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# Students' Perceptions of The Personality Competence of Islamic Religious Education Teachers Following The Teacher Professional Education Program (PPG)

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**Abstract**

**Purpose** : This study aims to describe students' perceptions of the personality competence of Islamic Religious Education (PAI) teachers after completing the Teacher Professional Education Program (PPG). Personality competence was examined through five indicators: steadiness and stability, maturity, wisdom, authority, and noble character with exemplary conduct.

**Method** : This study employed a quantitative descriptive design. The population consisted of 45 students, with 20 students from Grades VII and VIII selected through proportionate random sampling. Data were collected through questionnaires, observation, and documentation and analyzed using descriptive percentage statistics.

**Results** : Students' overall perception of the personality competence of PPG-certified PAI teachers was categorized as very good, with an average score of 88.38%. Authority received the highest score (92.19%), followed by noble character and exemplary conduct (90.31%), wisdom (89.38%), maturity (87.50%), and steadiness and stability (82.50%).

**Conclusion** : Students perceived the personality competence of PPG-certified PAI teachers very positively across all assessed indicators. The findings suggest that authority and exemplary conduct were the most prominent aspects of teachers' personality competence, while steadiness and stability, although still rated very good, received the lowest score.

**Keywords:** Students' Perceptions, Personality Competence, Islamic Religious Education Teachers, Teacher Professional Education Program (PPG)

## 1. Introduction

Education is an effort to optimize the development of potential in all domains and to shape the skills and character of the younger generation. To achieve these educational goals, several important roles and components are involved, one of which is the role of the teacher.(Hariyanto et al., 2025) Teachers have always been a strategic focus of attention in discussions of educational issues because teachers are closely related to every component of the education system. (waliyul maulana, 2023)

A professional teacher is a teacher who possesses a set of competencies that support the performance of his or her duties. A teacher must possess four competencies, namely pedagogical, personality, social, and professional competence, the last of which is acquired through professional education. (Mustofa, 2020) Teachers must master all four competencies, particularly teachers of Islamic Religious Education. The responsibilities of Islamic Religious Education teachers are

considerable because, in addition to being required to possess these four competencies, they must also have a personality consistent with Islamic teachings. (Rachmah, 2026) Personality competence encompasses having a consistent and stable personality that complies with legal and social norms, taking pride in one's profession as an educator, and consistently acting in accordance with these norms. (Mardhatillah & Surjanti, 2023) In other words, every competency requirement also obliges them to practice Islamic teachings in their daily lives.

Personality competence encompasses a steady and stable personality that adheres to legal and social norms, pride in one's profession as an educator, and consistent conduct in accordance with those norms. (Hendrawati & Pratama, 2025) The author concludes that the personality competence of PAI teachers encompasses a steady, mature, wise, judicious, authoritative, and morally upright disposition, as well as serving as a role model for students.

To achieve educational goals, the government has established supporting programs to improve teacher professionalism, one of which is the Teacher Professional Education Program (PPG). (Javiarma, 2025) This program equips teachers with the ability to plan, develop, and implement effective teaching and learning processes, as well as to select and master the subject matter. It is evident that the government's purpose in organizing the PPG program is to make it a bridge toward the formation of professional and competent teachers, one of whose competencies is personality competence.(Supendi, P., Daryani, A., 2023)

Perception is related to seeing, responding, understanding, or reacting to something.(Syukra & Sabandi, 2021) A person's perception influences his or her behavior. Perception is the interpretation of information from the senses, the assignment of meaning to sensory stimuli. Thus, if students hold a good perception of the learning environment, they can follow lessons seriously, which enables their learning outcomes to be achieved. (Robbins, n.d.) The impressions received by students depend heavily on all the experiences gained through the thinking process and are also influenced by factors originating within the individual (Sihombing et al., 2024). Therefore, it is important for us to cultivate positive values so that the resulting perceptions are also positive.

Based on the results of a preliminary observation conducted by the researcher at SMP Negeri 3 Hulu Kuantan, the researcher conducted interviews with school staff and the Islamic Religious Education (PAI) teacher and directly observed the learning conditions, paying attention to the attitudes and behavior of the PAI teacher who holds an educator certificate and has completed the Teacher Professional Education Program (PPG). The preliminary observation data showed that the teacher's teaching methods and attitudes remained the same as before the PPG. This finding served as initial data for the researcher on whether the PPG program had been successful, because teachers who have completed the PPG are expected to have stronger professional, pedagogical, personality, and social competencies in line with the program's objectives.

