Analysis of Teachers' Personality Competence in the Manuscript "Sedikit Tentang Pendidikan" by Haji Ismail Arsyad

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Abstract

This study aims to analyze the teacher personality competencies outlined in the manuscript *Sedikit Tentang Pendidikan* by Haji Ismail Arsyad. The continuing prevalence of moral decay in educational settings serves as the rationale for investigating the teacher personality competencies presented in this manuscript, as they offer significant relevance for application in educational contexts.The research employs a descriptive-analytical method with a qualitative approach, utilizing content analysis for data collection. The primary data source was the manuscript transcribed by Dr. Erwin Mahrus, S.Ag., complemented by secondary sources such as related books and journals. The findings reveal that the manuscript *Sedikit Tentang Pendidikan* emphasizes several key personality traits that teachers should possess, including a strong character, authority, noble morals, and the ability to serve as role models for students. This study is expected to contribute to the development of teacher personality competencies in the field of education and offer valuable insights for academics, educators, and society at large.

Keywords: Teacher, Personality, Competence, Arsyad

Tujuan dari penelitian ini untuk menganalisis kompetensi kepribadian guru yang ada di dalam manuskrip karya Haji Ismail Arsyad yang berjudul "Sedikit Tentang Pendidikan." Masih menjamurnya dekadensi moral di bangku pendidikan menjadi alasan kenapa kompetensi kepribadian guru dalam manuskrip ini perlu dikaji. Sebab di dalam manuskrip ini terkandung kompetensi kepribadian guru yang sangat relevan diterapkan di bangku pendidikan. Metode yang digunakan dalam penelitian ini ialah metode deskriptif analitik dengan pendekatan kualitatif serta pengumpulan data menggunakan teknik content analysis. Sumber primer dalam penelitian ini ialah manuskrip karya Haji

Ismail Arsyad yang telah dialih aksarakan oleh Dr. Erwin Mahrus, S.Ag. Sementara sumber sekunder yang peneliti gunakan yaitu buku dan jurnal-jurnal yang berkaitan. Hasil penelitian ini menunjukkan bahwa di dalam manuskrip "Sedikit Tentang Pendidikan" ada beberapa kepribadian khas yang harus dimiliki oleh guru, di antaranya: memiliki kepribadian yang kuat, berwibawa, dan berakhlak mulia, serta menjadi panutan bagi siswa. Penelitian ini diharapkan dapat memberikan kontribusi dalam pengembangan kompetensi kepribadian guru di bidang Pendidikan, serta dapat memberikan sumbangsih terhadap para akademisi, guru dan masyarakat pada umumnya.
Kata Kunci: *Guru, Kepribadian, Kompetensi, Arsyad*

INTRODUCTION

Moral degradation has become increasingly pervasive, as illustrated by cases such as junior high school student brawls resulting in fatalities (Astyawan, P. R. 2024). Similarly, Mashabi, S & Kasih, A. P. (2024) reported 36 instances of violence in schools between July and September 2024. According to Retno Listyarti, Chair of the Expert Council of FSGI, 15 cases of school violence were recorded in July 2024, with the number rising to 21 cases in September 2024, bringing the total to 36 incidents.

These instances of moral decline are undoubtedly influenced by various factors, including teaching systems. In today's era, where technology-based learning takes precedence, educators face significant challenges in instilling strong moral character in students. Among the many aspects requiring improvement, this study narrows its focus to the most fundamental and urgent issue: moral values. Instilling these values largely depends on teachers serving as role models. Therefore, it is imperative for teachers to possess exemplary personality competence.

Law No. 14 of 2005 on Teachers and Lecturers defines competence as a combination of knowledge, skills, and behavior that teachers or lecturers must possess, internalize, and master to perform their professional duties. This law mandates that teachers have four core competencies: pedagogical competence, personality competence, social competence, and professional competence (Lisnawati et al., 2024).

In line with this, the National Education Standards Article 28, Paragraph 3, Point B states that personality competence entails a stable, mature, wise, authoritative personality that serves as a role model for students and upholds noble character (Lisnawati et al., 2024). This aligns with the primary mission of the Prophet Muhammad (peace be upon him), who said, "I was sent to perfect noble character" (HR. Bukhari).

