A charming personality, as a trait and commitment for teachers in performing their duties, is categorized as one of the observed variables in this study. The findings are as follows: the teacher displays a cheerful demeanor (0.171), pays attention to students (0.220), demonstrates dress compatibility (0.102), and inspires and motivates students (0.507). Among these variables, the most significant finding is the teacher's ability to inspire and motivate students, with the highest significance value of 0.507, while the least significant is dress compatibility, with a value of 0.102.

### **Authoritative Personality**

The teacher's personality significantly influences their performance in carrying out teaching activities. This study examined the authoritative personality variable, which consists of the following indicators: the teacher uses polite and articulate language, exhibits respected behavior, maintains a calm appearance, and acts fairly and objectively. Each of these indicators demonstrates a different level of significance, indicating that not all have an equal impact on the teacher's personality in teaching. The results are as follows: the teacher uses polite and articulate language (0.255), exhibits respected behavior (0.122), maintains a calm appearance (0.260), and acts fairly and objectively (0.355). Among these, the indicator with the highest significance is acting fairly and objectively (0.355), whereas respected behavior has the lowest significance (0.122).

### **Firm Personality**

Teachers are a critical element in teaching and learning activities, making it essential for them to continuously

improve educational practices (Ayanwale et al., 2022; Darling-Hammond et al., 2024). Teachers' personalities play a significant role in fostering dynamic interactions with students (Blais & Hopwood, 2016). To support these interactions, teachers must exhibit a firm attitude and confidence. Such dynamic interactions are also influenced by the personal style of each teacher. This study analyzed the teacher's assertive personality by dividing it into observed variables, including providing feedback to students, displaying self-confidence, and speaking firmly. The results of the SmartPLS significance test indicate varying significance levels for these indicators. Quantitative data for the assertive personality variable reveal the following values: providing feedback to students (0.376), displaying self-confidence (0.430), and speaking firmly (0.194). Among these, the indicator with the highest significance is displaying self-confidence (0.430), while speaking firmly has the lowest significance value (0.194).

### **Soul Summoning Personality**

A personality full of commitment, which encompasses emotional involvement in teaching tasks, is identified in this study as the fourth variable contributing to teacher performance in the implementation of learning within the personality aspect. The observed variables for this dimension of personality are divided into three indicators: a sprightly-looking teacher, a teacher who displays an enthusiastic expression, and a teacher who sincerely provides assistance to students. The significance values for these indicators are as follows: the teacher who looks sprightly (0.251), the teacher who displays an enthusiastic expression (0.314), and the teacher who sincerely provides assistance to students (0.436). Among these, the most significant indicator is the teacher's sincere assistance to students (0.436), followed by

displaying an enthusiastic expression (0.314), and finally, appearing sprightly (0.251). This study highlights the importance of emotional teaching as a factor that enhances teacher performance through social competence. Emotional teaching also reflects the teacher's ability to serve as a supportive figure and playmate for students, which is considered a vital skill in fostering effective learning (Strohmeier et al., 2021).

### **Watchful Competence**

Teacher professionalism can also be assessed through subject-specific elements as a measure of achieving the objectives of teaching (Avalos, 2011). Additionally, teaching models that foster active interaction, as a form of culturally responsive teaching, can also serve as a means of evaluating teacher performance (Chou et al., 2018). In this study, the "watchful" personality variable reflects the teacher's interaction with the environment and students through responsive actions, which is a key aspect of culturally responsive teaching. The researcher identified four key components of the watchful variable: the teacher who looks fit, the friendly-looking teacher, the teacher who enjoys helping students, and the teacher who empathizes with students. The results of the Smart-PLS analysis revealed the following significance values for these observed variables: the teacher who looks fit (0.098), the friendly-looking teacher (0.430), the teacher who helps students (0.165), and the teacher who empathizes with students (0.308). Among these, the most significant indicator is the teacher who looks fit (0.098), which is considered a key element of watchful competence.

### **Smart PLS Analysis on Social Competence on Learning Implementation**

Social competence, which reflects the teacher's ability to communicate and

interact effectively with students, educational staff, parents/guardians, and the surrounding community, is considered a latent variable in this study. A latent variable is not directly observed but inferred from other directly measured observed variables. Social competence in this study is assessed based on four sub-competencies: an inclusive and non-discriminatory attitude towards students, effective, empathetic, and polite communication with fellow educators, good adaptability in the workplace, and effective oral and written communication. The analysis revealed that certain variables influence teacher competence in the personality aspect of teaching. The observed variable with the most significant impact is effective, empathetic, and polite communication with fellow educators (0.180), followed by other variables that also influence teacher competence, though to a lesser degree: inclusive and non-discriminatory attitudes towards students (0.269), good adaptability in the workplace (0.298), and effective oral and written communication (0.253).

