



## Teachers' Understanding of Personality Competence and Work Discipline of High School Teachers

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**Abstract:** This study explores the suboptimal competence and work discipline of high school teachers. It aims to understand the meaning, perceptions, experiences, and real practices of teachers related to personality and discipline. A descriptive, qualitative approach was employed, utilizing purposive sampling, with experienced teachers from SMAN 42 East Jakarta. Data were collected through interviews and observations, then analyzed using the Miles and Huberman model. The findings indicate that personality competence is seen as being a role model through honesty and fairness, while discipline is reflected in a strong sense of responsibility. The primary obstacle is an administrative workload that hampers disciplinary focus, while support is provided through MGMP training and regular character-building programs. The implications underscore the importance of institutional support and policy adjustments in reducing administrative burdens, enabling teachers to focus more effectively on teaching and student character development.

**Abstrak:** Penelitian ini membahas kompetensi dan disiplin kerja guru yang belum optimal di tingkat SMA. Tujuannya untuk memahami makna, persepsi, pengalaman, dan praktik guru terkait kepribadian dan disiplin kerja. Metode yang digunakan adalah kualitatif deskriptif dengan teknik purposive sampling, melibatkan guru-guru SMAN 42 Jakarta Timur yang berpengalaman dalam pembinaan kepribadian. Data dikumpulkan melalui wawancara dan observasi, dan dianalisis menggunakan model Miles dan Huberman. Hasil penelitian menunjukkan bahwa kompetensi kepribadian dimaknai sebagai kemampuan menjadi panutan melalui kejujuran dan keadilan, serta disiplin kerja tercermin dari rasa tanggung jawab. Hambatan utama adalah beban administrasi yang mengganggu fokus kedisiplinan, sementara dukungan datang dari pembinaan MGMP dan penguatan karakter. Implikasi penelitian ini menekankan pentingnya dukungan institusi dan kebijakan yang meringankan beban administratif agar guru dapat lebih fokus pada pembelajaran dan penguatan karakter siswa.

## A. Introduction

In the world of education, the role of teachers extends beyond being teachers to also serving as moral role models and agents of change in the character development of students (Fitriani & Yuliana, 2020). Good teacher personality competence plays a crucial role in shaping students' character and creating a conducive school climate (Afif et al., 2022). However, the reality in the field indicates that the personality competence and work discipline of teachers, especially at the senior high school level, remain suboptimal (Karbon et al., 2023; M.H. et al., 2023). Various cases of absenteeism, tardiness, and poor exemplary behaviour indicate a problem that requires serious attention (Astuti & Haryanto, 2022; Wahyuni, 2021).

At SMAN 42 East Jakarta, this phenomenon is evident in the inconsistency in the application of work discipline and the lack of attention to the continuous development of teacher personality (Nugroho & Lestari, 2023; Nugroho & Sriyanti, 2024). Good personality competence is a crucial foundation for building healthy educational interactions and fostering a conducive school climate (Limnata, et al., 2024; Spencer & Spencer, 2018). The urgency of this research lies in the need to explore the meaning, perceptions, and actual practices of teachers regarding personality competence and work discipline, as an effort to strengthen the professionalism of educators (Afif et al., 2022; Tambunan et al., 2023).

To address these issues, this research employs a descriptive qualitative approach that enables the exploration of the subjective meaning of teachers' experiences and perceptions, particularly about aspects of personality and discipline (Creswell & Poth, 2018; Fauziah & Munir, 2023). Compared to quantitative approaches that tend to measure surface behaviour, this approach delves into the inner and contextual dimensions that influence teachers' actual actions in the classroom and their professional daily lives (Prasetyo & Widodo, 2020; Susanto et al., 2021). The use of methods such as in-depth interviews and observation allows researchers to capture the complexity and uniqueness of teachers' work practices that cannot be reduced to statistical numbers (Creswell & Poth, 2018).