Consequently, it is crucial for educators to have adequate competencies, as these contribute to their professionalism as teachers. This study uses the primary source "Sedikit Tentang Pendidikan" by H. Ismail Arsyad, analyzing it alongside secondary references such as books, previous research, theses, and journals. Several prior studies have analyzed H. Ismail Arsyad's manuscript, but their focus differs from the current research. For example, a study by Anas and Erwin (2024), The research highlights H. Ismail Arsyad Kubu's emphasis on parents as primary role models in religious education. Parents are encouraged to actively engage in teaching religion through methods such as storytelling, discussions, and daily worship, tailored to children's psychological development. Religious education should be approached with love, patience, and adapted to each family's unique circumstances. When compared to the studies of previous researchers, there are notable differences. Although both analyses aim at character development and effective teaching, the distinction lies in the role, context, and application of competence within each domain (family and formal education).

Sri Darmayanti's (2024) research explores innovation and professional development of teachers based on the same manuscript. The findings reveal that teacher professional development is closely linked to four key competencies: pedagogical, personality, social, and professionalism. These competencies form the foundation for teacher professional development as outlined in educational manuscripts. This study contributes to the understanding of how improving teacher quality can enhance educational outcomes, grounded in the principles found in the manuscript.

The comparison between Sri Darmayanti's (2024) research and teacher competency analysis lies in their focus and context. Darmayanti's study emphasizes innovation and professional development through four key competencies—pedagogical, personality, social, and professionalism—aimed at enhancing educational quality. In contrast, teacher competency analysis focuses on individual teachers' abilities to manage classrooms, engage with students, and create effective learning environments. Both approaches aim to improve teacher quality, but with different emphases in their context and application.

Although these studies share the same primary object, namely Arsyad's manuscript, the focus of this research is distinct. This study specifically examines teachers' personality competence within the manuscript, a topic that has not been the focus of previous research. This research is particularly intriguing, as Arsyad's manuscript was written during the colonial period, when Indonesia's educational landscape was vastly different from today. Beyond writing about education, Arsyad also established schools, demonstrating his genuine commitment to advancing education in Indonesia.

This study is highly relevant, as it provides a comprehensive perspective on teachers' personality competence. The findings are expected to be beneficial for academics, educators, and society at large. The methodology employed in this study is descriptive-analytic, using a qualitative approach with content analysis techniques.

RESEARCH METHOD

This study employs a qualitative approach using descriptive-analytic methods and data collection through content analysis techniques. The researcher presents findings descriptively and naturalistically, meaning the results are conveyed as they are, followed by analysis using content analysis techniques.

Qualitative research plays an active role in interpreting and analyzing data to uncover the deep and relevant meanings of the phenomena or subjects being studied. This approach goes beyond merely describing data; it seeks to understand participants' experiences, emotions, and thoughts within their social contexts (Damayanti, H. et al., 2023). Ibrahim explains in his work that qualitative research is a paradigm encompassing assumptions, beliefs, concepts, propositions, or perceptions related to the naturalistic, subjective, interpretative, and contextual nature of qualitative inquiry (Apjan, 2019). Thus, qualitative methods involve descriptive and analytic approaches. Descriptive methods aim to depict the social conditions under study, while analytic methods focus on interpreting and comparing data derived from research findings.

As Ibrahim concludes, the essence of analysis in research lies in dialoguing between data, theory, and interpretation. In this study, the researcher collects data related to the analysis of personality, then interprets and compares these findings with previous studies while assessing their relevance to contemporary applications (Apjan, 2019).

In alignment with this approach, the researcher analyzes the results of the Haji Ismail Arsyad manuscript by reviewing pertinent literature, including books and journals,

and subsequently discusses and describes the findings in the written work. The researcher employs a descriptive method to present the analysis results, utilizing both primary and secondary sources as references to analyze, present, and process the data while aligning it with relevant theories and contextualizing it in contemporary settings.

RESULT AND DISCUSSION
Brief Biography of H. Ismail Arsyad

The manuscript titled "Sedikit Tentang Pendidikan" (A Few Words on Education) was authored by Haji Ismail Arsyad, a prominent figure from West Kalimantan, specifically from Pal IX. Born in 1927 during the colonial era, Arsyad was the son of H. Muhammad Arsyad bin Ali and Hj. Zubaidah. His foundational religious education was provided by his father, while his formal education was pursued at the Madrasah Badan Wakaf Raudhatul Islamiyah (Bawari) (Anas & Mahrus, 2024).

