

THE INFLUENCE OF PUBLIC ELEMENTARY SCHOOL TEACHERS' AUTHORITY ON STUDENTS' CHARACTERDina Maharani¹, Azizah Hanum OK²

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ABSTRACT

Teachers are role models for students in the school environment, a teacher's personality has a huge influence on the morals of their students. The fact in the field is that there are still many teachers who do not reflect what should be an example for each of their students. This research aims to analyze the influence of teacher authority on the formation of student morals at SD Negeri 014628. This research is quantitative research using positivism methods. The data from this research were analyzed using the normality test, linearity test, and partial test or t-test formulas. The population in this study was 139 students at State Elementary School 014628, sampling in this study was carried out randomly, the sample size was 30 people. Data was collected using questionnaire and documentation techniques. From the results of partial test calculations (t-test), the value of t_{count} is $5.767 > t_{table} 2.048$. And the significance value of the influence of variable X on variable Y is $0.001 < 0.005$, which can be stated that H_0 is rejected and H_a is accepted. Based on the research results, it can be concluded that there is a significant influence between teacher authority (X) on the formation of student character (Y) so that the positive values taught by teachers such as discipline, ethics and responsibility can be implemented well by students in the future.

Keywords: Teacher Authority, students' characters, elementary school**ABSTRAK**

Guru adalah teladan bagi peserta didik dilingkungan sekolah, kepribadian seorang guru, memiliki pengaruh yang besar sekali pada karakter anak didiknya. Fakta dilapangan bahwa masih banyak seorang guru yang tidak mencerminkan hal yang seharusnya dapat menjadi contoh bagi setiap siswanya. Penelitian ini bertujuan untuk menganalisis pengaruh kewibawaan guru terhadap pembentukan karakter siswa di SD Negeri 014628. Penelitian ini ialah penelitian kuantitatif dengan metode positivisme. Data hasil penelitian ini dianalisis dengan menggunakan rumus Uji normalitas, Uji linieritas, dan Uji parsial atau uji-t, populasi dalam penelitian ini siswa SD Negeri 014628 sebanyak 139, pengambilan sampel pada penelitian ini dilakukan secara random, ukuran sampelnya sebanyak 30 orang. Data dikumpulkan dengan menggunakan teknik angket dan dokumentasi. Dari hasil perhitungan uji parsial (uji-t) Hasil nilai dari t hitung $5.767 > t \text{ tabel } 2.048$. Dan nilai signifikansi pengaruh variabel X terhadap variabel Y adalah $0,001 < 0,005$, yang dapat dinyatakan H_0 ditolak dan H_a di terima. Berdasarkan hasil penelitian dapat disimpulkan bahwa adanya pengaruh yang signifikan antara kewibawaan guru (X) terhadap pembentukan karakter siswa (Y) sehingga nilai-nilai positif yang diajarkan guru seperti disiplin, etika, dan tanggung jawab dapat diterapkan dengan baik oleh siswa untuk kedepannya.

Kata Kunci: Kewibawaan Guru, Karakter siswa, sekolah dasar

A. INTRODUCTION

Education is the most important thing in human life, because with education a person's potential will be honed and developed so that it can determine the future of each individual. According to Ki Hajar Dewantara in (Kahpi, 2020), education is an effort to advance children's character (character, inner strength), mind (intellect) and body so that they are in harmony with nature and society. Educational success is influenced by several factors, one of which is school personnel. The term school personnel according to (Herriyan et al, 2017) is intended as all staff in schools and includes educational and administrative staff.

Learning is an activity carried out intentionally or unintentionally by each individual, so that there is a change from not knowing to knowing, from not being able to walk to being able to walk, not being able to read to being able to read and so on. Learning is a process of change in individuals who interact with their surroundings in a good or bad direction in terms of character, abilities and skills (Ahmad, 2018). Entering the era of globalization which is marked by the rapid development of Science and Technology can have positive and negative impacts. It can be seen from the problems related to moral decline that in this era have penetrated some of the nation's generations. This moral decline is like anarchic actions, moral decline, quarrels between students, bullying friends, insulting, cheating on exams without guilt and so on (Muhammad, 2024). This shows that the character possessed by children is far from good so that good character establishment is needed to improve children's less good character. This shows that the formation of good character for children is a very important and urgent thing in human life which is ultimately expected to train all the potential that humans have, such as physical, intellectual and attitude potential (Abdul & Yunus, 2022).

