



The Influence of Work Environment and Work Motivation on The Personality Competence of SDIT Plus Qurthuba

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Abstract

This study addresses four research questions: First, to what extent do the work environment and work motivation influence the educators' personality competence at Integrated Islamic Elementary School (SDIT) Plus Qurthuba? Second, how does the work environment influence the personality competence of these educators? Third, how does work motivation affect their personality competence? Fourth, what is the combined influence of the work environment and work motivation on the educators' personality competence at Integrated Islamic Elementary School (SDIT) Plus Qurthuba? This research employed a quantitative approach through a survey. The sample consisted of 41 educators at Integrated Islamic Elementary School (SDIT) Plus Qurthuba, selected through simple random sampling. The research instrument was a questionnaire, which had been tested for validity and reliability using SPSS 29. Data were analyzed using correlation and linearity tests, followed by simple and multiple regression analyses. The findings indicate that both the work environment and work motivation have a positive and significant influence on the educators' personality competence, whether examined individually or simultaneously. Partially, the work environment contributed 43.9% to personality competence, with a significance value $p < 0.001$, indicating that a more conducive work environment is associated with stronger personality competence among teachers. Furthermore, work motivation demonstrated a significant effect, contributing 53.9%, as evidenced by a correlation coefficient of 0.734 and a significance level of $p < 0.001$, indicating that higher teacher motivation is associated with stronger personality competence. Simultaneously, both variables exerted a more substantial combined influence of 63.4% ($R^2 = 0.634$, $p < 0.001$), confirming that a supportive work environment, together with strong work motivation, plays a substantial role in enhancing educators' personality competence. These findings underscore that efforts to improve teachers' personality competence rely heavily on supportive working conditions and robust motivation. This study implies that school principals need to create a conducive work environment and strengthen teacher motivation through appropriate support and recognition, thereby fostering the continuous development of educators' personality competence and contributing positively to overall education quality.

Keywords: Work environment, work motivation, personality competence, educators, integrated elementary school

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INTRODUCTION

مقدمة

Education is an effort to nurture and develop human personality. Some experts also define education as a process of changing the attitudes and behavior of an individual or a group of people in order to mature them through teaching and training. Through education, we can become more mature, as it has a very positive impact on us. Education can also eradicate illiteracy and provide skills, mental abilities, and much more (Saputra, 2021).

Education is a means or bridge for humans to develop their potential through the learning process they undergo. A school is an institution labeled as an educational facility that serves as a place for educators/lecturers/teachers to teach, motivate, guide, and direct students to learn about knowledge, religion, and other subjects necessary in life (Na'im et al., 2021).

An educator is an adult who consciously takes responsibility for teaching, guiding, and mentoring their students. Educators are expected to serve as role models to be followed by students and others around them. Allah says in QS Al-Muddassir/74:1–7:

"O you who are wrapped in your robe (Prophet Muhammad), arise and give warning! Glorify your Lord! Purify your garments! Shun all evil deeds! Do not give with the intention of receiving more in return! And for the sake of your Lord, be steadfast!"

This divine command implies that educators, in carrying out their professional duties, must not remain passive in the face of the realities they encounter regarding various learning problems in the effort to improve the quality of education within their environment and society. Instead, they need to take strategic steps to address these challenges with sincerity and dedication.

According to Article 1, Paragraph 10 of the Law on Educators and Lecturers, competence refers to a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by educators and educational personnel in performing their professional duties. Article 6, Paragraph (1) of the Regulation of the Ministry of Education, Culture, Research, and Technology No. 2626 of 2023 states that educators' competencies include pedagogical competence, personal competence, professional competence, and social competence (Permendikbudristek, 2022). The work environment has a highly positive impact on the performance of educators. With a good work environment, educators will be able to carry out their duties effectively. The work environment can also foster a binding influence among the people within it, as it affects individual job satisfaction. To create a conducive work environment, at least two key elements are required: the educators themselves and positive interactions between educators, parents, and the surrounding community (Hadi, 2021).

Motivation is a crucial factor that management must pay attention to if they wish every employee to make a positive contribution toward achieving the organization's goals. With motivation, an employee will have high enthusiasm in carrying out the tasks assigned to them. Without motivation, an employee may fail to meet the required standards or even exceed them because the underlying motives for working are not fulfilled (As'ad Ajmal, 2021). Work motivation, as one of the important aspects in the professional world, is a driving force that encourages individuals to engage in work activities (Danial, et al., 2023). Therefore, educators need to possess strong motivation. According to Danial, as cited in Emilia Kurniawati et al., educators who have high motivation tend to maximize their abilities and continuously develop their potential in carrying out their professional responsibilities (Kurniawati et al., n.d.). Based on its dimensions, work motivation is divided into internal and external motivation. Internal motivation includes responsibility, goal orientation, feedback, enjoyment of work, achievement orientation, and self-development, while external motivation includes appreciation, incentives, and support from superiors and colleagues (Arnita et al., 2023).