Arsyad began his career as a junior marriage registrar at the Office of Religious Affairs in Sungai Kakap in 1956. He also established an Islamic educational institution in Pal IX. Throughout his life, he was actively engaged in preaching and preserving the key points of his sermons in handwritten manuscripts. Among his numerous works are the following manuscripts: Sedikit Tentang Pendidikan (A Few Words on Education); Ilmu Mendidik (The Science of Teaching); Hal Sejalan Guru (Teacher's Harmony); Pengajaran Guru (Teacher's Instruction); and Nasihat dalam Keluarga (Family Advice). Arsyad passed away on September 29, 1998, at the age of 72. He left behind a legacy of charitable contributions, including land endowed for the establishment of a madrasah, a mosque, and a Muslim burial ground in Pal IX, Sungai Kakap District, Kubu Raya Regency (Anas & Mahrus, 2024).

The Concept of Teachers' Personality in The Manuscript "Sedikit Tentang Pendidikan"

Teachers' personality competence is a crucial factor in achieving effective learning outcomes. According to Article 28, Paragraph 3 (2) of the National Education Standards, which governs teacher competencies in Indonesia, personality competence refers to the ability a teacher must possess to demonstrate a strong, authoritative, morally upright personality while serving as a role model for students. Similarly, Mulyana emphasizes that personality competence pertains to an individual's ability to embody a wise, stable, mature, authoritative, exemplary, and morally upright character. This explanation underscores the essential dimensions of teacher personality competence (Syah, S.H., et al., 2024).

In the Qur'an, several verses address the qualities related to the competence of a teacher. Among them, Surah Ar-Rahman, verses 1-4, highlights the characteristics that a teacher should possess, including: 1) compassion, 2) gentleness, 3) broad knowledge, 4) the ability to innovate in teaching, 5) the ability to write scholarly works to advance knowledge, and 6) effective communication skills. Furthermore, Surah Al-Qalam, verses 1-4, outlines the qualities that a teacher must embody, which include: 1) patience, self-confidence, courage, enthusiasm, perseverance, and resilience in performing their duties as an educator, 2) full responsibility for their role, and 3) possessing good character, as exemplified by the Prophet Muhammad (SAW) (Habibuddin, 2022).

Teacher personality competence can be understood as a teacher's ability to shape students' character through their attitudes, behaviors, and social interactions within the educational environment. This competence includes the ability to serve as a positive role

model, demonstrate integrity, and provide motivation and support to students. A teacher with strong personality competence can positively influence students in both academic and character development aspects. This competence is also linked to emotional maturity and a strong personality, enabling the teacher to effectively manage the classroom, handle interpersonal challenges, and assist students in developing positive attitudes and values that support the learning process. As part of character development, teachers are expected to create a conducive environment for students to learn and grow effectively (Arifudin, O., & Ali, H. R., 2022).

From the various discussions and theories above, it can be understood that teacher personality competence is crucial in achieving effective learning outcomes. As stated in Article 28, Paragraph 3 (2) of the National Education Standards in Indonesia, this competence refers to a teacher's ability to demonstrate a strong, authoritative, and moral personality, serving as a role model for students. Mulyana also emphasizes that personality competence involves an individual's ability to possess wisdom, stability, maturity, authority, exemplary behavior, and moral integrity. Furthermore, numerous verses in the Qur'an, such as Surah Ar-Rahman (1-4) and Surah Al-Qalam (1-4), provide guidance on the qualities that a teacher should embody, including compassion, gentleness, patience, courage, enthusiasm, and good character, as exemplified by Prophet Muhammad (SAW).

Teacher personality competence can be understood as the teacher's ability to shape students' character through their attitudes, behaviors, and social interactions within the educational environment. A teacher with strong personality competence can positively influence both the academic and character development of students. This competence is closely linked to emotional maturity and a strong personality, enabling the teacher to effectively manage the classroom and assist students in developing positive attitudes and values that support the learning process.

In Arsyad's manuscript, various aspects of teacher personality competence are described in detail. Although originating from a different historical period, Arsyad's educational ideas transcend the colonial era in which he lived and remain highly relevant today. Arsyad's reflections on education present an advanced perspective that aligns with modern educational principles. This study aims to analyze the teacher personality competencies articulated by Arsyad in his manuscript Sedikit Tentang Pendidikan, such as the need for teachers to exhibit a strong, authoritative, morally upright personality and serve as role models for students. This discussion also explores the relevance of these concepts within the context of contemporary education.

