

Students' Perceptions of Mathematics Teachers: Personal and Interpersonal

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ABSTRACT

Based on student perceptions, this study describes mathematics teachers' personalities and social competence at MTsN 2 Cirebon. This study examines and describes mathematics teachers' personalities and social competencies based on student perceptions of MTsN 2 Cirebon. This type of research uses mixed research methods and a sequential explanatory design. The population in this study was all class VIII MTsN 2 Cirebon, and the sample in this study was 134 students. The data collection techniques are questionnaires and interviews using instruments like questionnaire results and interview guidelines. The data analysis used is descriptive statistics and descriptive qualitative. The results showed that the description of the personality competence of mathematics teachers at MTsN 2 Cirebon, according to the analysis of student perceptions in general, was categorized as good with a percentage of 72.67%, which was supported by the results of student interviews stating that the teacher always dressed neatly and according to the official schedule, starting and ending timely learning. However, there are indicators of personality competence that have not been maximized, namely the teacher being a role model for students, with a smaller percentage than the other three indicators of personality competence, namely 68.38%. Moreover, the social competence of mathematics teachers at MTsN 2 Cirebon, according to the analysis of student perceptions in general, is categorized as good. Supported the results of student interviews state that the teacher, when in class, interacts well with students and cares about students by reprimanding, advising, and repeating learning that has not been understood, but if outside the classroom, the teacher is just ordinary, not so close, just saying hello like other teachers.

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1. INTRODUCTION

In the current era, teachers face challenges that are much bigger than in the previous era. Therefore the challenge for teachers is to make students intelligent,

independent, think critically, and solve problems; for that, it takes teachers who can compete for no more extended intelligence but creativity and intelligence to act.

Research at Harvard University in the United States shocked Indonesia's education world. Based on the study's results, a person's success is not determined solely by knowledge and technical abilities (hard skills) but also by skills to manage oneself and others (soft skills) [1], [2]. The study revealed that a person's success is only determined by about 20% of hard skills and the remaining 80% by soft skills. Soft skills are the ability to manage oneself appropriately and build relationships with others effectively [3]. Teachers are required to be able to read every challenge that exists in the present and the future [4]. Teachers must be able to find solutions to problems that arise from the impact of the progress of the times because not all the progress of the times has a good impact; negative impacts must also be taken into account, thus requiring educators who have the skills and master the competence of teachers.

The challenge for 21st-century teachers is to create learning strategies that can make students have; leadership, ethics, accountability and adaptation, productive personality, responsibility, and self-direction [5]–[7]. According to Ward [8], today's teachers must be great teachers, precisely, “the mediocre teacher says. The good teacher explains the superior teacher demonstrates, and the great teacher inspires” [9].

In the 21st century like this, the demand for teachers with competency standards, personality competencies, in particular, is a must that teachers must-have because this will have an impact when the teacher conducts teaching and learning activities in the classroom. Of the many teacher competencies, the most important competence is personality competence [10]. Teachers must have a noble moral attitude and be friendly, cheerful, sympathetic, enthusiastic, and fun [11]. In addition to personality competence, a teacher must also possess social competence [11]–[14]. Teachers must be able to master the class and interact with students so that the classroom atmosphere becomes lively. As stated in the RI Law Number 14 of 2005 concerning Teachers and Lecturers Article 10 Paragraph (1), what is meant by social competence is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community.

The teacher is a role model to be nurtured and imitated as an example for students and their personal lives. Being an example is an integral part of being a teacher, so being a teacher means accepting the responsibility of being an example [15], [16]. Every teacher must have adequate personality competencies, and even these competencies will be the basis for other competencies. The teacher's personality enormously contributes to the success of education, especially in learning activities; the teacher's personality also plays a significant role in shaping students' personalities [15].

Teachers are not only required to be able to interpret learning but how to make learning a place to build competence and improve the personal quality of students [17]. It shows that the personal competence or personality of the teacher is needed by students in the process of personal formation. This competency is the embodiment of the educational philosophy and principles put forward by Ki Hajar Dewantara, which includes *Ing Ngarso Sung Tulodo* (in front of giving an example), *Ing Madyo Mangun Karso* (in the middle of

building initiatives), *Tut Wuri Handayani* (in the back encouraging) [18]. Satisfying interpersonal relationships between teachers and students will be built if the teacher applies values that are examples for students. The teacher can become someone who understands students' problems and must have authority so that students are afraid of them.