Several previous studies have supported the relationship between the work environment, work motivation, and teacher competence (Sibuea et al., 2022). Found that a conducive work environment significantly improves teachers' professional competence because a positive organizational climate enables teachers to perform their duties more effectively. (Indraswati & Widodo, 2021) also reported that work motivation has a positive and significant effect on teachers' competence, indicating that teachers with high motivation demonstrate stronger

commitment, discipline, and responsibility. Likewise, (Institut Teknologi Garut, 2021) concluded that the work environment and work motivation simultaneously have a significant influence on teacher performance, suggesting that both variables complement each other in improving educational quality.

Furthermore, (Jakarta et al., 2025) found that teachers' motivation contributes directly to the development of personality competence, where highly motivated teachers exhibit mature, wise, and exemplary behavior. (Jatmiko et al., 2022) emphasized that organizational support and a healthy work environment positively affect teachers' professional behavior and competence. (Jauhari, 2021) also confirmed that work motivation significantly predicts teachers' commitment and competence, encouraging educators to continuously improve themselves and maintain professional ethics. In addition, (Jaya & Ndeot, 2019) concluded that improvements in the work environment accompanied by increased work motivation simultaneously enhance teacher competence and educational performance.

Although these previous studies have consistently shown that the work environment and work motivation influence teacher competence and performance, most of them focus on teacher performance or professional competence. Only a limited number of studies specifically examine the influence of these variables on teachers' personal competence, particularly in the context of Islamic elementary schools. Therefore, this study seeks to fill this gap by examining the influence of the work environment and work motivation on the personal competence of educators at SDIT Plus Qurthuba.

Whether realized or not, the work environment and the motivation of educators in their work have a significant influence on their personal competence. Educators who work in a comfortable and supportive environment are more likely to develop personalities that reflect professionalism, responsibility, integrity, and exemplary behavior. Likewise, educators with high work motivation tend to demonstrate enthusiasm, discipline, emotional maturity, and commitment in carrying out their duties. Conversely, educators who lack motivation may display behaviors such as low enthusiasm, poor responsibility, and reluctance to perform their professional obligations. Therefore, in addition to possessing knowledge and teaching skills, educators are expected to have strong work motivation and a conducive work environment to strengthen their personal competence.

From the field problems outlined in the background above, the researcher intends to further analyze the extent to which the work environment and work motivation of educators influence the personal competence of educators at SDIT Plus Qurthuba, which needs to be scientifically proven. On this basis, the researcher is interested in conducting a study entitled "The Influence of Work Environment and Work Motivation of Educators on the Personal Competence of Educators at SDIT Plus Qurthuba."

METHOD

منهج

Types and Location of Research

Quantitative research is structured research that collects data so it can be generalized. In quantitative research, the knowledge produced is based on the collection and analysis of numerical data; the research is confirmatory and deductive, and data analysis largely employs statistical methods. The researcher conducts research testing using statistical analysis because this study discusses the influence of several existing variables. The research location is at SDIT Plus Qurthuba.

Sample

According to Scheaffer, in sampling techniques there are several methods of sample collection, among which the most popular is the probability sampling technique, simple random sampling (SRS). SRS is one of the sampling techniques that does not reduce the effect of variance or data diversity on estimation errors. Simple random sampling occurs when every sample consisting of elements selected randomly from the population has an equal chance of being chosen. SRS is the simplest and most useful type of sampling technique.

The selection of a sampling technique is a crucial step in the research process because the technique chosen will affect the extent to which research results can be generalized to the population or provide a more comprehensive understanding based on the research design (Subhaktiyasa, 2024). The sample used in this study consisted of 41 educators from SDIT Plus Qurthuba.

Research Design

This study employs a quantitative approach with a causal associative research design. This design was chosen because it aims to identify both the relationship and the influence between variables, namely the independent variables of work environment (X_1) and work motivation (X_2) on the dependent variable of educators' personality competence (Y).

The research subjects are all educators at SDIT Plus Qurthuba, totaling 41 individuals. Data collection was carried out through a questionnaire using a Likert scale, which contained statements related to the indicators of each variable. The questionnaire was administered directly to the respondents in order to accurately capture the educators' actual perceptions regarding the work environment, work motivation, and their personality competence.