Several Aspects of Personality Competence
Strong Personality

In his manuscript, Arsyad states, "The teacher must be calm. Restlessness and numerous matters will disturb the teacher, and this will also disrupt the students' characteristics, making everything chaotic" (Mahrus, 2024: 20). This statement highlights that teachers should possess a calm, stable, and mature personality. Emotional instability in teachers can lead to disorder in the learning environment, negatively affecting the students' development, both in terms of their willingness to ask questions and their appreciation of learning. Psychologically, this is also detrimental to students' growth.

A teacher with a strong personality should also be composed. As emphasized in Qur'an Surah Al-Fajr 27-30: "O soul that is at rest, return to your Lord, well-pleased and pleasing to Him. And enter among My [righteous] servants, and enter My Paradise"

(Tafsirweb.com). John Dewey also stresses that a teacher should not make decisions based solely on personal emotions without considering the students' needs. As a figure renowned for his experience in education, Dewey suggests that teachers should adapt to changing times and apply democratic principles in their teaching practices (Hasbullah, 2020).

Teachers must have a strong personality because such a personality can foster a positive learning environment that supports students' character development. A teacher who is stable, mature, and wise serves as a role model, managing emotions and building effective relationships with students. This enhances motivation and academic achievement. For this reason, continuous professional development and self-improvement are necessary for teachers to remain exemplary figures in the modern education era (Lisnawati et al., 2023).

In this regard, there is also a relevant Foucault theory related to this discussion. Although Foucault does not directly address the concept of "strong personality" within the context of teacher personality competence, his theories related to power, identity, and discipline can be applied to understand this aspect of teacher competence. According to Foucault, power is not concentrated in a single institution or individual but is dispersed through various social relationships (Kamahi, U., 2017). In the context of teaching, this power manifests in how teachers influence students through their interactions, teaching methods, and discipline. Teacher personality competence can be viewed as the ability to effectively manage this power, building relationships that shape students' identities and discipline.

Additionally, Foucault emphasizes the importance of "self-regulation," referring to how individuals (including teachers) shape and control themselves in response to social norms (Kamahi, U., 2017). A teacher with a "strong personality," in this view, may exhibit high self-control and be capable of influencing the classroom environment in a manner that fosters norms and discipline conducive to student development. In summary, Foucault's theory can help us understand how teachers, through their personality competence, play a role in shaping and disciplining students, as well as how the dynamics of power within educational contexts impact character development.

From Arsyad's perspective, as well as from existing personality theories, it is clear that a strong personality is highly relevant in contemporary educational settings, where teachers must adjust to changes and challenges. Therefore, a foundation of a strong personality is essential for any teacher.

Arsyad emphasizes the importance of teachers having a calm and stable personality. The inability of a teacher to manage their emotions can disrupt the classroom environment and negatively affect the development of students' character. An emotional teacher can create chaos in the classroom, making students reluctant to ask questions or appreciate the lesson. Therefore, calmness and maturity in a teacher's personality are crucial in creating a learning atmosphere that supports student development.

This view aligns with Surah Al-Fajr, which suggests that inner peace is an essential foundation for teachers in managing the classroom. Additionally, John Dewey stresses that teachers must be able to make decisions not solely based on personal emotions but also by considering the needs of students and the evolving times, as well as applying democratic principles in teaching (Hasbullah, 2020).

Foucault also offers relevant perspectives, though he does not directly address "strong personality" in the context of teacher competence. Foucault argues that power is dispersed through social relationships, including within education. A teacher with a

strong personality can effectively manage this power, build relationships that support students' character development, and create a positive discipline within the classroom.

Overall, Arsyad, Dewey, and Foucault all emphasize that a strong personality is essential for a teacher. Calmness, stability, and the ability to self-regulate will foster a positive learning environment that supports the development of students' character. Continuous professional development and self-improvement are crucial for teachers to navigate the challenges of modern education.

Arsyad stresses that teachers must be able to manage their emotions well to avoid disrupting the classroom atmosphere and students' character developmen (Mahrus, E., 2024). According to Arsyad, the calmness and emotional maturity of a teacher are foundational for creating positive interactions with students, which not only supports the learning process but also strengthens the relationship between teachers and students.

Furthermore, Arsyad places a greater emphasis on the emotional management of teachers as the key factor in maintaining a stable and orderly classroom environment, which is crucial for students' psychological development. This approach stands out compared to other theories that tend to focus more on technical aspects of teaching or social changes in education. Therefore, Arsyad's theory provides a strong foundation for teachers to serve as role models in emotional regulation and to shape an educational climate that supports the growth of students' character.