Thus, this research is expected to contribute to understanding teachers' work discipline practices and personality values in the context of urban public schools (Sahin et al., 2021; Sari & Kusuma, 2022).

The research *gap* is evident in the lack of studies that specifically explore teachers' personality competence and work discipline from their perspectives, especially in public high schools in urban areas such as East Jakarta (Nugroho & Sriyanti, 2024; Susanto et al., 2021). Most previous studies have focused on teachers' pedagogical and professional competencies or evaluated teacher performance based on administrative indicators alone (Susanto et al., 2021). Personality and discipline are key components that determine the quality of teacher-learner interactions (Wahyuni, 2021; Zubairi et al., 2024). This research aims to fill this gap by presenting a comprehensive picture of teachers' perceptions and experiences (Tambunan et al., 2023; Waluyo et al., 2023).

The novelty of this study lies in the attempt to reconstruct teachers' understanding of the meaning of personality and work discipline based on their own actual experiences (Nugroho & Lestari, 2023; Limnata et al., 2024). Findings such as honesty, exemplarity and

responsibility as the essence of personality competence, and how administrative burden can be an obstacle to discipline, are new perspectives that have not been addressed in previous studies (Nugroho & Sriyanti, 2024; Suparno, 2021). This study also emphasizes the significance of institutional support, including MGMP coaching and character development, as part of teacher quality improvement strategies (Fitriyani, 2020; Handayani, 2022).

Theoretically, this research is grounded in Spencer & Spencer (2018) theory of teacher competence, which posits that competence encompasses fundamental characteristics that influence a person's performance. Additionally, it draws on Robbins & Judge (2020) theory of work discipline, which emphasises the importance of personal responsibility and commitment to duty. Contemporary studies also support the importance of systemic and sustainable teacher character development (Nugroho & Lestari, 2023; Sari et al., 2022), as well as the importance of qualitative approaches in exploring aspects of personality in educational practice (Creswell & Poth, 2018).

Thus, the general objective of this study is to recognize teachers' meanings, perceptions, experiences, and real practices related to their personality competencies and work discipline. This research is expected to contribute to the development of education management science, especially in strengthening the affective and ethical aspects of the teaching profession, which have so far received less explicit attention (Kemdikbud, 2018; Kemdikbud, 2017).

## B. Method

This research employs a descriptive qualitative approach that aims to explore and understand the meaning, perceptions, and actual practices of teachers in implementing personality competence and work discipline in a senior high school environment. The research location was determined purposively at SMAN 42 East Jakarta, considering that this school represents the characteristics of public schools in urban areas with complex educational dynamics. The participants in this study consisted of six teachers, who were selected using a *purposive sampling* technique based on specific criteria, including having more than five years of teaching experience and being actively involved in character-building activities or exemplary work.