Although the Teacher Professional Education Program (PPG) is designed to improve teacher competence, particularly pedagogical, professional, social, and personality competence, the success of the program is measured not only by the possession of an educator certificate but also by the application of these competencies in teaching practice and teacher behavior in the school environment. Previous research has generally examined the impact of the PPG on improving teacher competence based on self-assessments by teachers, principals' evaluations, or student learning outcomes. However, studies that specifically examine the personality competence of Islamic Religious Education teachers who have completed the PPG from the perspective of students remain relatively limited.

In addition, research at the junior high school level in Kuantan Singingi Regency, particularly at SMP Negeri 3 Hulu Kuantan, remains very scarce. Yet students are the party who interact directly with teachers, both during the learning process and outside the classroom; therefore, students' perceptions can provide a more objective picture of how teachers' personality competence is

manifested in attitudes, exemplary conduct, discipline, responsibility, authority, and noble character in everyday school life.

Based on these conditions, there is a research gap, namely the absence of studies that specifically describe students' perceptions of the personality competence of Islamic Religious Education (PAI) teachers who have completed the Teacher Professional Education Program (PPG) at SMP Negeri 3 Hulu Kuantan. Therefore, this study was conducted to fill that gap by providing an empirical description of how the personality competence of PAI teachers who have completed the PPG is perceived by students in the context of daily learning and interactions in the school environment.

The author found a study by J. Pinardi et al. entitled "Persepsi Guru Pamong tentang Kompetensi Pedagogik Mahasiswa PPG Prajabatan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Palangka Raya pada Praktik Pengalaman Lapangan" [Mentor Teachers' Perceptions of the Pedagogical Competence of Pre-Service PPG Students of the Faculty of Teacher Training and Education (FKIP), Universitas Palangka Raya, during Field Experience Practice], published in 2024. (Pinardi et al., 2024) That study only examined mentor teachers' perceptions of the mastery of pedagogical competence by students of the Pre-Service PPG Program at the Faculty of Teacher Training and Education (FKIP), Universitas Palangka Raya, in 2022 during Field Experience Practice (PPL). It focused on the pedagogical competence of Pre-Service PPG students, with mentor teachers as respondents in the context of Field Experience Practice (PPL). By contrast, the present study examines the personality competence of Islamic Religious Education teachers who have completed the In-Service PPG program, with students of SMP Negeri 3 Hulu Kuantan as respondents, because they are the group that interacts directly with teachers during the learning process and in daily school life.

Another study found by the author is a journal article written by Akbari Ahmad Sidik entitled "Persepsi Siswa tentang Kompetensi Kepribadian Guru" [Students' Perceptions of Teachers' Personality Competence] (2023). (Akbari et al., 2023) That study only describes students' perceptions of teacher competence in general; it does not focus on Islamic Religious Education (PAI) teachers who have completed the PPG program.

Furthermore, the author found a study conducted by Qiqi Yuliati Zaqiah, in a journal article entitled "*The Impact of In-Service Teacher Education Program on Competency Improvement Among Islamic Religious Education Teachers Using Self-Assessment*" published in 2023. (Zaqiah et al., 2024) That study did not address the role of students' perceptions in assessing the personality competence of Islamic Religious Education (PAI) teachers, whereas the study to be conducted by the author takes place in the Kuantan Singingi region, where schools still operate within a local context.

Nevertheless, to determine whether the competencies acquired through the Teacher Professional Education Program (PPG), particularly personality competence, are genuinely evident in actual practice during the learning process and in teachers' daily behavior in the school environment, more in-depth research is needed based on the perceptions of students, who interact directly with teachers.

Based on the factual data from the preliminary observation and the uniqueness of this study, the researcher was interested in conducting more in-depth research on students' perceptions of the personality competence of Islamic Religious Education teachers following the Teacher Professional Education Program (PPG). This study is expected to provide an overview of the extent to which the personality competence of teachers who have completed the PPG is reflected in their performance as educators, both during the learning process and in daily life in the school environment.

## 2. Method

### Problem Formulation

Based on the background above, the research questions in this study are as follows:

1. How do students perceive the personality competence of Islamic Religious Education teachers who have completed the PPG program?
2. How do students perceive the steadiness and maturity, wisdom and prudence, authority, and exemplary conduct of Islamic Religious Education teachers who have completed the PPG program?

### Type and Approach of the Research

This study employed a quantitative approach, specifically a descriptive quantitative research design. The quantitative approach was used to obtain an objective picture of students' perceptions of the personality competence of Islamic Religious Education (PAI) teachers who have completed the Teacher Professional Education Program (PPG) through numerical data measurement and statistical analysis.

Descriptive research aims to describe the facts and characteristics of the research subjects systematically based on data obtained from respondents.