Based on the description above, the teacher's personality competence function is to provide guidance and role models, jointly develop creativity and generate learning motivation and encouragement to progress students. When people have a high level of dedication to their work, a commitment to the quality of work processes and results, and a continuous improvement attitude to constantly improve and update their models and working methods, said to be professional. Follow the demands of the time, based on the recognition that the education task is to prepare the next generation for the time.

Based on the practice in the field, it was found that few teachers could not display the expected personality. The acknowledgment immediately emerged from the students when the author confronted them in the context of a discussion about effective learning methods for North Jakarta high school and vocational high school students. They expressed some of the attitudes of teachers that they did not like, among others: arrogant teachers (do not like to be reprimanded or do not want to be reprimanded when you meet them outside school), teachers who like to smoke, wear untidy clothes, often come late, and many other expressions. Express their disapproval of the teacher's appearance [15].

Therefore, teachers must have good personalities and social competencies to be role models for students and be effective when teaching and learning activities occur. With this background, the researcher will conduct research entitled *Students' Perceptions of Mathematics Teachers: Personal and Interpersonal*

2. METHOD

The type of research used is a mixed method. Mixed methods research is a research approach that combines or associates qualitative and quantitative forms [19]. The research design that the researcher will use is the Explanatory Design Model. The general purpose of this design is that quantitative data help clarify and shape the initial qualitative results. The explanatory design can also be used by researchers if they want to form groups based on quantitative results and will follow up the group through qualitative research.

The first phase of this design begins with the collection and analysis of quantitative data, followed by additional collection and analysis of qualitative data; this first phase is called the quantitative phase. The second phase is the qualitative phase, designing a study linked to the results of the first phase. Because the explanatory design begins quantitatively, the researcher emphasizes quantitative methods more than qualitative ones.

In this study, the subjects to be studied were 134 students of class VIII MTsN 2 Cirebon. The researchers chose several data collection techniques, namely questionnaires and structured interviews, to obtain essential data from the learning implementation process and other situations that affect learning.

3. RESULTS AND DISCUSSION

This research was conducted at MTsN 2 Cirebon, with the subjects in this study amounting to 134 students. The researcher will present the results obtained through a

questionnaire, supported by data obtained through interviews and documentation, to determine students' perceptions of the personality and social competence of mathematics teachers at MTsN 2 Cirebon. This instrument will describe the mathematics teacher's personality and social competence based on each teacher's competence indicators.

3.1. Description of Teacher Personality Competence

In this study, researchers collected data on the personality competence of mathematics teachers at MTsN 2 Cirebon using a questionnaire instrument to analyze students' perceptions. Personality competence has four aspects: teacher discipline, demonstrating a work ethic and responsibility, having a noble and authoritative character, and being a student role model. The four indicators consist of 45 statements. The description of the personality competence of mathematics teachers based on the analysis of student perceptions is as follows.

Table 1. Recapitulation of Percentage of Personality Competency Indicators

Indicator	Percentage	Category
Teacher Discipline	79,27%	Good
Work Ethics and Responsibility	73,42%	Good
Noble and Dignified	70,98%	Good
Become an example	68,38%	Good

3.2. Description of Teacher Social Competence

In this study, researchers collected data on the social competence of mathematics teachers at MTsN 2 Cirebon using a questionnaire instrument to analyze student perceptions. In the realm of social competence, there are two indicators, and each indicator has two aspects: Social interaction in the classroom, while the aspects are individuals with individuals and individuals with groups. Furthermore, the second aspect is social interaction outside the classroom, which has the same aspect as social interaction in the classroom, namely between individuals and individuals and individuals and groups. The two indicators which consist of these two aspects have 25 statements. The description of the social competence of mathematics teachers based on the analysis of student perceptions is as follows.