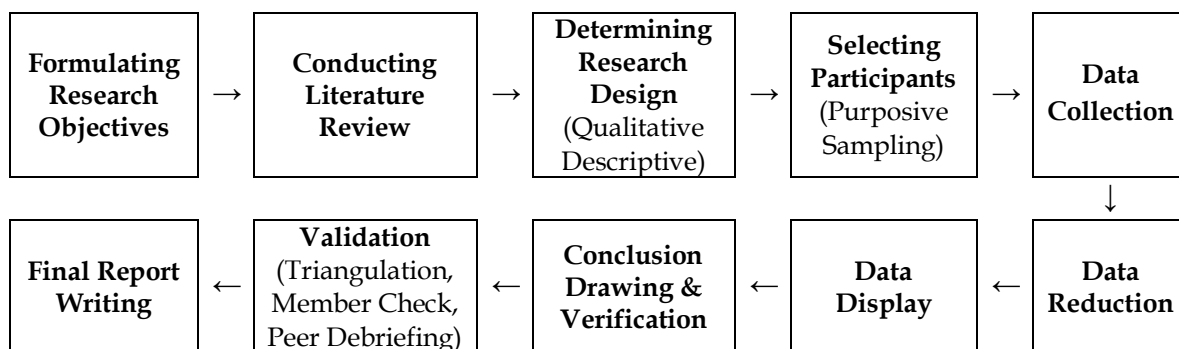


Figure 1. Research Flow

Data collection was conducted through in-depth interviews, non-participatory observation, and documentation. Interviews were conducted to gain a more comprehensive understanding of teachers' perceptions and experiences related to personality and work discipline. Observation was used to see direct practice in the field, both in learning activities and other activities in the school environment. Documentation was used as complementary data, including teacher attendance records, character-building programs, and MGMP documents. The researcher served as the primary instrument in this process, utilizing interview guidelines and observation sheets prepared by the indicators of personality competence and discipline outlined in Permendiknas No. 16 of 2007 (Kemdikbud, 2017).

Data analysis was conducted using the interactive model of Miles and Huberman, which consists of three main stages, namely data reduction, data presentation, and conclusion drawing and verification. Data reduction was carried out by sorting important and relevant data, followed by data presentation in the form of thematic narratives and matrices, and concluding with the drawing of conclusions based on emerging patterns of findings. To maintain data validity, source triangulation, *member check*, and *peer debriefing* techniques were used. Triangulation was achieved by comparing the results of interviews, observations, and documentation. *Member checking* was conducted by confirming the findings with informants, while *peer debriefing* involved discussing the data with experts or peers to test the consistency of data interpretation. This procedure is expected to yield valid and reliable findings that explain the dynamics of high school teachers' personalities and work discipline.

### C. Result

This study aims to examine the personality competence and work discipline of teachers at SMAN 42 East Jakarta. The research results are presented based on four main focuses that are analyzed descriptively and qualitatively, by integrating observation, interview, and documentation data. The main findings are displayed in graphs and supported by thematic descriptions and direct quotes from informants.

**Table 1.** Focus and Indicators of Findings Based on Interview Results

| No | Focus of Findings                         | Findings Indicator                | Representative Quotes  | Supporting Reference |
|----|---|-----------------------------------|--|----------------------|
| 1  | Meaning of Teacher Personality Competence | ✓ Honest and fair attitude        | "Personality is seen from our assertiveness in class, but we are still fair and honest..."             | Mulyasa (2019)       |
|    |   | ✓ Moral exemplary                 |  |                      |
|    |   | ✓ Proportional assertiveness      |  |                      |
| 2  | Teacher Work Discipline Practices         | ✓ Present on time                 | "Coming early has become a habit because we feel it is part of our responsibility."                    | Sari & Kusuma (2022) |
|    |   | ✓ Administrative consistency      |  |                      |
|    |   | ✓ Commitment to duty              |  |                      |
| 3  | Factors inhibiting teacher discipline     | ✓ Administrative overload         | "Sometimes I want to come early, but the night before I take care of the administration until late..." | Suparno (2021)       |
|    |   | ✓ Less rest time                  |  |                      |
|    |   | ✓ Disrupted work focus            |  |                      |
| 4  | School Support                            | ✓ Regular MGMP program            | "Through MGMP and character training, we are more motivated to introspect and improve discipline."     | Kemdikbud (2018)     |
|    |   | ✓ Strengthening teacher character |  |                      |
|    |   | ✓ Culture of sharing practices    |  |                      |

The results showed that teachers interpreted personality competence as an internal quality rooted in moral values and character, such as honesty, justice, and exemplary. This value is the foundation for building authority and trust among students. As one informant said, "*Personality is seen from our assertiveness in class, but still fair and honest...*"

The practice of teacher work discipline is reflected in the habit of being present on time, regularity in preparing learning administration, and high commitment to the implementation of teaching tasks. The majority of teachers believe that discipline is an integral part of their professionalism. A teacher's quote reinforces this: "*Arriving early has become a habit because we feel it is part of our responsibility.*"