### Research Location and Time

This research was conducted at SMPN 3 Hulu Kuantan, Kuantan Singingi Regency, Riau Province (NPSN 69849404), which was established on 20 March 2014. The research was carried out from March to August 2026.

### Research Population and Sample

The research population comprised all students taking Islamic Religious Education at SMPN 3 Hulu Kuantan, and the research sample was determined using the *proportionate random sampling* technique.

*Proportionate random sampling* is a probability sampling technique that gives every member of the population an equal chance of being selected as part of the sample. This technique is used when the population consists of several subpopulations (strata) with different numbers of members, so that the sample size from each stratum is drawn proportionally to the size of that stratum.

According to Sugiyono, proportionate random sampling is used when the population consists of heterogeneous members who are proportionally stratified. After the sample size for each stratum has been determined proportionally, sample members are selected randomly. This technique aims to ensure that every group in the population is represented proportionally, to reduce sampling bias, and to increase the representativeness of the sample with respect to the population.(sugiyono, n.d.)

The sampling steps are as follows: first, determine the total population; then, identify the strata or groups within the population (for example, Grades VII, VIII, and IX); determine the number of samples to be drawn; and finally, calculate the sample size by selecting sample members from each stratum at random, for example, by lottery or using a random number generator.

The sampling technique used in this study was proportionate random sampling because the research population consisted of several groups (classes) with varying numbers of members. Therefore, the sample size for each class was determined proportionally based on the number of students in each class; respondents were then selected randomly so that every student had an equal chance of being included in the research sample.

The sample was drawn from Grade VII, which had 28 students, and Grade VIII, which had 17 students, for a total population of 45 students. The researcher did not draw a sample from Grade IX because, at the time of the research and data collection, Grade IX students had completed their final examinations and were no longer actively attending school; therefore, the researcher drew the sample from Grades VII and VIII only to represent the population. From the combined Grades VII and VIII, the researcher selected a sample of 20 students, namely 12 students from Grade VII

(consisting of 5 female and 7 male students) and 8 students from Grade VIII (consisting of 5 female and 3 male students), using the following sampling formula:

The formula is: sample size per group = (number of group members ÷ total population) × total sample size.

1. Grade VII: 28/45 × 20 = 12 students
2. Grade VIII: 17/45 × 20 = 8 students

**Data Collection and Analysis**

The data collection methods used were questionnaires, observation, and documentation. The data analysis technique used in this study was descriptive statistical analysis. Descriptive statistical analysis is a method used to describe collected data as it is, through tables, graphs, or numerical measures, without any intention of drawing conclusions that apply to the population at large. The research data, which are quantitative, are presented using descriptive percentage techniques.

To determine students' perceptions of the personality competence of Islamic Religious Education (PAI) teachers following the Teacher Professional Education Program (PPG), the following formula is generally used:

$\bar{x} = \Sigma x / n$

Where:

$\bar{x}$ = mean (average)

$\Sigma$ = sum (sigma)

x = data value

n = number of data points

This research was conducted at SMPN 3 Hulu Kuantan, Kuantan Singingi Regency, Riau Province, after the researcher obtained official permission from the school. Before the research began, the researcher first submitted a research permit request letter from Universitas Islam Kuantan Singingi, as the grant recipient, to the principal in order to fulfill administrative procedures.

During the meeting with the principal, the researcher also carried out the initial stage of the research, consisting of interviews and brief observations of the school and the research setting. This activity aimed to obtain a general overview of the teaching staff, the state of Islamic Religious Education learning, the number of students, and conditions related to the implementation of the research. The preliminary observation was also conducted to align the research design with actual field conditions so that data collection could proceed effectively and efficiently.

After the permit letter was received and approved by the principal, the researcher coordinated with the Islamic Religious Education (PAI) teacher and the homeroom teachers to schedule the research activities so as not to disrupt teaching and learning at the school.

Subsequently, the researcher developed the research instrument in the form of a questionnaire used to measure students' perceptions of the personality competence of Islamic Religious Education teachers who have completed the Teacher Professional Education Program (PPG). The questionnaire was constructed based on the indicators of teachers' personality competence as set out in Minister of National Education Regulation Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. These indicators include the teacher's ability to act in accordance with the religious, legal, social, and national cultural norms of Indonesia; to present oneself as an honest person of noble character who serves as a role model; to demonstrate a steady, stable, mature, wise, and authoritative personality; and to possess a strong work ethic, a high sense of responsibility, pride in being a teacher, and self-confidence.