Table 2. Recapitulation of the Percentage of Social Competency Indicators

Indicator	Percentage	Category	
Social Interaction In Class	Individual with individual	68,73%	Good
	Individual with group	64,44%	Good
Social Interaction Outside the Class	Individual with individual	57,98%	Good Enough
	Individual with group	59,80%	Good Enough

3.3. Students' perceptions of the mathematics teacher's personality competence

a. Personal Competence

First, regarding the teacher's discipline, 10 out of 12 students said that the teacher always dressed neatly and wore clothes according to the official schedule, and the

teacher started and ended the lesson on time. In comparison, the other two students said that the teacher looked neat but never wore official clothes, the teacher was never late once, but often on time, once before the bell signaling the end of class time, and once a few minutes late, but previously gave clarity.

Second, showing work ethic and responsibility, 8 out of 12 students said that teachers have high enthusiasm when teaching; teachers try to improve student learning outcomes to realize students who excel, teach according to Pancasila norms, complete teacher tasks well, and provide sanctions and warnings that educate students.

The third is noble and authoritative. Overall, students say that the teacher acts according to religious norms, but the teacher does not do and gives examples of things that are not good, both in words and actions. The teacher behaves well, has good character, speaks with good words, honest, friendly, good teacher, as well as other teachers. 8 out of 12 students said that the teacher has high patience in dealing with the different characters of students, respects the differences of opinion of each student, in order to achieve reasonable learning goals. The results of interviews according to students' perceptions of authoritative teachers, almost all students obey the teacher, obey the orders and rules, and the teacher is firm when delivering learning material; this shows that the teacher has high authority so that students respect the teacher and are enthusiastic in following each lesson.

Fourth, being a role model for students, 7 out of 12 students said that the teacher did not take adverse actions, was always disciplined in everything, was firm in making decisions, and joked as needed. However, five other students said the teacher was firm but had a high tone. They assumed that the teacher was angry when teaching, students were asking questions, or students were not asking.

b. Social Competence

1. Social interactions in the classroom

First, individual by individual, 8 out of 12 students said the teacher could interact well with students during teaching and learning activities, the teacher pays attention and understands students' feelings, and the teacher helps and provides solutions when students have learning difficulties.

Second, in individuals with groups, 9 out of 12 students think that teachers can communicate well with students when learning takes place, speak in simple language so that students can easily understand them, use good speaking manners, maintain speech, and teachers become facilitators in discussions. The other three students thought the teacher could communicate well with students when learning occurred. However, sometimes the teacher limited his attention to specific groups and confident students, depending on how the students behaved towards the teacher. Eleven of the students think that teachers can cooperate reasonably with students, aiming to achieve learning objectives, and teachers always try to motivate students to be enthusiastic about learning.

2. Social Interaction Outside the Class

First, Individually, ten students think that the teacher is friendly and always greets them when they meet. One student said that ordinary teachers do not greet them,

but it happened because he did not precede; another student said that he had never met when outside hours lesson, maybe because the student is quiet, 6 out of 12 students said the teacher could care less when outside the classroom because the rest was the homeroom's job, but mothers behaved and treated students the same as other teachers. In the two individuals with groups, 6 out of 12 students said the teacher did not care, did not provide suggestions or solutions, and became students' partners, and six students confirmed that the teacher was normal towards students because the rest was the task of the whole homeroom teacher, the teacher only focused on teaching in the classroom. In class, 9 out of 12 students think that when outside the classroom, the teacher is sociable and easy to socialize with peers or other educational units; other students do not know how close mothers are to other teachers. Twelve students argued. Some students answered that the teacher was not a mediator between students and parents. Furthermore, some answered yes; the teacher was not a mediator with parents but a mediator with the homeroom teacher because there was an incident when students acted wrongly outside the classroom with their friends then. The next day, the teacher reported to the homeroom teacher that there was no relationship between the teacher and parents, only the homeroom teacher.