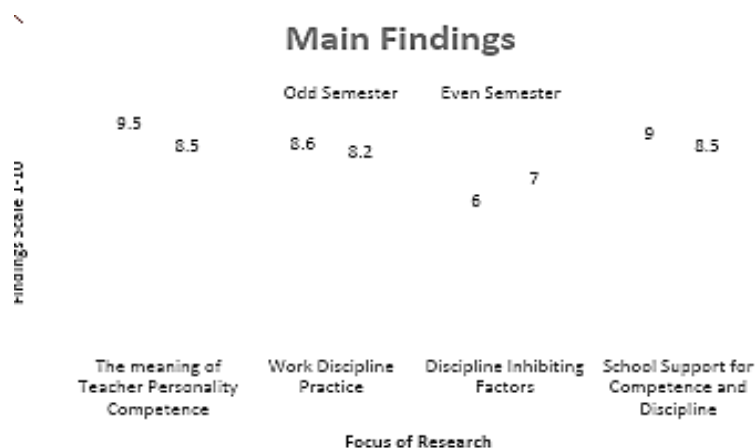
Although disciplinary practices are maintained, some teachers revealed obstacles that interfere with their consistency, especially related to the high administrative burden. Activities such as report preparation and digital data input often lead to fatigue and tardiness. One informant said, "*Sometimes I want to come early, but the night before I have to take care of the administration until late...*"

The school actively supports the development of teacher competence and discipline through regular MGMP programs, character training, and a culture of sharing good practices. These efforts are considered capable of maintaining teacher motivation and enthusiasm. One teacher stated: "*Through MGMP and character training, we are more motivated to introspect and improve discipline.*"

### Interpretation and Integration of Findings

The findings of this study explicitly answer the problem formulation, which is that the meaning and practice of personality and discipline among high school teachers are strongly influenced by teachers' internal values, institutional support, and administrative burden. The findings reinforce the teacher competency theory proposed by [Spencer & Spencer \(2018\)](#) and the work ethic model in education by [Robbins & Judge \(2020\)](#). On the other hand, this study also reveals a *gap* between teachers' personal commitment and institutional support systems that have not been optimally managed in terms of workload.

This finding makes a theoretical contribution by modifying the theory of teacher competence to include aspects of administrative load management as a variable that mediates discipline. In a practical context, these results can serve as evaluation material for schools in designing interventions that focus on teacher welfare and workload efficiency.



**Figure 2.** Scale Overview of the Main Research Findings on Teacher Competence and Discipline

In the graph of the research results, this focus obtained the highest score of 9.5 in the odd semester and 8.5 in the even semester, indicating a consistent understanding and application of personality values by teachers. This finding aligns with [Mulyasa \(2019\)](#) opinion that personality competence is the foundation for the success of other competencies.

The graph shows that discipline practices scored 8.6 in the odd semester and 8.2 in the even semester. Although the scores were relatively high and stable, a slight decrease was observed, indicating the need for attention to external factors that influence discipline consistency. This finding supports the study of [Sari & Kusuma \(2022\)](#), which states that teacher discipline is an indicator of successful school management.

From the graph, it can be seen that the inhibiting factor score increased from 6 (odd) to 7 (even), indicating an increase in administrative pressure felt at the end of the school year. This finding confirms [Suparno \(2021\)](#) research, which suggests that administrative workload negatively impacts teachers' key performance.

The graph shows that school support scored 9 in the odd semester and 8.5 in the even semester, indicating the consistency of institutional support despite a slight decline. This finding aligns with the mandate of Permendikbud No. 10/2018 on Teacher Professional Development, which emphasises the importance of continually strengthening the quality of teacher human resources.

In general, the results of this study indicate that the personality competence and discipline of teachers at SMAN 42 East Jakarta are high; however, they still face challenges, particularly in terms of administrative burdens. Support from the school proved important in maintaining the quality and morale of teachers throughout the school year.