### **Personality Competence**

Personal competence refers to an individual's ability to demonstrate a steady, stable, mature, wise, and authoritative personality, acting as a role model for students, and possessing noble character. This competency showed the lowest value based on the SmartPLS significance test. Among the observed variables, the sub-competency with the most significant value is the wise personality (0.128). A wise personality is a crucial determinant of teacher performance in the implementation of learning. In addition, several other sub-variables also influence the teacher's personal competence, although their significance values are relatively low. These include a steady and stable personality (0.165), a mature and independent personality (0.154), an

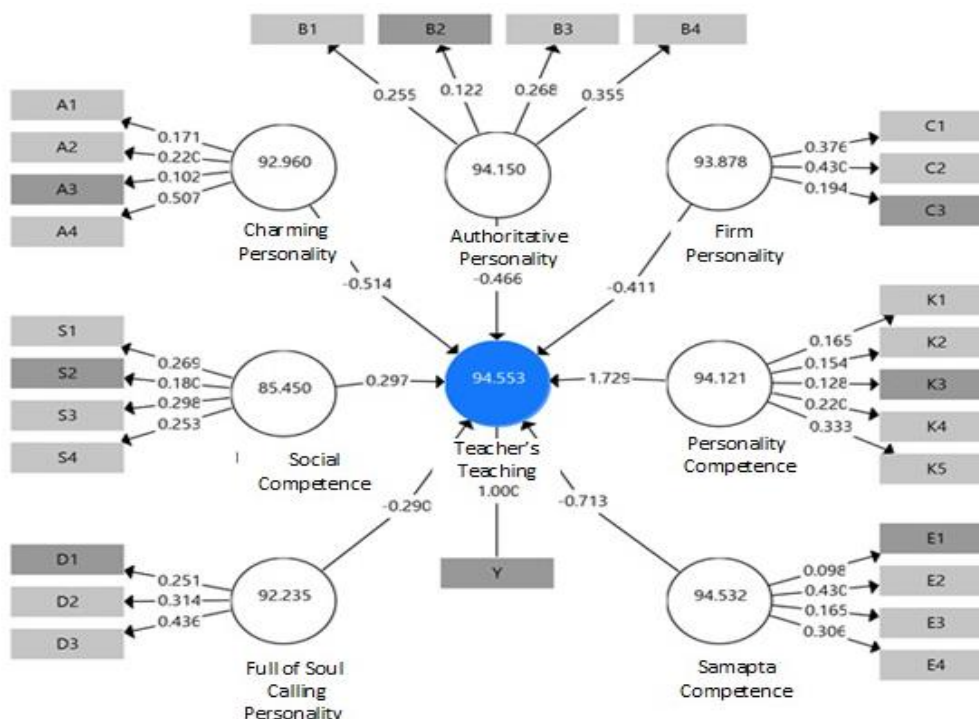
authoritative and respected personality (0.220), and a noble character that serves as a role model (0.333).

Based on the results of the description above, the teacher's performance and competence in terms of social personality answered that observe variables with high and important significance values were divided into several based on each indicator. On the charming personality, the significance value was 0.102 "the teacher displayed the compatibility of clothes ." "Authoritative personality 0.112 on the observed variable "respected behaving teacher ." "Firm personality 0.194 "teacher speaks firmly ." "Personality competence 0.128 "authoritative and respected personality ." "Watchful 0.098 "teacher with a fit appearance ." personality full of vocation 0.251 "personality of a teacher who looks sprightly ." and social competence 0.180 "communicate effectively, empathically, and politely with fellow educators ." See picture (1) the results of the analysis of factors that affect

the implementation of learning by teachers.

The constructs used to measure the variables of learning implementation include charming personality, authoritative personality, assertive personality, social competence, personality competence, personality driven by a sense of calling, and watchfulness. These constructs were analyzed using Smart-PLS 3, which was utilized to visualize and assess the results of regression models and composite models.