3.4. Discussion of research results

a. Personal Competence

Based on the results of the analysis related to students' perceptions of teacher personality competencies conducted at MTsN 2 Cirebon, with a sample of 134 students, it can be seen that the personality competencies of mathematics teachers based on the analysis of student perceptions as a whole are good, with a percentage of 72.67%. There are four indicators of teacher personality competence; the first indicator, namely teacher discipline, is categorized as good with a percentage of 79.27%. It is shown by the teacher being on time when starting and ending learning hours, always dressing neatly and according to the official schedule, and being responsible for implementing school rules. In line with student interviews which stated that teachers always dress neatly and wear clothes according to the official schedule, teachers are more often on time when starting and ending learning, being late only occasionally and giving news first.

It is in line with Katijah's research [20], stating that aqidah moral teachers are always on time to school with a percentage of 68%. The discipline of MTsN 2 Cirebon teachers is categorized as good; hopefully, the teacher can maintain that discipline because teacher discipline is very influential for students and will be used as role models or role models for students. It is in line with Mulyasa's opinion; in terms of education. Disciplining students must begin with a personal teacher who is disciplined, wise, and authoritative [15]. If we want students to have good discipline, the first step that needs to be done is the teacher first; then, students will follow what the teacher is doing.

Work ethic and teacher responsibilities are categorized as good, with a percentage of 73.42%. It is indicated by the teacher's enthusiasm when teaching; the teacher tries to improve student learning outcomes to create outstanding students, creates an interactive learning atmosphere, teaches following Pancasila norms, completes the teacher's tasks well, and provides appropriate sanctions and reprimands. Educate students. In line with student interviews which stated that teachers have high enthusiasm when teaching, try to improve student learning outcomes by repeating learning and doing exercises, teaching following Pancasila norms, completing teacher tasks well, and giving sanctions and reprimands, which educates students.

It is in line with Syarifudin's research [21], "Analysis of the Personality Competence of Mathematics Teachers Based on Teacher Performance Assessments at SMPNs in Binamu District, Jeneponto Regency," the personality competence of mathematics teachers in the third aspect of work ethic, high responsibility, and a sense of pride in being a teacher consists of 8 indicators with teacher performance assessment reaching 85.42 with good category.

Noble and authoritarian personalities are rated good at a percentage of 70.98%. It means that the teacher follows religious norms, has much patience, speaks in an excellent and honest language, is kind and of good character, communicates material clearly and firmly, and puts common interests ahead of personal interests. and by the fact that they respect differences of opinion among students. Furthermore, the student should be obedient to the teacher. In line with student interviews which stated that the teacher was patient when dealing with different student characters, respecting the differences of opinion of each student, the teacher did not do and give examples of things that were not good, both in words and actions, the teacher had good character, spoke with good words. , honest, friendly, and the teacher behaves as well as other teachers. It is in line with the research of Murphy [22], who found that 61.5% of 42,810 students thought that teacher charisma/authority was the most significant factor in teacher effectiveness in teaching.

It is the same with the research conducted by Alimin [23] on the personality competencies of Islamic religious education teachers in SMP in Tarakan, the results of which are aspects of behavior that reflect piety and noble character, an average of 94% are obtained in the outstanding category. Thus the teacher must always have good morals by caring for all things, both words and deeds. It is in line with the opinion of Mulyasa [15] with noble character, teachers under any circumstances must have self-confidence (self-confidence) that is constant and unshakable [15]. Through such teachers, we hope that education will become an arena for shaping the nation's character, which will determine the future color of the Indonesian people, as well as their self-esteem in the eyes of the world.

Teachers being role models for students are categorized as good, with a percentage of 68.38%. It is indicated by the teacher not taking negative actions, being firm in making decisions, joking as needed, students speaking honestly and not speaking harshly, students being enthusiastic and enthusiastic in participating in learning, students following the rules and instructions of the teacher, and students respecting the

teacher. In line with student interviews which stated that the teacher did not take adverse actions, was always disciplined in everything, was firm in making decisions, and joked as needed. It is in line with Syarifudin's research [21], "Analysis of the Personality Competence of Mathematics Teachers Based on Teacher Performance Assessments at SMPNs throughout the Binamu District, Jeneponto Regency," the personality competencies of mathematics teachers in the aspect of showing mature and exemplary personalities with an average value of 1.78 are categorized wholly fulfilled. It shows that the teacher's personality in providing an example for students and the community still needs to be improved because, following the opinion of Mulyasa [24], the teacher's personality is very influential in shaping students' personalities. We need pious educators in morals, actions, and traits that their students can see as an example [25], [26].