Authoritative
Teacher Authority: Analysis and Dialogue with Arsyad's Perspective

Teacher authority is an essential competence in education, reflecting the ability to influence and guide others through authoritative attitudes, behaviors, and leadership (Pidria et al., 2023). Authority, in this context, refers to the teacher's capability to lead and guide students effectively. An authoritative teacher fosters an orderly classroom environment and positively shapes students' behavior and attitudes. Moreover, understanding students' mindsets is critical for effective classroom management and teaching practices.

This concept resonates with Arsyad's philosophy, which emphasizes that "The teacher must understand the direction of the students' thoughts until they gain much from their incorrect answers. If the teacher exhibits the qualities described above, there will undoubtedly be a proper teaching method in the classroom. It is best for the teacher to possess these virtues and continue to maintain them" (Mahrus, 2025: 20). Arsyad's perspective underscores the importance of teachers comprehending students' cognitive processes. This viewpoint suggests that teaching is not merely about instruction but also about guidance and leadership, underpinned by virtuous qualities, particularly authority.

However, Arsyad's idea adds a unique layer to the concept of teacher authority. Unlike modern definitions, which often focus on leadership and influence, Arsyad intertwines authority with moral and intellectual virtues. For example, while Pidria et al. (2023) define authority as an external competence reflected through behavior and leadership, Arsyad emphasizes the teacher's inner moral and intellectual qualities as foundational to their authority.

Dialoguing with Arsyad's Philosophy

The practical implications of teacher authority as described by Rowiya and Natuna (2022) are particularly noteworthy. They assert that teacher authority is the ability to lead, educate, and influence students in ways that build trust and guide them toward positive

outcomes. This view aligns with Arsyad's philosophy, yet the latter takes a more profound approach by emphasizing empathy and understanding.

Rowiya and Natuna also identify several factors influencing teacher authority, including intelligence, good personality, discipline, health, and appearance (Rowiya & Natuna, 2024). These elements find echoes in Arsyad's words: "A teacher must possess good character, be healthy, and knowledgeable about teaching methods" (Mahrus, 2024: 19). However, where modern theories often treat these traits as independent variables, Arsyad integrates them into a holistic vision of the teacher as a moral and intellectual guide.

Health and Personality: Arsyad's Comprehensive Perspective

One critical aspect raised by modern scholars is the role of health in teacher authority. Roqib and Nurfuadi (2020) define a healthy personality as a balance between physical fitness and mental well-being. Arsyad's views are consistent with this, as he insists that a teacher must be "healthy" not only in a physical sense but also emotionally and intellectually. This broader understanding suggests that a teacher's authority derives not merely from outward discipline or appearance but from their inner stability and ability to empathize with students.

Intellectual Capacity and Creativity

Arsyad also highlights the importance of intellectual capacity. He states that teachers must be intelligent and familiar with effective teaching methodologies (Mahrus, 2024: 19). Alang (2020) expands this concept, explaining that intellectual intelligence encompasses analytical thinking, creativity, and the ability to develop innovative ideas. In Arsyad's framework, intellectual intelligence is not an isolated skill but a means to inspire students and adapt teaching strategies to their needs.

Synthesis and Contemporary Relevance

In conclusion, the synthesis of modern theories and Arsyad's philosophy offers a comprehensive understanding of teacher authority. Modern scholars emphasize leadership, discipline, and external attributes, while Arsyad prioritizes moral virtues, intellectual depth, and empathy. A teacher with authority, according to both perspectives, should embody several key indicators: a nurturing spirit, leadership qualities, physical and psychological health, good character, intelligence, and intellectual capacity.

Arsyad's emphasis on understanding students' thought processes and turning mistakes into learning opportunities presents a timeless pedagogical principle. It encourages educators to transcend conventional notions of authority and embrace a more compassionate and reflective approach to teaching. By doing so, teachers can achieve not only classroom order but also meaningful educational outcomes.