The education pattern implemented by the government today is no less than the government has poured out a lot of funds to train teachers in Indonesia to implement character education so that future generations become the mainstay of the nation's future, where with character education carried out by the government so that Indonesia in the future can have superior generations with good character so that they can compete with other nations to move towards a more advanced Indonesia (Al-Mubarakfuri, 2023). In accordance with the slogan of Advanced Human Resources, Superior Indonesia.

But when the younger generations and students no longer have the character expected by the government, especially at the elementary school level, where the habit of character establishment is very necessary for students to have because through this stage of development, students will be stored in long-term memory so that they can become good characters that continue to be owned by students until they are adults so that this nation will no longer continue to be trapped in character problems that are never finished and have no end, therefore education must be responsible for the continuity of the youth and students in this country (Lubis, 2022)

Character building is a national education goal that needs to be considered by educational institutions, this requires that character building needs to be instilled comprehensively to students (An-Nawawi, 2015). Character building is not only done through a cognitive approach but must also pay attention to important things, namely the psychomotor and affective approaches, because in understanding character education, it is necessary to understand the anthropological structure of humans consisting of body, soul and mind (Abu, 2015). Character establishment can be formed through activities that are carried out continuously, continuously or repeatedly so that they can become habits, where through these habits can become a person's character. The development and instillation of character in the school environment is not only the responsibility of teachers but also parents coupled with cooperation from students, because the development and instillation of character in schools is only a complement or addition to the growth of good child character, while the main thing in the development of a child's character is at home the family has a great responsibility in educating a child at home (Nurwidodo, 2015).

Basically, character establishment is formed and forged in the environment where the individual is located and develops (Kartini, 2022). This is because human character is influenced by biological and environmental factors. Biological factors are genetic factors inherited from their parents. More or less the character of the parents will be passed down to their children. This cannot be denied because it is destiny that the nature and disposition of the parents will automatically be passed down to the child (Hamka, 2015). However, this genetic or biological factor is not dominant because it must go through environmental selection which has a greater influence on the formation of a person's character. This shows that the environment and people around them influence the formation of students' character. In this case, in the elementary school environment, the closest person in terms of character establishment for students is the class teacher, this requires the class teacher to carry out character formation. Therefore, the role of the class teacher is needed in the formation of the character of the students (Indaya & Roifah, 2021).

Class teachers as educators have a task that is not easy, because teachers have a dual role in educating children. One of the competencies that a teacher must have is personality competency such as a wise personality, a mature personality, and an authoritative personality (Hamka, 2015). Authoritativeness in language means the ability to control and influence others through attitudes and behaviors that contain leadership and are full of charm. Authoritative means a person who has authority so that he is respected and obeyed by others, authority is something that is very important for a teacher to have (Abdul & Yunus, 2022). Because in the educational process, teachers must have the authority to help students become more mature, so that the most important component in teacher teaching is (Abu, 2015)

The teacher's authority reflects the teacher's personality, so that an authoritative teacher will be respected and appreciated by his students.(Nurwidodo, 2015). A teacher who has authority means having sincerity, a strength, something that can give an impression and influence (Cece Wijaya, 2015). A teacher who is authoritative also has adequate knowledge, obedience to applicable norms, disciplined behavior, and good appearance, so it is important in forming the character of students because students will follow the example given by the teacher (Nurwidodo, 2015)

In reality, there are still many teachers who do not reflect what should be an example for each of their students, but these teachers do not demonstrate one of the teacher competencies, namely good personality competency (Herriyan et al., 2017). A teacher who displays a bad personality, then most likely the students will imitate the behavior of the teacher so that it will influence the behavior of the students in their daily lives (Indaya & Roifah, 2021)

The formation of student character is very important in efforts to prevent the negative effects of modern developments.(Kiki, 2022). character education must support the development of both socially, emotionally and ethically of students, in addition character education is interpreted as a positive side whatever is implemented by the teacher will affect the character of the students he teaches. This requires teachers to have exemplary personality and authority so that it will affect the positive or negative formation of the child's personality. Thus, the teacher as a role model for students by providing examples of treatment carried out by people with good character so that they can produce a good generation too. Class teachers must be able to position themselves as models, examples or role models for students in the learning process in the school environment and in socio-cultural life (Emirita, 2017)

This shows that through the class teacher, it is hoped that it can form students who are not only intellectually intelligent but also emotionally and spiritually intelligent and have life skills. This can be achieved when teachers have a strong commitment to implementing character education in schools. Teachers influence several aspects of life, both social, cultural, and economic. In the entire education process, teachers are the main factor whose job is as educators. Teachers must be responsible for the results of children's learning activities through teaching and learning interactions (Emirita, 2017)

Furthermore, negative behavior carried out by students can be detrimental to themselves and their parents, and also tarnish educational institutions which basically help shape the character and quality of character of each student.(Indaya & Roifah, 2021). Negative behavior such as being misused to watch pornographic videos, hijacking someone's account, creating content that is detrimental to others, and imitating immodest ways of dressing, all of which are prohibited by religion and are contrary to customs.(Arifin, 2024). This gives rise to the assumption that teachers have failed to educate and be role models for their students.(Herriyan et al., 2017).