Based on data analysis for each personality competency indicator based on student perception analysis, several things are of concern to researchers, and there are aspects of personality competency indicators that have not been maximized, namely the teacher being a role model for students, this indicator the percentage value is below the other three indicators. As for the analysis of students' perceptions of the personality competence of the mathematics teacher at MTsN 2 Cirebon, personality competence is generally categorized as good. It is in line with the research conducted by Widyaningsih [27] showing a positive and significant influence between the teacher's personality competence and the discipline of class V students. The discussion explains that the higher the personality competence of a teacher, the higher the student discipline will increase. The research confirms that the teacher's personality competence is vital in student development and affects teacher performance in implementing learning. It is in line with the opinion of Mulyasa [15] that teachers have a substantial contribution to the success of education, especially in learning activities; the teacher's personality also plays a significant role in shaping students' personalities [15].

From the description above, it is clear that the personality possessed by a teacher will affect students both directly and indirectly. A teacher at least has an attractive personality so that his students can imitate and emulate. Thus, the personality competencies of MTsN 2 Cirebon teachers have met the standards of teacher personality competencies following the teacher and lecturer law, which reads that personality competencies are personality competencies, which are stable personality abilities, a noble character, wise and authority, and becoming role models for students. Personality competence is one of the competencies that a teacher must possess because the task of a teacher is not only to teach science related to the cognitive or psychomotor domains but also to be able to provide examples ranging from attitudes, behavior, and even appearance.

b. Social Competence

Based on the results of the analysis related to students' perceptions of teacher personality competencies conducted at MTsN 2 Cirebon, with a sample of 134 students, it can be seen that the social competence of mathematics teachers based on

the analysis of student perceptions as a whole is good, with a percentage of 72.67%. There are four indicators of teacher personality competence; the first indicator, the interaction between individuals and individuals (in the classroom), is categorized as good with 68.73%. It is indicated by the teacher's ability to interact well with students during teaching and learning activities, helping and providing solutions to learning difficulties. In line with student interviews which stated that teachers could interact well with students during teaching and learning activities, teachers pay attention and understand students' feelings, and teachers help and provide solutions when students have learning difficulties.

Interaction between individuals and groups (in the classroom) is categorized as good, with a percentage of 64.44%. It is indicated by speaking in simple language, using good speaking manners, maintaining speech, communicating well with students, paying attention and understanding students' feelings, being a facilitator in discussions, creating an interactive learning atmosphere, cooperating with students, always trying to motivate students to be enthusiastic about learning. In line with student interviews, teachers could communicate well with students when learning takes place, speak in simple language so that it is easily understood by students, use good speaking manners, maintain speech, and cooperate reasonably during discussions.

Classroom social interactions are consistent with Purnamasari research [28], Social interaction in the classroom. Teachers treat all students fairly and provide attention and support according to their individual needs, regardless of personal factors. Teachers maintain good relationships, care for their (inclusive) colleagues, and actively contribute to all formal and informal discussions related to work. Teachers often interact with students and do not limit their attention to a particular group. All three indicators are categorized as fully met. However, the second indicator on teacher competence in being inclusive, acting objectively, and non-discriminatory obtained the highest average score, indicating that in general mathematics, teachers at State Junior High Schools throughout the Binamu District, Jeneponto Regency fulfilled the second indicator compared to other indicators. Thus, personality competence in social interaction in the classroom, between individuals and individuals and individuals with groups, is categorized as good; the teacher has tried to interact and cooperate reasonably with students and provide solutions to achieve reasonable learning goals. It is in line with Mulyasa [15], which states that teaches social competence is the ability of teachers to prepare students to become good members of society and educate and guide the community in facing life in the future [15].