In this analysis, variables or criteria and indicators are included as the first step of the regression, followed by the construction of independent variables that are assessed simultaneously to ensure their significant value is seen in the context of the overall learning implementation model. In addition, significant correlations and uncorrelated variables are also presented in the regression results of the learning implementation model, Figure 1.



**Figure 1.** The Results of Model Factors Affecting the Teaching Performance.

Note: By testing the statistical significance value of all variables (regression model and model composite), the value of the variable and the value of the variable factor reflect the independent variable and the dependent variable. By analyzing the significance of the Y value for each path coefficient is visualized.



The preference for variable Y (latent) in the implementation of learning that has been analyzed shows the significant effect of the variable "A true life calling personality ."The two variables are "Assertive Personality," Then the variable "Authorized Personality," and the variable "Charming Personality ."The results show a positive and significant effect of this indicator and its relationship to the teacher's performance variable in the implementation of learning which is shown in Figure 1, where significant indicators are marked in gray and bold colors while those that are not significant are light gray.

### **Personality Performance Contributes the Teacher's Performance**

Variable significant 1 - Full of Soul Calling Personality: This indicator has the highest significant value is -0.290. Conformity was also conveyed by (Falk & Miller, 2014) (Zhang et al., 2016), suggesting any value below 0.5 is acceptable and significant, with a significance level of  $<0.05$ . When viewed from 3 indicators with significant values as an influential factor, it is found that D1 is the lowest with a value of 0.251, D2 with a value of 0.314, and D3 is 0.436. Therefore, the results show that the model built is very important in explaining the implementation of learning. Including as it can be seen that this variable has the most significant value if it is analyzed as a factor that has an influence on a personality full of calling, starting from D1, namely "the behavior of a teacher who looks alert," reflecting the importance of a personality full of callings in the implementation of learning. Other indicators of this variable, such as in D2, "the behavior of teachers who display enthusiastic expressions," and D3, "the behavior of teachers who sincerely provide assistance to students," are also very related when viewed from the order of significance values and analyzed that

they still have a relationship with the factors affecting affect the implementation of learning.

Significant Variable 2 - Assertive Personality: This variable is analyzed based on three indicators that significantly influence teacher performance. The overall variable value is -0.411. The first significant indicator, C3 ("the behavior of the teacher who speaks firmly"), has a value of 0.194, followed by C1 ("the behavior of the teacher who gives the right response to students") with a value of 0.376, and C2 ("confident teacher behavior") with a value of 0.430. Although these values are considered significant, some authors, such as Koroso et al. (2019), suggest that values lower than 0.05 or around 0.5 can be deemed acceptable, depending on the context and model size.

Similarly, Significant Variable 3: "Authoritative Personality" also shows a highly significant value of -0.446. The relationship with the implementation of learning is significantly influenced by indicator B2, "the teacher speaks polite and articulate words," which has a value of 0.122. This suggests that an authoritative personality in the implementation of learning is closely related to the teacher's ability to speak politely and articulately. However, despite the relatively high value, this can still be deemed acceptable depending on the measurement method (Henseler et al., 2016). In Significant Variable 4: "Charming Personality", four indicators with significant values were examined. Among these, A3, "the compatibility of teachers in dress," was the most influential with a value of 0.507, followed by A1, "a cheerful teacher's face when teaching" (0.171), A2, "how the teacher pays attention to students" (0.220), and A4 (0.102). Researchers suggest that any value below 0.5 can still be considered acceptable and significant, with a significance level of  $<0.05$  (Falk & Miller, 2014; Zhang et al., 2016). These

results highlight the importance of the teacher's appearance, particularly in terms of dress compatibility, in the implementation of learning. Other indicators, such as the teacher's cheerful demeanor and attentiveness to students, also show relevance when analyzed in relation to charming personality traits in teaching practice.

Similarly, Significant Variable 5: "Watchful" shows a significance value of -0.713, where the regression coefficient for the significant indicator E1, "the behavior of teachers who look fit," is 0.098. This indicates that in the implementation of learning, it is not enough for teachers to only deliver theoretical content. There is also a need to balance physical and mental well-being, which can be achieved through the ability to maintain physical agility, discipline, and a strong sense of responsibility for the tasks at hand. In this context, watchful activities are influenced by the teacher's physical appearance and fitness. However, as with other variables, even a high value may still be considered acceptable depending on the measurement method (Henseler et al., 2016).