## D. Discussion

This study aims to understand the meaning, perception, and actual practices of high school teachers regarding personality competence and work discipline. The results show that teachers interpret personality competence as the ability to serve as a role model through honesty and fairness, and view work discipline as part of their professional responsibility. In general, the problem formulation of this study has been addressed by identifying internal (awareness and personal values) and external (school support and workload) dimensions as the primary determinants of teacher competence and discipline. The findings were obtained through in-depth interviews and non-participatory observations of teachers at SMAN 42 East Jakarta who met the criteria of experience and involvement in character building. The triangulation process was conducted to ensure the validity of the findings, and member checks were used to confirm the researcher's interpretation of the informants' statements. This technique aligns with the principle of data validation in qualitative research, as outlined by [Creswell & Poth \(2018\)](#), which posits that data reliability in qualitative research relies on cross-source confirmation and participant involvement in the verification process.

The interpretation of the findings reveals that personality competence is not only normative but also strongly influenced by the work environment and social interactions of teachers. This finding corroborates the theory of teacher competence from [Spencer & Spencer \(2018\)](#), which states that competence consists of fundamental characteristics that influence work behaviour. In this context, being honest, fair and consistent are tangible forms of personality competence that support teacher performance. Work discipline also emerges as a manifestation of teachers' work ethic. This aligns with the view of [Robbins & Judge \(2020\)](#) in *Organisational Behaviour*, which posits that discipline is an indicator of an individual's attachment to work norms and organisational goals. The strong disciplinary practices of teachers at SMAN 42 East Jakarta reflect professional commitment as well as the integration of organisational values in their daily work. However, high administrative burden was found to be a significant inhibiting factor. This suggests a conflict between teachers' instructional

and administrative functions. This finding supports the study by [Suparno \(2021\)](#), which states that excessive administrative tasks can divert teachers' primary focus from the learning process. Thus, there is a need to balance teachers' workload so as not to sacrifice the personality and discipline dimensions that are the essence of the teaching profession.

The findings of this study reveal strong connections with the existing literature on teacher competence and educational performance management. While teachers' personality competencies have been discussed in normative terms, the findings provide empirical evidence that these competencies are highly contextualised and closely related to school support systems. School support through MGMP and character-strengthening programs has been shown to have a positive impact on the implementation of teacher competencies and discipline, corroborating the findings ([Fitriyani, 2020](#)) that teacher communities and regular coaching contribute to improving educators' professionalism. The lack of efficient administrative support indicates that school managerial policies have not fully supported the balance of teachers' roles as educators and administrators. This emphasises the statement by [Sahin et al \(2021\)](#) that the success of teacher professionalism depends not only on the individual, but also on the structural and cultural support of the school. Theoretically, the results of this study offer modifications to the theory of teacher competence by including administrative mediation variables as factors that can strengthen or weaken the application of personality competence and discipline. Suppose the classic theory of teacher competence, as proposed by [Spencer & Spencer \(2018\)](#), emphasises the personality and skills aspects. In that case, the findings of this study highlight the importance of systemic and institutional aspects in facilitating the actualisation of these competencies.

Thus, this research makes a significant contribution to the field of educational management, particularly in developing a model of teacher competence that strikes a balance between personal values, professionalism, and organisational support. This context is increasingly relevant in the post-pandemic era, where teachers' work flexibility and administrative burden are new challenges that require adaptive policies.

## E. Implication

This research makes an important contribution to the development of educational management studies, particularly in the areas of teachers' personality competence and work discipline. The findings support the theory of personality competence as proposed by [Spencer & Spencer \(2018\)](#), but also expand the understanding of the theory by showing that the actualisation of teacher competence cannot be separated from the institutional context and school managerial system. This confirms the importance of a more comprehensive and holistic theoretical approach, which not only focuses on individual aspects of teachers but also includes the influence of the work environment and administrative systems in schools.