The interaction between individuals and individuals (outside the classroom) teachers is categorized quite well, with a percentage of 57.98%. It is indicated by greeting when meeting; teachers are less concerned and do not advise students about extracurricular activities. It is in line with student interviews which stated that when outside the classroom, closeness to the teacher was expected; they only greeted each other when they met, but the teacher was always friendly.

Interaction between individuals and groups (outside the classroom) is categorized quite well, with a percentage of 59.80%. It means that teachers propose solutions, are

partners with students, reduce conflict, are facilitators between students and parents, care for students, fellow teachers, and the school environment, and prioritize the common good, Demonstrated by building good communication. In line with student interviews, teachers do not care, they do not give advice or solutions when students are in trouble or have problems, and teachers socialize. The teachers, who were responsive and easily exchanged with other teachers around them, did not become intermediaries between students. She became the go-between with the parents and the go-between with the classroom.

Social interaction in the classroom, both between individuals and individuals and individuals and groups, is in line with Purnamasari's research [28] on the social competence of mathematics teachers in the second competence, namely communication with fellow teachers, education staff, parents of students, and the community with an average score of 1.6 categorized as wholly fulfilled. However, two components are lacking in mathematics teachers at State Junior High Schools throughout the Binamu District, Jenepono Regency, based on the results of teacher performance assessments, namely: 1) The teacher conveys information about the progress, difficulties, and potential of students to their parents, both in formal meetings. Alternatively, informally between teachers and parents, peers, and can show the evidence; and 2) Teachers take an active role in activities outside of learning organized by schools and the community and can provide evidence of their participation.

Thus, social interaction outside the classroom, both between individuals and individuals and individuals with groups, has not been fulfilled optimally; the teacher must try to improve it again because the teacher plays an essential role as a person who lives in society; the teacher must have the ability to blend in with the community through his abilities. Flexibility to get along must be possessed because otherwise, the association will be rigid and result in the person concerned being less acceptable to the community.

Based on the analysis of student's perceptions of the social competence of mathematics teachers at MTsN 2 Cirebon, their social competence is generally categorized as good. It is in line with the research conducted by Purnamasari [28] that the average value of teaching social skills is 84.72, so it can be said that, in general, social competence is Good. In line with that, Hidayat [29] also argues for social competence. According to him, social competence is the ability of teachers to communicate and interact effectively with students, fellow educators, education staff, parents/guardians of students, and the surrounding community [29].

Meanwhile, based on data analysis for each indicator of social competence based on the analysis of student perceptions, several things are of concern to researchers, namely that it is found that several competency indicators are generally categorized as good and can be met by mathematics teachers at MTsN 2 Cirebon. However, two indicators of social competence have not been maximized, and this can be seen from the percentage of the final score on the two aspects of the teacher indicators, which means that the teachers have not fulfilled them as a whole. As for these aspects, the

teacher is less than optimal in guiding students to participate in extracurricular activities and being a mediator between students and parents.

Thus, the social competence of teachers at MTsN 2 Cirebon has met the standards of social competence of teachers following the law on teachers and lecturers, which states that social competence is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of participants. It is not optimal in practice for students and the surrounding community.

4. CONCLUSION

Based on the results of research and discussion, it can be concluded that the personality competence of mathematics teachers at MTsN 2 Cirebon, according to the analysis of student perceptions, is generally categorized as good with a percentage of 72.67%, which is supported by the results of student interviews stating that teachers always dress neatly and according to the schedule. Service, starting and ending lessons on time. However, there are indicators of personality competence that have not been maximized, namely the teacher being a role model for students, with a smaller percentage than the other three indicators of personality competence, namely 68.38%.

In addition, the social competence of mathematics teachers at MTsN 2 Cirebon, according to the analysis of student perceptions in general, is categorized as good. The results of student interviews state that the teacher, when in class, interacts well with students and cares about students with how to reprimand, advise and repeat learning that has not been understood, but outside the classroom, the teacher is just ordinary, not so close, just saying hello like other teachers. Several aspects of competence are generally categorized as good and can be met by mathematics teachers at MTsN 2 Cirebon. However, two aspects of social competence have not been maximized, as for these aspects, namely. The teacher is less than optimal in guiding students to participate in extracurricular activities and being a mediator between students and parents.

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