In addition, the significant variable 6 "Social Competence" was 0.297; this variable was influenced by the most

significant indicator, S2, "Communicating effectively, empathically, and politely with fellow educators," with a value of 0.180, the significant values of several other indicators are S4, S1, and S3. These factors are considered very important and affect the social competence variable. For example, namely, the ability of teachers to manage relationships with students who require various skills, abilities, and capacities in solving problems that occur during the learning process. Likewise, variable 7, "Personality Competence," with a significant value of 1.729. However, even though the value is high, it may be acceptable depending on the measurement method (Henseler et al., 2016); this is the lowest influential variable when compared to all variables, which is more significant. In addition, variable 7 This is indicated by the significant values of the following indicators, K3 "wise personality" is 0.128, followed by other indicators such as K2, K1, K4, and K5.

The PLS algorithm (PLS) is used to ensure consistency with the results of the learning implementation model, which shows a significant effect of the coefficient value on each variable. The overall significant results are presented in Table 1.

**Table 1.** Significant Result of Coefficient Value

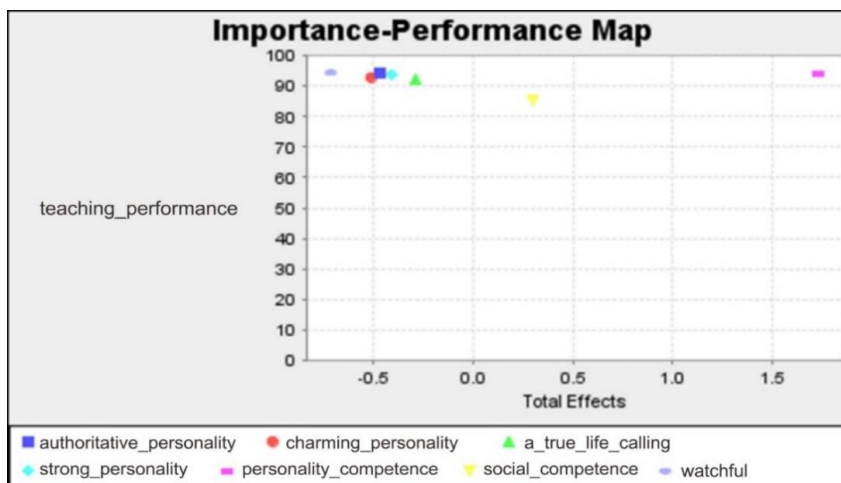
	AP	CP	AcP	SP	PC	SC	Teaching Performance	W
Authoritative Personality (AP)							-0.466	
Charming Personality (CP)							-0.514	
A-true life calling Personality (AcP)							-0.290	
Strong Personality (SP)							-0.411	
Personality Competence (PC)							1.729	
Social Competence (SC)							0.297	
Watchful (W)							-0.713	

Table 1 presents seven variables as significant indicators: Variable 1 "A True Life is Called Personality," Variable 2 "Strong Personality," Variable 3 "Charming Personality," Variable 4 "Authoritative Personality," Variable 5 "Watchful," Variable 6 "Social Competence," and Variable 7 "Personality

Competence." The analysis indicates that all these variables influence the learning implementation process, with results that are quite consistent through Importance-Performance Map Analysis (IPMA), as shown in Figures 2 and 3. Figure 2 presents an importance-performance distribution plot that relates teacher

performance in the implementation of learning. The map has plotted teacher performance, with indicators that achieve a value of 100 being considered indicative of good performance. As illustrated in Figure 2, all variables are highly relevant, as they collectively reach the value of

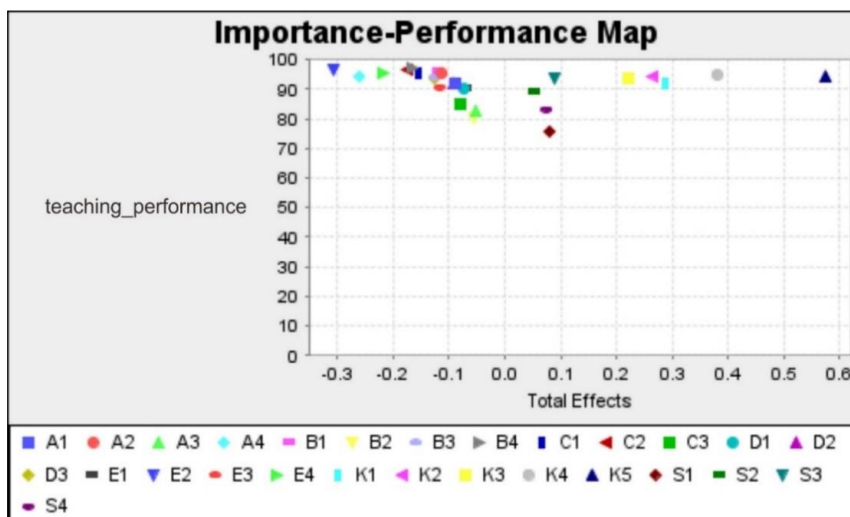
100. By statistically testing the significance values of all variables using the Importance-Performance Map Analysis, the figure below illustrates the relationship between teacher performance and the implementation of learning variables and indicators.