Noble Character

In education, teachers must possess noble character because they are the first role models for students in the school environment. Teachers should instill moral values such as honesty, responsibility, discipline, compassion, and humility. Noble character also means that teachers should demonstrate respect for others' rights, avoid harmful or degrading behavior toward students, and always act in accordance with religious and ethical values. Prophet Muhammad (SAW) emphasized noble character as the foundation of his mission, and in Islam, noble character is of utmost importance (Sa'adah, N.A et al.,

2022). The importance of noble character in education, particularly for teachers who serve as primary role models for students, is paramount. As educators, teachers are not only expected to possess scientific knowledge but also high moral standards to foster good character in their students. This aligns with the teachings of Prophet Muhammad (SAW), who made noble character the core of his mission, emphasizing the significance of educating with ethical and moral values.

In this regard, Arsyad emphasizes that teachers must possess good moral character (Mahrus, 2024: 20). This means that teachers should have a virtuous personality. Lifelong learning without moral education will be meaningless as it lacks a clear purpose. Although scientific knowledge is rapidly advancing, without moral education, the psychological and spiritual needs of humans will not be met. The progress of knowledge that is not accompanied by moral values will not lead to holistic well-being, making education focused solely on intellectual aspects ineffective (Sugiharta, 2024). In his concept, Arsyad emphasizes that education is not only aimed at enhancing students' intellectual knowledge but also at shaping their character. A teacher with good morality will be more effective in educating students holistically, integrating both intellectual and character aspects. For instance, the advancement of knowledge without moral values will negatively impact students' personal development.

Imam Al-Ghazali defined moral education as a realization of religious goals and ethical virtues, emphasizing the acquisition of virtues and closeness to Allah, rather than seeking high positions or worldly fame. Moreover, in Arsyad's view, teachers should exhibit friendliness, sincerity, patience, and affection toward students (Mahrus, 2024: 20). It is important for teachers to be friendly, as students prefer teachers who care about them. In Al-Ghazali's view, the goal of moral education is to draw closer to Allah and attain virtue, rather than seeking personal gain. Arsyad further emphasizes that qualities such as kindness, sincerity, patience, and compassion are essential attributes that a teacher must possess in order to serve as a good role model for students. This highlights the importance of fostering a positive emotional relationship between teachers and students in shaping noble character.

Teachers should also act with sincerity. The concept of sincerity is closely related to love. According to Arsyad, a teacher must love their job, as this motivation boosts enthusiasm for teaching. It encourages teachers to improve their knowledge and skills through reading books and texts related to education and psychology (Mahrus, 2024: 19). Emphasis on sincerity in teaching is crucial for creating a positive learning environment. According to Arsyad, a teacher's love for their profession fosters enthusiasm and motivation to continuously enhance their knowledge and skills, which in turn improves the quality of teaching. Sincerity is an essential quality for teachers, as it not only boosts teaching enthusiasm but also encourages self-development and creates a better learning experience for students.

Regarding sincerity, John Dewey stated that the effectiveness of the teacher-student relationship relies on authenticity and sincerity, where a sincere teacher can understand students' needs and provide guidance tailored to their development (Hasbullah, 2020). Al-Ghazali, in his work Ihya Ulumuddin, emphasized that a teacher should teach with sincerity for the sake of Allah. He argued that the sincerity of a teacher brings blessings to the teaching process and shapes students' noble character (Olfah, 2023). Patience is also part of noble character. Hemawati & Arsyam describe noble character as akhlaq mahmudah, exemplary behavior that reflects one's faith, stemming from virtues such as honesty, patience, and mutual help (Naldi, A et al., 2024). John Dewey and Al-Ghazali

highlight the fundamental role of authentic teaching in strengthening the teacher-student relationship and shaping students' character. Similarly, the inclusion of patience and other virtues such as honesty and mutual assistance supports the development of noble character in both teachers and students. Sincerity and patience are essential qualities for teachers, as they enhance the teaching process, strengthen relationships, and contribute to the holistic development of students' character.

In his manuscript, Arsyad writes: "The teacher should be patient and not easily angered by mistakes. A teacher who quickly loses temper often uses inappropriate language and imposes punishment that does not fit the mistake. This makes students reluctant to learn" (Mahrus, 2024: 20). According to Arsyad, teachers who are quick to anger will only make students reluctant, which can negatively affect their motivation to learn. Therefore, teachers must have a patient personality and be skilled in emotional regulation (Mahrus, 2024: 20). This notion underscores the significance of emotional regulation for educators, especially when responding to students' errors. A teacher who reacts impulsively with anger risks undermining the relationship with students and eroding their motivation to learn. Conversely, a teacher who demonstrates patience and emotional control fosters a more supportive learning environment, thereby enhancing students' motivation to persist in their academic development

The Quran encourages patience, rooted in the belief of Tawhid (Miskahuddin, 2020). Teachers are expected to be patient in order to guide their students and remain calm despite challenging student behavior. When teachers practice patience, students are more likely to follow their guidance with respect. The concept of patience in the Quran provides a spiritual foundation for teachers to remain patient in their teaching. It highlights that patience is not only a moral value but also a religious principle that can strengthen the relationship between teachers and students. A patient teacher will serve as a role model for students in facing various challenges in life.