Before being used as a data collection tool, the research instrument underwent a content validation process conducted by validators with expertise in Islamic Religious Education and research methodology. The validation process aimed to ensure that each item corresponded to the

indicator to be measured, was linguistically clear, was easily understood by respondents, and was capable of eliciting the information required by the study. The validators provided feedback on several questionnaire items, particularly regarding sentence wording so that it would be simpler, would not give rise to ambiguous interpretations, and would suit the developmental level of junior high school students. Based on the validation results, the researcher revised several questionnaire items, after which the instrument was declared feasible for use in data collection.

The population in this study comprised all students taking Islamic Religious Education at SMPN 3 Hulu Kuantan. Given that the population consisted of several grade levels with varying numbers of students, the researcher used the proportionate random sampling technique to determine the sample. This technique was chosen because it gives all members of the population an equal chance of becoming respondents, while keeping the sample size from each class proportional to its share of the population. Accordingly, the resulting sample is expected to represent the characteristics of the population as a whole, so that the research findings have a high degree of representativeness.

After the research sample had been determined, the researcher arranged a data collection schedule together with the Islamic Religious Education teacher and the homeroom teachers. Data were collected at a mutually agreed time so as not to disrupt the learning process or other academic activities. Before distributing the questionnaires, the researcher introduced themselves to the students, explained the purpose and benefits of the research, and provided instructions for completing the questionnaire. The researcher also emphasized that all responses provided by participants would be kept confidential, used solely for research purposes, and would not affect students' academic grades. This explanation was given so that participants would feel comfortable and answer honestly based on their own experiences and perceptions.

The questionnaires were completed directly in the classroom under the researcher's supervision. Throughout the activity, the researcher remained in the classroom to provide guidance when respondents did not understand a statement. This supervision was not intended to influence students' answers but to ensure that each respondent understood the meaning of every statement so that their responses genuinely reflected their perceptions of the personality competence of Islamic Religious Education teachers who have completed the Teacher Professional Education Program (PPG).

During data collection, most respondents were able to complete the questionnaire properly in accordance with the instructions provided. Several students asked about the meaning of certain terms in the questionnaire, and the researcher provided explanations without steering them toward any particular answer. After all questionnaires had been completed, the researcher rechecked the completeness of respondents' answers to ensure that no items were skipped or left blank. Questionnaires deemed complete were then collected for editing, coding, data tabulation, and data processing using descriptive statistical analysis techniques.

## 3. Results

### Results of the Analysis of Students' Perceptions of the Personality Competence of Islamic Religious Education Teachers Who Have Completed the Teacher Professional Education Program (PPG).

The questionnaire was distributed to collect data on students' perceptions of the personality competence of Islamic Religious Education (PAI) teachers who have completed the PPG program. Personality competence consists of a steady and stable personality, a mature personality, a wise personality, an authoritative personality, and noble character with exemplary conduct. Each indicator consisted of four statements rated on a 1–4 Likert scale, with a total of 20 respondents.

This study used the following category intervals:

81–100% = Very Good

61–80% = Good
41–60% = Fair
21–40% = Poor
0–20% = Very Poor
The results of the questionnaire distribution conducted by the researcher are as follows:

Table 1. Results of the questionnaire distribution

| No | Personality competence indicator | Actual score | Max. Score | Min. Score | Percent | Category |
|---|---|---|---|---|---|---|
| 1 | Steady and stable personality | 264 | 16 | 12 | 82.50% | Very good |
| 2 | Mature personality | 280 | 16 | 11 | 87.50% | Very good |
| 3 | Wise personality | 286 | 16 | 12 | 89.38% | Very good |
| 4 | Authoritative personality | 295 | 16 | 12 | 92.19% | Very good |
| 5 | Noble character and exemplary conduct | 289 | 16 | 11 | 90.31% | Very good |

**Students' Perceptions of Islamic Religious Education Teachers' Steady and Stable Personality Competence**

In this study, the steady and stable personality aspect was measured using four statements answered by 20 students through a questionnaire with a 1–4 Likert scale. Based on the data analysis, a total score of 264 was obtained out of an ideal score of 320. The ideal score was calculated by multiplying the number of respondents (20 students), the number of items (4 items), and the highest Likert score (4), as follows:

Ideal score = 20 × 4 × 4 = 320

Next, the percentage achievement of the indicator was calculated using the following formula:

Percentage = (Score obtained / Ideal score) × 100%
= (264 / 320) × 100%
= 82.50%

Accordingly, the steady and stable personality aspect obtained a percentage of 82.50%. Based on the interpretation criteria used in this study, this percentage falls into the "Very Good" category.

These results indicate that students hold a very positive perception of the personality competence of Islamic Religious Education teachers who have completed the Teacher Professional Education Program (PPG), particularly in the steady and stable personality aspect. This indicates that teachers are perceived as able to display a consistent personality in carrying out their duties and responsibilities as educators, for example, by enforcing rules consistently every day, not becoming easily angry when students make mistakes, always complying with school regulations without exception, and remaining calm and professional even when busy.