So every teacher, especially authoritative teachers, can help students develop characters that are in accordance with Islamic teachings, so that students do not fall into negative behavior.(Kiki, 2022). For this reason, the role of the Class Teacher in shaping the character of students is very important, therefore it is necessary to have a good and professional Class Teacher so that they can produce and shape a generation with good character as well (M. Dahlan, 2018). Thus, a Class Teacher must be able to teach, guide, and also provide good examples to students regarding what good character is. The figure of a leader where every word or deed will be a role model for students requires the class teacher to be able to exemplify all good character activities (Mahfudin, 2017).

Based on the research results(Abdul & Yunus, 2022)shows that the teacher's personality and teacher authority towards student crafts at Madrasah Aliyah Negeri Pinrang have a very high category because the average value obtained from the perception of the authority of Madrasah Aliyah Negeri Pinrang teachers is 87.00. then it can be concluded in the high and significant category. Then the results of the study(Kiki, 2022)shows that from the results of the partial test calculation (t-test), the results of the t count value are 3.001 and the t table value is 2.024 with a significant value of 0.004 with the testing criteria $t_{count} > t_{table}$ and if the significant value is $0.004 < 0.005$, then H_0 is rejected so that there is a significant influence between variable X (teacher authority) on variable Y (student character) of SMKN 2 Bengkulu City.

Based on the above, the update from this research is that a teacher must have firm authority so that the teacher as an educator can be respected and appreciated by students, because the teacher's authority reflects the teacher's own personality. The focus of this research is how teacher authority influences the character establishment of students at elementary school 014628 Pematang Sungai Baru, Sumatera Utara.

B. RESEARCH METHOD

In this study using quantitative, with the positivist method. Quantitative research (positivistic) can be interpreted as a research method based on the philosophy of positivism (viewing reality / symptoms / phenomena that can be clarified, relatively fixed, concrete, observed, measurable, and the relationship between symptoms is causal) used to research certain populations or samples, data collection using research instruments, data analysis is quantitative / statistical(Sugiono, 2019). This research was conducted in May of the 2023 academic year. The population in this study were students of 014628 Elementary School, based on data of 139, so the sample size in this study used the Slovin formula and obtained 30 people. In this study, the sampling technique was carried out randomly (Probability Sampling). Data collection using research instruments in the form of questionnaires. Through quantitative research methods, researchers will examine the authority of Islamic education teachers towards students as an ongoing research problem on the object of research, it is expected to obtain accurate information and a complete picture of the problems being studied.

This research was analyzed using the normality test formula, linearity test, and partial test or t-test. Data analysis is quantitative/statistical using the t-test to determine the relationship or influence between the dependent variable and the independent variable and to test the hypothesis that has been set.(Sugiono, 2019).

C. RESULTS AND DISCUSSION

Result

The data obtained in the study of the authority of Islamic education teachers towards the formation of student character at SD Negeri 014628, Tanjung Balai District, Asahan Regency were obtained by distributing questionnaire instruments. The total number of students at SD Negeri 014628 was 139, using the Slovin formula, the questionnaire distributed was 30 respondents, each representative of 5 people from each class. In this study, a questionnaire was given to be filled out by respondents with a total of 40 items, consisting of 20 questions for variable X (teacher authority) and 20 questions for variable Y (Student Character Formation). Presentation of research data from each variable using the IBM SPSS version 20 program. The results of data processing on teacher authority (X) show a score in the range of 47-73, on the formation of student character (Y) shows a score in the range of 48-72. Based on the data obtained during the study which was then processed statistically, the total results were $\sum X = 1882$ and $\sum Y = 1889$. The average value (mean) of variable X is 62.73, with a standard deviation of 7,683, and the average value (mean) of variable Y is 62.96, with a standard deviation of 6,467. To clarify, see the table below:

Table 1. Descriptive Analysis Test

Descriptive Statistics						
	N	Range	Min	Max	Mean	Std. Deviation
X	30	26	47	73	62.73	7,683
Y	30	24	48	72	62.97	6,467
Valid N	30					