According to Abu Sahlan, patience is the ability to control oneself, whether facing difficulties, temptations, or trials, without complaining or losing control (Hazrullah, 2024). Patience here involves not only enduring but maintaining a calm and positive attitude in facing life's challenges without expressing dissatisfaction. In Islam, a teacher must possess a personality that is ascetic, sincere, pure in both body and soul, forgiving, patient, mature, and capable of understanding their students in order to guide them towards enlightenment and noble character (Intan, 2021). Patience, according to Abu Sahlan, carries a deeper meaning, referring to the ability to remain calm and positive even in challenging circumstances. This is highly relevant for a teacher, who must serve as a role model in managing their emotions and behavior. In the Islamic context, a teacher who possesses noble character and is able to understand students well will have a positive impact on their education.

Arsyad's theory aligns with many of the ideas discussed in this text, particularly in emphasizing the importance of a teacher's moral character. According to Arsyad, teachers should possess a virtuous personality and exhibit qualities such as kindness, sincerity, patience, and affection towards their students. This perspective is consistent with the views of Imam Al-Ghazali and John Dewey, who also highlight the significance of sincerity and the importance of a positive relationship between teachers and students. Arsyad further underscores the centrality of patience, a concept that is integral to many of the other viewpoints presented, including those found in the Quran and the views of Abu Sahlan. Therefore, Arsyad's theory reflects a broad range of essential moral values

necessary to shape educators who are not only intellectually capable but also wise, compassionate, and caring.

Being A Role Model For Students

In the context of character education, a teacher's personality serves as a benchmark for students in developing independence and good manners (Zola N & Mudjiran, 2020). Therefore, a teacher who can serve as a role model facilitates the development of better character in students. A teacher not only teaches knowledge but also demonstrates, through action, that they are a model for students in all aspects of life. Students tend to imitate their teachers' attitudes and behavior, making it crucial for teachers to be exemplary figures in terms of morality, ethics, and social conduct.

In Arsyad's manuscript, this concept is succinctly encapsulated in several personality traits that teachers must possess in order to serve as exemplary role models. As outlined above, Arsyad underscores that teachers must have good character, noble morals, and be role models for their students (Mahrus, 2024: 19-20). Being a role model entails demonstrating positive behaviors and values that should be transmitted to students, both in personal contexts (such as how to interact with others) and professional contexts (such as how to complete tasks and fulfill responsibilities effectively).

Relevance of Personality Competence in Arsyad's Manuscript to Contemporary Education

In the modern era, characterized by the challenges of globalization, digitalization, and social change, the personality competencies of teachers as outlined by Arsyad remain relevant, and indeed, are becoming increasingly important:

a. Strong Personality

In Arsyad's manuscript, a strong personality encompasses the teacher's ability to remain stable, calm, and mature when facing challenging learning situations. This trait is essential for effective classroom management and maintaining a conducive learning environment. A strong personality is particularly relevant in modern education, which is fraught with emotional and social challenges. According to Goleman, emotional intelligence is a key factor in successful teaching and classroom management. Teachers with high emotional intelligence can manage their emotions and create an environment that supports student development (Muis A & Santosa A.B, 2022).

Arsyad's emphasis on a strong personality aligns with the concept of emotional intelligence, as both highlight the importance of emotional regulation in effective teaching and classroom management. Teachers who can remain calm and composed in challenging situations create a positive and conducive learning environment, which is crucial in today's education system. A teacher's ability to manage emotions and maintain stability is essential for effective teaching. Arsyad underscores the significance of emotional intelligence in creating a classroom that supports student development.

Implementation example in education: A teacher in a classroom faces a situation where some students appear distracted or are talking to their classmates during the lesson. A teacher who prioritizes emotional intelligence will not immediately respond with anger or punishment but will first regulate their emotions and maintain composure. As an initial step, the teacher could engage the entire class by asking relevant questions or holding a brief discussion to regain their attention without making them feel intimidated.