The percentage of 82.50% also indicates that most students gave positive evaluations of teachers' behavior in daily life at school. Teachers were perceived as able to demonstrate stability of attitude and emotion when interacting with students, thereby creating a safe, comfortable, and conducive learning atmosphere. This stable and consistent personality fosters students' confidence that teachers can serve as role models in attitude and behavior.

In addition, a steady and stable personality is one of the main elements of teachers' personality competence as mandated by Minister of National Education Regulation Number 16 of 2007, which stipulates that teachers must have a steady, stable, mature, wise, and authoritative personality, possess noble character, and be able to serve as role models for students. Therefore, the high ratings given by students on this indicator show that teachers have been able to display professional character that supports the success of the learning process and the formation of students' character.

Overall, the results on the steady and stable personality indicator show that the personality competence of Islamic Religious Education teachers who have completed the Teacher Professional Education Program falls into the "Very Good" category, with a percentage of 82.50%. These results indicate that teachers have succeeded in displaying a consistent and stable personality aligned with the values of teaching professionalism, and thus receive positive perceptions from their students.

**Students' Perceptions of Islamic Religious Education Teachers' Mature Personality Competence**

The mature personality aspect in this study was measured using four statements presented to 20 students through a questionnaire with a 1–4 Likert scale. Based on the data analysis, a total score of 280 was obtained. The ideal score for this indicator is 320, calculated by multiplying the number of respondents (20 students), the number of items (4), and the highest Likert score (4), as follows:

Ideal score = 20 × 4 × 4 = 320

Next, the percentage achievement of the indicator was calculated using the following formula:

Percentage = (Score obtained / Ideal score) × 100%

= (280 / 320) × 100%

= 87.50%

Based on this calculation, the mature personality aspect obtained a percentage of 87.50%. According to the interpretation criteria used in this study, this percentage falls into the "Very Good" category.

These results indicate that students hold a very positive perception of the personality competence of Islamic Religious Education teachers who have completed the Teacher Professional Education Program (PPG), particularly in the mature personality aspect. Teachers were perceived as able to display attitudes that reflect maturity in carrying out their duties and responsibilities as educators. This maturity is evident in teachers' dedication and high enthusiasm when teaching in the classroom, punctuality in arriving and starting lessons according to the established schedule, objective assessment based on students' actual abilities, and support for students who experience learning difficulties.

Overall, the results on the mature personality indicator show that the personality competence of Islamic Religious Education teachers who have completed the Teacher Professional Education Program falls into the "Very Good" category, with a percentage of 87.50%. These results indicate that teachers have been able to demonstrate a mature, responsible, and professional attitude in performing their duties and thus receive highly positive perceptions from their students.

**Students' Perceptions of Islamic Religious Education Teachers' Wise Personality Competence**

The wisdom aspect in this study was measured using four statements given to 20 students through a questionnaire with a 1–4 Likert scale. Based on the data analysis, a total score of 286 was obtained. The ideal score for this indicator is 320, calculated by multiplying the number of respondents (20 students), the number of items (4), and the highest Likert score (4), as follows:

Ideal score = 20 × 4 × 4 = 320

Next, the percentage achievement of this indicator was calculated using the following formula:

Percentage = (Score obtained / Ideal score) × 100%

= (286 / 320) × 100%

= 89.38%

Based on this calculation, the "wise personality" aspect obtained a percentage of 89.38%. According to the interpretation criteria used in this study, this percentage falls into the "Very Good" category.

The percentage of 89.38% indicates that most students gave very positive evaluations of teachers' behavior in the "wise personality" aspect. This suggests that teachers have been able to foster harmonious relationships with students through a wise attitude, namely by listening to and respecting students' opinions even when they differ, being fair and judicious in resolving problems or conflicts in the classroom, prioritizing students' understanding over merely completing the textbook targets, and giving soothing and helpful advice when students face problems. This wise attitude also has a positive impact on creating a conducive learning environment, characterized by mutual respect and support for the development of students' character.

Overall, the results on the wise personality indicator show that the personality competence of Islamic Religious Education teachers who have completed the Teacher Professional Education Program falls into the "Very Good" category, with a percentage of 89.38%. These results indicate that teachers have been able to demonstrate a wise, objective, fair, and thoughtful attitude in carrying out their professional duties and thus receive highly positive perceptions from their students.