Before the data is analyzed, there are several stages that must be carried out, namely the normality test and the linearity test. Based on data analysis with SPSS version 20, it can be seen that the significance value indicates the normality of the data. The value criteria used are said to be normal if the significance value (sign.) Is greater than Alpha ($\alpha = 5\%$ or 0.05), conversely the value criteria are said to be abnormal if the significance value (sign) is less than Alpha ($\alpha = 5\%$ or 0.05). The results of the normality test in this study are as follows:

Table 2 Normality Test Results

		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.37255862
Most Extreme Differences	Absolute	.130
	Positive	.130
	Negative	-.080
Test Statistic		.130
Asymp. Sig. (2-tailed) ^c		.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.	.210
	99% Confidence Interval	Lower Bound .199
		Upper Bound .220

In the normality test table using one sample kolmogorov, the significance value (Asymp. Sig.) is 0.2 or 20%, meaning that the value is greater than the Alpha value ($\alpha = 5\%$ or 0.05). So it can be concluded that the data is normally distributed.

The next is the linearity test to determine whether or not there is a linear relationship between the dependent variable and the independent variable to be tested. It is said that there is a significant linear relationship if the Deviation from Linearity Sig. value is greater than the Alpha value ($\alpha = 0.05$ or 5%). Conversely, if the Deviation from Linearity value is less than the Alpha value ($\alpha = 0.05$ or 5%), then there is no significant linear relationship between the independent variable (X) and the dependent variable (Y). The results of the linearity test between variable X (teacher authority) and variable Y (student character formation) can be seen in the following table:

Table 3. Linearity Test Results

	Sum of Squares	Df	Mean Squares	F	Sig.
<i>Deviation from</i>	115.62	13	11.971	.450	.922

Based on the Linearity Test table above, the Sig. value in Deviation from Linearity is 0.922, meaning it is greater than Alpha ($\alpha = 0.05$ or 5%). So it can be concluded that there is a linear relationship between the teacher's authority variable (X) and the student character establishment variable (Y). After all the prerequisites are met, the next step is a partial Hypothesis Test (t-test). In this study, the hypothesis that the researcher proposed is:

- H₀ There is no pethe influence of teacher authority (X) on the formation of student character (Y).
- H_a There is influenceteacher authority (X) towards the formation of student character (Y)

To find out whether there is an influence between variable X and variable Y can be seen by looking at the significance value (Sign.). If the significance value (Sign.) Is smaller than 0.05 then there is a significant influence of teacher authority on the formation of

student character. Conversely, if the significance value (Sign.) Is greater than 0.05 then there is no significant influence of teacher authority on the formation of student character. To find out whether there is a significant influence can be seen in the table below:

Table 4 Hypothesis Test Results

Model	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	24.058	6.796		3.540	.001
Kewibawaan guru	.620	.108	.737	5.767	<.001

The test results obtained from this hypothesis test show $t_{count} 5.767 > t_{table} 2.048$. And the significance value of the influence of variable X on variable Y is $0.001 < 0.005$, which can be stated that H_0 is rejected and H_a is accepted. So it can be concluded that there is a significant influence between teacher authority (X) on the formation of student character (Y).

Discussion

A teacher is a human figure who occupies a position and has an important role in education (Herriyan et al, 2017). The role of teachers is very necessary to educate, guide and encourage. Teachers are also transmitters of knowledge, mobilizers and advisors. It is like a teacher as a painting that will be imitated by students (Miftah, 2020). Basically, whether the painting results are good or bad depends on the examples given by the teacher. There is a saying that says teachers are admired and imitated. In other words, teachers must have an important role as role models or role models for students, especially elementary school age children who will always follow all the behavior carried out by their teachers at school, because at that age children are still easy to imitate and even consider teachers as their idols are more than their own parents.

Seeing this role, it becomes clear that a teacher must have a good and correct personality (Muhammadiyah, 2019). This is based on the fact that the teacher's job is not only to teach, but also to instill and develop students' character values. This study shows that the authority of Islamic Religious Education teachers has a significant influence on the formation of students' morals at Elementary School 014628 Pematang Sungai Baru, Asahan Regency, Tanjung Balai District. The results of the analysis using the t-test showed that the t-value (5.767) was greater than the t-table (2.048), and the Significance value (2-tailed) was 0.001, which was smaller than 0.005.