If the disruption continues, the teacher may invite the involved students to speak privately, gently explaining the impact of their behavior on the learning of their peers, while offering constructive solutions, such as assigning additional tasks or adjusting their seating arrangements. At the same time, the teacher also rewards students who show attention or good involvement. This approach not only effectively manages student behavior with empathy but also strengthens positive relationships within the classroom. A teacher with high emotional intelligence not only creates a calm and conducive environment but also teaches students how to manage their own emotions. In this way, the teacher supports both the academic and character development of students holistically.

b. Authority

Authority Amid the Dynamics of Digital Native Students. Arsyad emphasizes the importance of authority within the teacher, which goes beyond position or power to include the ability to nurture, maintain physical and intellectual health, and provide guidance. A teacher with authority can motivate students to learn with respect, rather than fear. In the digital age, students are highly connected to information and are often critical of authority figures, including teachers. Therefore, a teacher's authority is not only judged by their power but also by their integrity and effective communication skills. Teachers with authority can cultivate respect without resorting to authoritarian approaches. This is especially crucial for the digital generation, which is more critical of authority figures (Pidria, L et al., 2023). Implementation example: Enhancing communication skills and an empathetic approach to understand the emotional and academic needs of students.

c. Noble Character

Noble character includes good manners, patience, and kindness. Teachers with noble character are the foundation of a learning environment that not only focuses on academic results but also on the formation of student character. Amid technological advancements, teachers need to teach and exemplify digital ethics, such as how to use social media wisely and maintain academic honesty (Halimatusadiyah, E., 2023). Implementation example: Encouraging students to value the learning process, avoid plagiarism, and practice honesty in online assignments.

d. Teacher as a Role Model

The teacher's ability to be a role model is at the core of the educator's personality. Teachers must reflect the moral and ethical values they wish to instill in their students. Relevance in Modern Times: Teachers need to demonstrate discipline, responsibility, and integrity in both the physical and digital realms.

Implementation example: Teachers actively using social media in a positive way to build a strong moral image, such as sharing educational or Islamic inspirational content (Yustitia, V et al., 2023: 137). Thus, the relevance of personality competencies in the current educational context is immense, as they not only help create a conducive learning environment but also enhance the well-being of both teachers and students, ultimately leading to more optimal educational outcomes. The personality values in Arsyad's manuscript remain highly relevant in modern education, though adaptation to contemporary contexts, especially in the face of digitalization and globalization, is necessary. A teacher with a strong personality, authority, noble character, and who serves as a role model is the key to producing a generation excelling in both knowledge and morals.

CONCLUSION

This research highlights the central importance of teacher personality competence as an intrinsic and foundational quality for educators. It emphasizes that such competence is not merely a component of effective teaching but an inherent character trait essential for shaping the educational experience. Students, as part of their learning process, closely observe and are influenced by the attitudes and behaviors demonstrated by their teachers. In the manuscript "A Little About Education" by Haji Ismail Arsyad, significant attention is given to the role of the teacher's personality, particularly in guiding students and fostering a conducive learning environment.

The personality competencies outlined by Arsyad remain remarkably relevant today, despite being conceptualized long before Indonesia's independence. Arsyad stresses that teachers must possess a strong and stable personality, exhibiting calmness, emotional maturity, and the ability to manage their emotions effectively. In addition, teachers must embody authority, which is reflected not only through their character but also in their capacity to lead, manage classrooms, guide students, and understand their cognitive processes. Teachers are further expected to maintain good health and exhibit noble character traits, including kindness, patience, sincerity, and moral integrity. Above all, teachers should act as role models for their students.

The findings of this research contribute significantly to the current academic discourse by highlighting the enduring relevance of Arsyad's ideas, especially in the context of modern educational challenges. One of the key contributions of this study is its exploration of how teacher personality traits can continue to shape effective education in the digital age. With the increasing integration of technology in education, this research raises awareness of the potential risks, such as the diminished emphasis on character development in students. Thus, the study not only reaffirms the importance of teacher personality in education but also offers insights into how character education can be revitalized in the modern classroom.

In academic terms, this research contributes to the development of character education materials and provides essential references for educators, policymakers, students, and society as a whole. By revisiting Arsyad's teachings and aligning them with contemporary educational needs, this study offers valuable frameworks for addressing the challenges of character-building in an era dominated by technology.

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