**Students' Perceptions of Islamic Religious Education Teachers' Authoritative Personality Competence**

The authoritative personality aspect in this study was measured using four statements presented to 20 students through a questionnaire with a 1–4 Likert scale. Based on the data analysis, a total score of 295 was obtained. The ideal score for this indicator is 320, calculated by multiplying the number of respondents (20 students), the number of statements (4), and the highest Likert score (4), as follows:

Ideal score = 20 × 4 × 4 = 320

Next, the percentage achievement of the indicator was calculated using the following formula:

Percentage = (Score obtained / Ideal score) × 100%

= (295 / 320) × 100%

= 92.19%

Based on this calculation, the authoritative personality aspect obtained a percentage of 92.19%. Based on the interpretation criteria used in this study, this percentage falls into the "Very Good" category.

These results indicate that students hold a very positive perception of the personality competence of Islamic Religious Education teachers who have completed the Teacher Professional Education Program (PPG), particularly in the authoritative personality aspect. Teachers were perceived as able to display attitudes and behavior that reflect authority in carrying out their duties as educators. This authority is evident in teachers' ability to speak courteously and never insult students; their calm and confident manner when communicating with students; their firm yet polite way of speaking when interacting with students; and their neat, polite, clean, and appropriate appearance befitting a teacher.

Overall, the results on the authoritative personality indicator show that the personality competence of Islamic Religious Education teachers who have completed the Teacher Professional Education Program falls into the "Very Good" category, with a percentage of 92.19%. These results indicate that teachers have been able to demonstrate authority as professional educators through a firm, fair, and responsible attitude, as well as by being figures who are respected and trusted by their students. This finding shows that teachers not only master the subject matter but have also developed positive leadership qualities that can exert a positive influence on the formation of students' character.

**Students' Perceptions of Islamic Religious Education Teachers' Competence in Noble Character and Exemplary Conduct**

The aspect of noble character and exemplary conduct in this study was measured using four statements presented to 20 students through a questionnaire with a 1–4 Likert scale. Based on the data analysis, a total score of 289 was obtained. The ideal score for this indicator is 320, calculated by multiplying the number of respondents (20 students), the number of statements (4), and the highest Likert score (4), as follows:

Ideal score = 20 × 4 × 4 = 320

Next, the percentage achievement of this indicator was calculated using the following formula:

Percentage = (Score obtained / Ideal score) × 100%

= (289 / 320) × 100%

= 90.31%

Based on this calculation, the aspect of noble character and exemplary conduct obtained a percentage of 90.31%. Based on the interpretation criteria used in this study, this percentage falls into the "Very Good" category.

These results indicate that students hold a very positive perception of the personality competence of Islamic Religious Education teachers who have completed the Teacher Professional Education Program (PPG), particularly in the aspect of noble character and exemplary conduct. Teachers were perceived as demonstrating behavior that reflects lofty moral values, such as honesty, courtesy, responsibility, discipline, and mutual respect in interactions with students and other members of the school community. This behavior serves as a tangible example that students can observe and emulate in their daily lives.

The percentage of 90.31% indicates that most students view teachers as not only delivering learning material but also setting an example through attitudes and behavior consistent with moral values and Islamic teachings. Teachers were perceived as maintaining good speech, showing patience in dealing with students, acting fairly, and demonstrating high integrity in carrying out their duties as educators. This exemplary conduct positively influences the formation of students' character because students tend to imitate the behavior shown by their teachers.

Overall, the results on the noble character and exemplary conduct indicator show that the personality competence of Islamic Religious Education teachers who have completed the Teacher Professional Education Program falls into the "Very Good" category, with a percentage of 90.31%. These results indicate that teachers demonstrate consistency between what they teach and what they do in daily life; they are honest and fair in grading without discriminating among students; they perform their religious obligations diligently and serve as role models for students; and they show a high sense of responsibility for their students' academic success. This condition reinforces the teacher's role as a professional educator who not only develops students' academic abilities but also contributes to the formation of students' character and morals in line with the objectives of national education.

Based on the results of the data analysis presented, the following findings were obtained:

Table 2. Results of the data analysis presented

| Personality Competence Indicator | Percent | Category |
|---|---|---|
| Steady and stable personality | 82.50% | Very good |
| Mature personality | 87.50% | Very good |
| Wise personality | 89.38% | Very good |
| Authoritative personality | 92.19% | Very good |

| | | |
|---|---|---|
| Noble character and exemplary conduct | 90.31% | Very good |

Average percentage:

$$\frac{(82.5 + 87.5 + 89.38 + 92.19 + 90.31)}{5} = 88.38\%$$

Accordingly, the average score for teachers' personality competence is 88.38%, which falls into the "Very Good" category.

Based on the results of the data analysis on students' perceptions of the personality competence of Islamic Religious Education teachers following the Teacher Professional Education Program (PPG), it was found that all personality competence indicators fall into the "Very Good" category.