Thus, the null hypothesis (H_0) which states that there is no influence is rejected, and the alternative hypothesis (H_a) which states that there is an influence is accepted. These findings support the theory that morals can be formed through the authority of teachers (Indaya & Roifah, 2021)

Previous research also supports this research, for example, according to research, teachers must reflect a good personality so that they can be role models for each of their students.(Herriyan et al, 2017). In this study, it was found that teachers must behave as role models in practicing the values of the norms taught, so that students will follow voluntarily and tend to have good behavior in their daily lives. In accordance with the verse of Al-Ahzab verse 21:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

Meaning: Indeed, in the Messenger of Allah you have a good example to follow for him who hopes for (the meeting with) Allah and the Last Day and remembers Allah much. (Ministry of Religion of the Republic of Indonesia, 2019: 420)

From the verse above, the educational value that can be taken is that an educator must be a good role model for his students. If educators or teachers do not behave well, of course their students will also behave badly (Helmawati, 2017). Conversely, if educators or teachers behave well, then they will produce students who behave well too. This is not only related to providing lessons, but also contributes to the formation of students' morals, personality, and character. This is in line with the findings at SD Negeri 014628, where the authority of PAI teachers is able to shape students' morals(Kiki, 2022)

Another study also revealed that the influence of a teacher's authority would be even more fantastic if, apart from teaching and educating through his words, he also set a good and disciplined example of life (Syahid et al., 2023). This means that in addition to teaching and educating, teachers must also be able to provide examples of behavior and attitudes, discipline and respect that can be followed by their students. With discipline, authority in a teacher can shape the character of students when they are in the school environment (Hasnawati, 2020).

The formation of morals is very important to be carried out from an early age at every level of education, especially in elementary school, which is the most important stage in student development.(Hadi Fawwaz, 2020). Because children will be easier to guide and teach good actions, so that when they grow up these actions will stick with the child and become habits.

The authority of the teacher is very important in the context of education and the formation of student morals. The authority of the educator can make students respect and make the educator a role model. Thus, the authority of the educator can help achieve learning goals and encourage students to follow guidance voluntarily.(Pidria et al., 2023). With the authority of the teacher, he is able to create a sense of trust in the students' abilities and knowledge, encourage students to maintain discipline, moral values and ethics of students and an authoritative teacher is able to be wise in making decisions (Hasbi, 2020).

This means that the authority of the teacher is very influential in the formation of student morals. It is expected that teachers can maintain an authoritative character to

continue to supervise and guide their students both in the classroom and outside the classroom, both in the school environment and outside the school. This aims to maintain student behavior within the norms and rules that apply in the school.

In forming the character of students, the role of the class teacher will describe the behavior patterns that students are expected to have in their various interactions, both with students, fellow teachers, and with other staff (Syarifuddin, 2021). Of the various teaching and learning interaction activities, it can be seen as central to its role. Because whether we realize it or not, a lot of teachers' time and attention is devoted to working on the teaching and learning process and interacting with their students. This is in line with research conducted by (Hadi Fawwaz, 2020) which states that teachers have an important role in building character education. Character education is a continuous and never ending process ends, resulting in continuous quality improvement, aimed at realizing the human figure of the future, and rooted in values national culture (Zida, 2021). Character education must develop philosophical values and practice the entire national character completely and comprehensively. In this context, students are the key to forming good character education.

D. CONCLUSION

Education is character formation. Teachers have an important role in forming students' basic character from an early age. Students' knowledge and understanding of material does not make students competent in everyday life. Mastery of skills and good attitudes is an indicator of the success of learning as well as the success of educational goals. Teachers who have good character have the opportunity to produce students with better character. Mastery of methods and mastery of the substance of the material alone are not enough for teachers. Being a human teacher and having compassion for his students as well as being an ethical mentor are important steps that teachers must take to produce students with good character.

Based on the results and discussions that have been presented, the authority of teachers provides sufficient contribution to the formation of student character in elementary school 014628 Pematang Sungai Baru, Sumatera Utara. The results of the analysis of variable X (teacher authority) show that the total number is 1882, while the smallest value is 47, the highest value is 73, with an average value of 62.73, and a standard deviation of 7.683. And the results of the analysis of variable Y (student character formation) show that the total number is 1889, while the smallest value is 48, the highest value is 72, with an average value of 62.96, and a standard deviation of 6.467. From the results of the partial test calculation (t-test) the results of the value of $t_{count} 5.767 > t_{table} 2.048$.

And the significance value of the influence of variable x on variable Y is $0.001 < 0.005$, which can be stated that H_0 is rejected and H_a is accepted. So it can be concluded that there is a significant influence between teacher authority (X) on the formation of student character (Y).

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