**Figure 2.** The Plot of Distribution Between Teacher Performance in the Implementation of Learning with Variables and Indicators.

While in Figure (3), based on the estimated variables and adjusted coefficients, the results show a significant effect of variables 1 to 7 on the implementation of learning, which tends to be driven by the observed sub-variables or indicators. In addition, this also shows the relationship and substantial factors between the influential variables and the

influential and significant factors and indicators in terms of the implementation of learning. By testing the significance value of all indicators statistically, below is the distribution of learning implementation variables and indicators by using Importance-Performance Map Analysis.



**Figure 3.** The Plot of Distribution Between the Teaching Performance with Competencies Variables and Indicators.

Interview data obtained from 24 respondents were used to complement the quantitative data collected through the questionnaire. The results of the SmartPLS-3 analysis revealed that the social competence most significantly influencing teacher performance in the implementation of learning is the ability to communicate effectively, empathically, and politely with fellow educators, education staff, parents, and the community (S2). All respondents agreed with this finding, emphasizing that during the current pandemic and the widespread implementation of online learning, teachers need to connect with the hearts and minds of both students and parents. Field observations revealed that students often lacked enthusiasm for participating in online learning due to its monotonous nature and frequent technical issues. This highlights the need for communication that can provide motivation and empathy, encouraging students to engage actively in their lessons. Similarly, for parents, teachers must establish effective communication and collaborate closely with them to jointly motivate students to learn effectively, even in an online setting. Therefore, the social competence of communicating effectively, empathically, and politely with all stakeholders in the education process emerges as a highly dominant factor in influencing teacher performance in the implementation of learning.

Interview data related to personality competencies that significantly influence teacher performance in the implementation of learning revealed that a "wise personality," characterized by actions benefiting students, schools, and communities, as well as openness in thinking and acting, holds the most substantial impact. All respondents agreed with this finding, with some highlighting this element as the most

crucial compared to other personality traits. In the context of online learning, such a personality is deemed essential as it enables teachers to prioritize the interests of students and contribute significantly to schools and society, particularly families (Rahayu & Wirza, 2020). Online learning requires serious attention and adequate facilities, including access to gadgets, stable internet connectivity, and IT-based teaching skills. Consequently, an open mindset and adaptive actions—key attributes of a wise personality—are critical in determining the success of teacher performance during the implementation of learning. For example, teachers need to select online learning models that align with students' conditions, choose suitable platforms, understand the socioeconomic situations of students' families, and develop alternative solutions to address challenges that may arise during the pandemic.

Of the 4 (four) charming personality indicators, it was found in the quantitative data that the dress compatibility indicator was the most influential on the teacher's performance in the implementation of learning. Respondents expressed that they do not agree with this finding, but they think that the 4th (fourth) indicator of the most important personality variable is that the teacher inspires and motivates students. Why should the appearance of the teacher in dressing be prioritized if, in the implementation of learning, he is not able to inspire and motivate the students? Meanwhile, in learning during this pandemic, motivating students must continue to be carried out so that learning goes according to its objectives, even though there are many obstacles. In fact, although the appearance of the dress is considered necessary because it indirectly also shows that the teacher is a good example personally, it is not too

significant for the implementation of learning, especially in online teaching.

Among the indicators of authoritative teacher personality, respected behavior emerged as the most dominant factor influencing the implementation of learning compared to other indicators, such as polite and articulate speech, calm appearance, and fair and objective behavior. However, this finding elicited mixed responses from the respondents. Some agreed, reasoning that a teacher with a respected personality serves as a role model for students, fostering closer relationships and obedience. Conversely, those who disagreed argued that the indicator of fair and objective behavior is more critical as it directly impacts students, while respected behavior leans more toward a personal assessment of the teacher's personality. This finding aligns with research by Wardoyo (2015), which highlights that personality competence significantly affects teacher performance. Key characteristics of this competence include viewing the teaching profession as a true life calling (genuineness), seeking positive rewards in teaching that encourage students to engage in self-reward, and demonstrating sympathetic and empathetic attitudes. Furthermore, the perception of a teacher's personality by students is closely associated with their evaluation of teaching quality (Herbert et al., 2022; Kim et al., 2019).