The analysis results show that the steady and stable personality indicator obtained a score of 82.50%, the mature personality indicator 87.50%, the "wise" personality indicator 89.38%, the "authoritative" personality indicator 92.19%, and the "noble character and exemplary conduct" indicator 90.31%. Of the five indicators, the "authoritative" personality aspect obtained the highest score, whereas the "steady and stable" personality aspect obtained the lowest. Nevertheless, all indicators remained in the "Very Good" category, indicating that students gave positive evaluations of the personality competence of Islamic Religious Education teachers.

Overall, the average percentage of the personality competence of Islamic Religious Education teachers who have completed the Teacher Professional Education Program is 88.38%, which falls into the "Very Good" category. These results indicate that teachers have been able to demonstrate a steady, stable, mature, and wise personality, as well as authority, noble character, and the ability to serve as role models for students. This strong personality competence contributes positively to the creation of a conducive learning environment, harmonious teacher–student relationships, and the formation of students' character.

However, a closer examination shows that each indicator has a different percentage. Although all indicators fall into the very good category, this does not mean that all aspects of teachers' personality are performing at the same level.

These percentages merely describe students' perceptions or assessments and are not an absolute measurement of all aspects of teachers' personality. Therefore, the researcher does not directly conclude from these results that teachers are perfect in every aspect of personality. Moreover, the very good category indicates positive evaluations but does not automatically prove that the PPG is the cause of the high level of these competencies. Drawing conclusions about the effect of the PPG would require an appropriate research design and data.

## 4. Discussion

Based on the research results, the authoritative personality indicator obtained the highest percentage at 92.19%, whereas the steady and stable personality indicator obtained the lowest percentage at 82.50%. Although there is a difference of 9.69 percentage points, both indicators remain in the very good category. This difference indicates that students' perceptions of PAI teachers' personality competence vary in level across aspects.

The high percentage on the authoritative personality indicator is understandable because authority is a personality aspect that students can relatively easily observe in learning interactions. Teachers' authority is reflected in their ability to manage the classroom, give direction, be firm, communicate well, and build students' respect. In the context of learning, teachers who can display firmness without neglecting respect for students tend to be regarded as educators with authority. Thus, the percentage of 92.19% indicates that authority is one of the strengths of PAI teachers' personality based on students' assessments.

Conversely, the steady and stable personality indicator obtained the lowest percentage, at 82.50%. Although it still falls into the very good category, this result indicates that the steadiness and stability of personality have not yet been rated as highly as the other indicators. This condition is understandable because personality stability is visible not only in learning activities but also relates to teachers' consistency in maintaining their attitudes, controlling their emotions, acting fairly, and demonstrating responsibility across various situations. This aspect demands long-term behavioral consistency and is therefore not always easy for students to observe through everyday learning interactions.

When the two indicators are compared, teachers' authority received a higher rating than steadiness and stability of personality. This finding suggests that teachers may be assessed as having a good ability to build authority and earn students' respect, but the aspects of consistency of attitude and self-control still require attention. This is important because ideal authority should be built not only through firmness but also supported by emotional stability, maturity of attitude, and behavioral consistency.

In relation to the Teacher Professional Education Program (PPG), these results show that students' perceptions of the personality competence of teachers who have completed the PPG generally fall into the very good category. However, the results also provide a caveat that teachers' professional development should not be oriented solely toward pedagogical abilities and mastery of instruction but must continue to be directed toward strengthening personality. PAI teachers are expected not only to be respected figures in the classroom but also to maintain patience, fairness, and consistency, and to exercise self-control when dealing with students of diverse characteristics.

The author found a study by J. Pinardi et al. entitled "Persepsi Guru Pamong tentang Kompetensi Pedagogik Mahasiswa PPG Prajabatan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Palangka Raya pada Praktik Pengalaman Lapangan" [Mentor Teachers' Perceptions of the Pedagogical Competence of Pre-Service PPG Students of the Faculty of Teacher Training and Education (FKIP), Universitas Palangka Raya, during Field Experience Practice], published in 2024. (Pinardi et al., 2024) That study only examined mentor teachers' perceptions of the mastery of pedagogical competence by students of the Pre-Service PPG Program at the Faculty of Teacher Training and Education (FKIP), Universitas Palangka Raya, in 2022 during Field Experience Practice (PPL). It focused on the pedagogical competence of Pre-Service PPG students, with mentor teachers as respondents in the context of Field Experience Practice (PPL). By contrast, the present study examines the personality competence of Islamic Religious Education teachers who have completed the In-Service PPG program, with students of SMP Negeri 3 Hulu Kuantan as respondents, because they are the group that interacts directly with teachers during the learning process and in daily school life.

