

Teacher Personality Competence Assessment: Assesment Instruments, Methods, and Steps for Instrument Develompment

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Abstract

Assessment of teachers' personality competence is essential for improving educational quality, as a teacher's character directly influences students' moral development and the overall learning process. This competence includes emotional stability, moral integrity, discipline, responsibility, exemplary behavior, and professional ethics. Using a qualitative literature review, this study examines the concept of personality competence assessment, available assessment instruments, and steps for developing objective tools. Findings indicate that combining multiple instruments—observation, questionnaires, interviews, and self-assessment—provides a more comprehensive evaluation. Personality assessment serves not only as an evaluation tool but also as a foundation for continuous professional development.

Keywords: *teacher personality competence, teacher performance assessment, assessment instruments.*

Introduction

The quality of education is influenced, among other things, by teacher performance in carrying out their duties and responsibilities. One indicator of improved educational quality in schools is

teachers' performance in enhancing productive student outcomes. Teachers with strong teaching performance help produce knowledgeable and well- characterized graduates (Huda, 2022).

Performance refers to work achievements, implementation of tasks, results, or work outputs (Mulyasa, 2004). It is also defined as actions, achievements, and skills demonstrated by an individual in completing tasks (Hamzah, 2012). Therefore, performance includes task execution and results aligned with authority and responsibility to achieve organizational goals, including targets, quantity, quality, effectiveness, and efficiency.

Teacher teaching performance is the teacher's ability to carry out tasks according to predetermined objectives (Christina Sinaga et al., 2024). Teachers continue to hold a central and irreplaceable role in learning. Many human elements in teaching cannot be replaced by other factors. A teacher often becomes a role model and a figure of identification for students (Widiansyah et al., 2018).

Teachers must possess teaching competence, personality competence, social competence, and professional competence. Personality competence is a fundamental requirement because it significantly influences the formation of students' character, particularly in elementary school students (Tabularasa & Unimed, 2008).

According to the National Education Standards Article 28 Paragraph 3 (2), personality competence refers to the ability to demonstrate strong, dignified, moral, and exemplary character. It involves maturity, stability, wisdom, dignity, exemplary behavior, and noble character. It includes aspects of self-understanding, self-acceptance, self-direction, and self-actualization. A teacher with good personality competence demonstrates responsibility, honesty, discipline, and positive character traits (Siti Hinda Syah, 2024).

Based on this, the authors aim to explore personality competence assessment further. As highly influential figures in students' development, teachers must exhibit positive attitudes in speech, behavior, and teaching methods. Teacher personality plays a crucial role in shaping students' development and school climate.

Discussion

Teacher Personality Competence Assessment Personality competence is one of the four core competencies mandated by Law No. 14 of 2005 on Teachers and Lecturers. This competence reflects

a teacher's maturity, stability, and noble character. Assessing personality competence is important because it directly influences students' moral and character development (Arifai et al., 2018).

Indicators commonly used include (Rinawati & Khasanah):(1) Emotional Maturity and Stability, (2) Attitudes and Behavior in Line with Social Norms and Professional Ethics, (3) Responsibility and Commitment to Tasks, (4) Independence and Self-Confidence, (5) Becoming a Role Model for Students and the Community, (6) Integrity and Honesty.

Assessment can be conducted through direct observation, evaluation by principals or colleagues, self-assessment, and feedback from students and parents. Personality assessment not only measures quality but also helps guide teachers' professional growth (Huda, 2022).

Teacher Personality Competence Assessment Instruments. To ensure objective, structured, and measurable assessment, instruments must be developed systematically with attention to validity and reliability (Rahmawati et al., 2022). Key instruments include:(1) Observation Instrument, Used by principals/supervisors to observe real behavior such as emotional control, discipline, communication, and exemplary conduct. Observation forms include indicators, observed behaviors, scores, and notes, (2) Questionnaire (Likert Scale), Given anonymously to students or colleagues to obtain perceptions about fairness, patience, honesty, and manners. This method reveals aspects not visible through formal observation, (3) Interview, Used to explore teachers' understanding of duties, ethics, and situations. Responses help assess emotional maturity, responsibility, and values, (4) Self-Assessment Allows teachers to reflect on honesty, emotional control, exemplary behavior, and openness to criticism.

Conclusion

Teacher personality competence assessment instruments play a strategic role in ensuring that teachers demonstrate integrity and exemplary character. Personality competence—including emotional stability, moral integrity, discipline, responsibility, and adherence to professional ethics—is foundational for creating a positive learning environment.

Each method (observation, questionnaire, interview, self-assessment) has strengths and limitations; thus, combining them offers a comprehensive assessment. Assessors should be trained to use instruments effectively. Involving students, colleagues, and principals enriches the evaluation.

Assessments should be continuous and used for reflection and development—not punishment—to support sustained teacher professionalism

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