Practically, the results of this study provide strategic input for school principals, supervisors, and education policymakers, especially in terms of managing teacher workload. The findings regarding the magnitude of the influence of administrative burden on teacher discipline levels indicate a need to reevaluate the distribution of tasks and establish an

administrative system that is more efficient and supports the learning process. Schools also need to develop personality development programs, such as professional ethics training, discussion forums among teachers (e.g., MGMP), and contextual mentoring tailored to the needs of each school.

Socially, this study demonstrates that teachers with strong personalities and effective disciplinary behaviour can foster a positive school culture, maintain integrity, and serve as role models for students. The values of honesty, responsibility, and exemplary behaviour shown by teachers will have a significant impact on student character development and ultimately on the quality of the younger generation as the nation's successor. Thus, strengthening teachers' personality competencies must be part of a broader strategic agenda of character and social development.

Other implications are at the policy level and future research directions. The findings are relevant for use as input in formulating education policies that better support teacher professionalism, especially by simplifying administrative tasks and strengthening sustainable personality development programs. Further research, employing a mixed-methods approach or a longitudinal study, is needed to assess the sustainable impact of these interventions. In addition, this research presents opportunities to develop teacher personality competence assessment instruments that are more adaptable to the dynamics of work in a modern school environment, including the challenges of the current digital era.

## **F. Limitations and Suggestions for Further Research**

This study has several limitations that should be considered when interpreting and generalising the results. First, the descriptive qualitative approach used provides depth of data, but limits the scope of generalisation of the findings because it focuses on only one location, namely SMAN 42 East Jakarta. Therefore, the results of this study may not fully reflect the condition of teachers' work competence and discipline in other schools with different characteristics.

Second, the number of participants in this study was limited and selected using a purposive sampling technique. This approach is susceptible to selection bias, as it only involves teachers who have demonstrated experience and personal development, potentially limiting the findings to a narrow range of perspectives from teachers with more diverse backgrounds and varying levels of experience.

Third, data collection techniques that rely on open-ended interviews and observations also bring the possibility of perception bias from both informants and researchers. Although triangulation has been employed, the potential for subjectivity to influence data interpretation remains.

Given the limitations in the scope and approach of this research, some directions for future studies can be considered. Future research is expected to involve more schools with diverse backgrounds, both in terms of geographical location-such as schools in urban, suburban and rural areas-as well as school types, such as public and private, in order to obtain a broader and more representative understanding of the implementation of teachers'

personality competencies and work discipline. A mixed-methods approach is suggested, allowing in-depth qualitative explorations to be enriched with generalizable quantitative data. This combination of methods enables researchers to capture the dynamics of teacher behaviour while measuring general trends using standardised instruments.

Longitudinal studies are also worthwhile to conduct in order to understand how teachers' personality competencies and discipline evolve, particularly after interventions such as training or character development. Long-term studies can provide valuable insights into the effectiveness of coaching policies or programs in sustainably shaping teachers' professionalism. It is also crucial to develop assessment instruments that are contextualised and tailored to the local school culture. Specifically developed instruments will more accurately measure aspects of teachers' personalities and discipline in the context of their daily school lives.

By developing research directions into these dimensions, the study of teacher competence and discipline can provide a more in-depth scientific contribution as well as have a practical impact on improving the quality of education in Indonesia.

## G. Conclusion

Based on the research results at SMAN 42 East Jakarta, teacher personality competence is interpreted as the ability to serve as a role model through honesty, fairness, and integrity. At the same time, work discipline is reflected in consistency and responsibility in fulfilling professional duties. Although administrative burden is the main obstacle that interferes with the focus on discipline, institutional support, such as MGMP programs and character building, has proven to play an important role in maintaining the quality of teachers' work. This finding confirms that strengthening teacher competence and discipline does not rely solely on individual factors but also requires holistic and sustainable support from the school system. Thus, a systemic and contextual approach is needed to shape the work culture of teachers who are professional, characterised and highly disciplined.

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