Another study found by the author is a journal article written by Akbari Ahmad Sidik entitled "Persepsi Siswa tentang Kompetensi Kepribadian Guru" [Students' Perceptions of Teachers' Personality Competence] (2023). (Akbari et al., 2023) That study only describes students' perceptions of teacher competence in general; it does not focus on Islamic Religious Education (PAI) teachers who have completed the PPG program.

Furthermore, the author found a study conducted by Qiqi Yuliati Zaqiah, in a journal article entitled "The Impact of In-Service Teacher Education Program on Competency Improvement Among Islamic Religious Education Teachers Using Self-Assessment" published in 2023. (Zaqiah et al., 2024) That study did not address the role of students' perceptions in assessing the personality competence of Islamic Religious Education (PAI) teachers, whereas the study to be conducted by the author takes place in the Kuantan Singingi region, where schools still operate within a local context.

Based on this study, the implications for Islamic education are as follows. First, the Strengthening of the Exemplary Model (*Uswatun Hasanah*), as evidenced by the high level of students' perceptions, which affirms that certified PAI teachers are able to present a living moral figure in the school environment. Second, the Integration of Religious *Hard Skills* and *Soft Skills*, as the results obtained indicate that a steady, mature, and wise personality competence strengthens the effectiveness of conveying religious moral messages to junior high school students.

In terms of implications for teachers' professional development, these findings provide strategic direction for improving the quality of educators going forward, in terms of Balancing the Proportion of *Soft Skills* Training, given that the high scores on the personality indicators demonstrate that the cultivation of ethics, emotional maturity, and teacher leadership needs to be maintained and continuously integrated into advanced training modules, and Continuous Performance Reflection, as the research results show that evaluation based on students' *feedback* is an effective reflective instrument for teachers to maintain the consistency of professional behavior both inside and outside the classroom.

Next, regarding Implications for the Evaluation of the Teacher Professional Education Program (PPG), the first is Validating the Quality of the Program's Outputs of the PPG itself. This study offers an evaluation perspective based on real impact in the field (*impact evaluation*) from the students' point of view. The second is the Development of a PPG Curriculum That Must Be Character-Oriented for the teachers who participate in the program. PPG program developers should continue to enrich workshop materials and personality coaching, so that the educator certificate is understood not merely as a formal legality that supports welfare but as one that genuinely reflects moral integrity and teaching professionalism.

The methodological limitations of this study are as follows: Absence of Pre-PPG Data (Pre-Test Design): Because this study used a descriptive ex-post facto design without a baseline measurement before the teachers participated in the PPG program, this study cannot causally prove that the PPG is the sole factor causing students' positive perceptions. It is possible that these teachers already had good personalities before participating in the PPG.

Another limitation of this study is the Absence of a Comparison Group (*Control Group*), in that this study did not compare students' perceptions of PAI teachers who have completed the PPG with those of PAI teachers who have not. Without a control group, the generalization that the high scores are definitively the result of the PPG curriculum intervention is limited. A further limitation relates to the Scope of Subjects and Sample Scale: This study was conducted in a specific setting (SMPN 3 Hulu Kuantan, with a sample of 20 students from Grades VII and VIII), so the findings are local in nature and cannot be broadly generalized to all PAI teachers at the national level or in different regions.

Thus, the findings of this study affirm that the personality competence of PAI teachers is reflected not only in the authority displayed in teaching but also in the steadiness and stability of attitude shown consistently. Both aspects need to go hand in hand so that teachers are not only respected figures but also individuals whom students can trust and emulate.

## 5. Conclusion

Based on the results of the data analysis and discussion concerning students' perceptions of the personality competence of Islamic Religious Education (PAI) teachers following the Teacher Professional Education Program (PPG) at SMP Negeri 3 Hulu Kuantan, the author concludes that the objectives of this study have been comprehensively addressed. The findings obtained by the researcher in the field consistently reflect that students' perceptions of all indicators of PAI teachers' personality competence fall into the "Very Good" category, with an overall average percentage of 88.38%.

In this study, the findings reflect students' positive assessments distributed across the five main indicators of personality competence, namely authority, which obtained the highest percentage at 92.19%, followed by noble character and exemplary conduct at 90.31%, wisdom at 89.38%, maturity at 87.50%, and steadiness and stability at 82.50%.

In conclusion, the findings of this study substantially emphasize that students hold very positive responses and views. This demonstrates that the personality competence achieved by PAI teachers who are PPG graduates has been tangibly actualized and is directly reflected in their attitudes, exemplary conduct, and professional behavior in learning interactions and daily life in the school environment.

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