The novelty of this study lies in the finding that, among the five personality variables influencing teachers' performance in carrying out learning, the fourth variable, *full of vocation*, emerged as the most significant in reflecting both the social competence and personality of teachers. This finding highlights that being a teacher is fundamentally a calling of the soul, serving as the foundation for the development of other personality traits. Teachers who possess this quality are resilient in facing various conditions and

challenges; they remain committed and undeterred by difficulties in fulfilling their professional duties. Furthermore, *full of vocation* implies that teachers pursue their profession not merely for financial gain but as a genuine calling. During interviews and focus group discussions (FGDs), all respondents affirmed this finding, emphasizing that all elements of social competence could be effectively implemented during online learning amidst the COVID-19 pandemic. Effective communication and collaboration with all educational stakeholders were deemed essential to achieving learning objectives, even under challenging circumstances. In contrast, within the domain of personality competence, respondents identified the third variable, *wise personality*, as the most applicable during online teaching. This includes demonstrating openness in thinking and acting. Unlike pre-pandemic conditions, online learning involves not only students but also teachers, parents, and the wider community. The synergy among all educational stakeholders is critical in formulating effective strategies to achieve learning goals. Relying solely on teachers is insufficient, as numerous challenges and problems must be collectively addressed through alternative solutions. Therefore, openness in thinking and acting (*K-3 indicator*) significantly influences teacher performance in the context of online learning.

Suggestions and recommendations given by respondents in relation to increasing teacher personality variables in the implementation of online learning during the Covid-19 pandemic, among others, are that all teachers at all levels of education must strive to be technology literate, understand the various online learning platforms available, seek the implementation of learning using zoom because the platform has the least obstacles in its use, and the main thing is to propose to

the school to provide financial assistance for teachers and students for internet quotas by working with outside parties. Otherwise, ICT skill and sorts of infrastructure are important consideration in developing teacher's professionalism (Widodo & Riandi, 2013). Learning is arranged in a blended manner, which is 50% offline and 50% online, and in this case, the teacher does not only provide suggestions but also plays a role in providing alternative solutions actively, synergizing with school principals to solve problems that arise during learning during the pandemic. The recommendations of the respondents in relation to improving the social competence and personality of teachers in the performance of learning implementation on the personality aspect are to always show an open attitude in acting and establish good communication with external parties such as the condition of students, parents or family and economic conditions so that they can understand if there are obstacles on the part of students related to limitations in participating in online learning. In addition, these 2 (two) competencies can also be implemented during the pandemic by continuing to educate parents and the public about the importance of supporting and motivating students to learn well and be guided. Good and harmonious cooperation between the internal and external elements of the school is very successful in learning.

## CONCLUSION

This study examined the standards for social and personality competencies, identified key personality variables, and explored their indicators and influence on teacher performance in online teaching. Using data from 165 middle school teachers across Indonesia, analyzed through Smart-PLS 3, the findings highlight that effective, empathetic, and polite communication with educators and stakeholders (impact

value: 0.180) and a wise personality (impact value: 0.128) are critical social competencies. The most significant personality variable identified was a teacher's sense of true life calling, which showed a negative relationship with teaching performance (-0.290).

Key indicators influencing teaching performance include appropriate dress compatibility (impact value: 0.102), respected behavior (impact value: 0.122), decisive speech (impact value: 0.194), swift attire presentation (impact value: 0.251), and a fit appearance (impact value: 0.098). From the teachers' perspectives, critical aspects of social and personality competencies that enhance teaching performance are effective communication with students and parents, wisdom in action, and a genuine sense of purpose. These traits enable teachers to navigate challenges effectively, especially in the context of online teaching.

While limited in its focus on social and personality competencies, this study provides valuable insights into the factors influencing teacher performance and offers a foundation for future research. Further studies could investigate pedagogical and professional competencies and explore correlations between competency variables to provide a comprehensive framework for enhancing teacher performance in various teaching modalities.

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