RESULT | نتائج

In testing the hypotheses in this study, the researcher used simple regression analysis and multiple regression analysis. Simple regression analysis was employed to test hypothesis 1, hypothesis 2, and hypothesis 3, while multiple regression analysis was used to test hypothesis 3. The hypothesis testing process involved four steps: correlation test, ANOVA test, summary test, and regression coefficient test. The Influence of Work Environment on Personality Competence

$H_0: \rho_{y1} = 0$ (there is no influence of the Work Environment on the Personality Competence of Educators at SDIT Plus Qurthuba)

$H_1: \rho_{y1} \neq 0$ (there is an influence of the Work Environment on the Personality Competence of Educators at SDIT Plus Qurthuba)

Correlation Test of Work Environment on Educators' Personality Competence

The results of the correlation test between the work environment and the personality competence of educators at SDIT Plus Qurthuba can be seen in the following Correlations table:

Table 1. Correlation Test of Work Environment on Educators' Personality Competence

Variable	1	2
1. Work Environment	—	.663**
2. Educators' Personality Competence	.663**	—
N	41	
p	< .001}	

The results of Pearson's correlation analysis showed that there was a strong positive relationship between the work environment and the educator's personality competence ($r = .663$, $p < .001$, $N = 41$). These findings indicate that the quality of the better work environment

tends to be related to a higher level of educator personality competence. The magnitude of the correlation coefficient shows that the two variables have a substantial correlation, while the significance value corroborates that the relationship did not occur by chance. Thus, the null hypothesis that there is no relationship between the work environment and the educator's personality competence is rejected, so it can be concluded that the work environment is a factor that is significantly associated with the educator's personality competence.

ANOVA Test of the Work Environment on Educators' Personality Competence

The results of the ANOVA test of the work environment on personality competence can be seen in the following table:

Table 4.2. ANOVA Test of the Work Environment on Personality Competence

Sum of Squares	SS	df	MS	F	p
Between Groups	2648.35	23	115.15	2.72	.019
Within Groups	719.17	17	42.30		
Total	3367.51	40			

The results of the one-way ANOVA analysis showed that there was a significant difference in personality competence between groups, $F(23, 17) = 2.72$, $p = .019$. Significance values smaller than .05 indicated that the average personality competence was not the same across all groups compared. Thus, the grouping factors used in this study were significantly related to the variation in the personality competencies of the respondents. However, the ANOVA results only showed an overall difference so that a post hoc test, such as Tukey HSD or Bonferroni, was needed if the purpose of the study was to identify significantly different group pairs.

Test of Work Environment Summary on Personality Competence

The results of the Work Environment Summary test on Personality Competence can be seen in the following table:

Table 3. Test of Work Environment on Personality Competence

Model	R	R ²	Adjusted R ²	SEE
1	.663	.439	.425	6.958

The results of the simple regression analysis showed that the work environment had a fairly strong relationship with personality competence, shown by the correlation coefficient of $R = .663$. The determination coefficient value (R^2) of .439 indicated that 43.9% of the variation in personality competence could be explained by the work environment, while the remaining 56.1% were influenced by other factors not included in the study model. In addition, the Adjusted R^2 value of .425 showed that the model's ability to explain variations in personality competencies remained relatively stable after adjusting for the number of predictors used. Thus, the work environment made a considerable contribution in explaining the variation in the personality competencies of educators.

The results of the regression coefficient test of the work environment on personality competence can be seen in the following table:

Table 4. Regression Coefficient Test of Work Environment on Personality Competence

Predictor	B	SE	β	t	p
Constanta	37.377	11.448	—	3.265	.002
Work Environment	0.634	0.115	.663	5.527	< .001

The regression analysis results indicate that the work environment has a positive and statistically significant effect on personality competence ($B = 0.634$, $\beta = .663$, $t = 5.527$, $p < .001$). These findings suggest that each one-unit increase in the work environment is expected to

increase the personality competence score by 0.634 units, assuming that all other factors remain constant. The standardized beta coefficient ($\beta = .663$) indicates that the work environment has a relatively strong influence on personality competence. Furthermore, the constant value of 37.377 ($p = .002$) suggests that when the work environment score is zero, the model predicts an initial personality competence score of 37.377. Overall, these results support the hypothesis that the work environment is a significant predictor of educators' personality competence. The Influence of Work Motivation on Personality Competence

H0: $\beta_1 = 0$ (there is no effect of work motivation on the personality competence of SDIT Plus Qurthuba educators)

H1: $\beta_1 \neq 0$ (there is an effect of work motivation on the personality competence of SDIT Plus Qurthuba educators)

Correlation Test of Work Motivation on Personality Competence

The results of the correlation test of work motivation on personality competence can be seen in the following Correlations table:

Table 5. Correlation Test of Work Motivation on Personality Competence

Variable	1	2
1. Work Motivation	—	.734**
2. Personality Competence	.734**	—

The Pearson correlation analysis revealed that work motivation has a strong positive relationship with personality competence, $r(39) = .734$, $p < .001$. The positive correlation coefficient indicates that higher levels of educators' work motivation are associated with higher levels of personality competence. The magnitude of the correlation coefficient (.734) suggests a strong relationship based on the commonly accepted interpretation of correlation coefficients. Furthermore, the significance value, which is lower than .05, indicates that the relationship is statistically significant. Therefore, these findings support the hypothesis that there is a significant positive relationship between work motivation and educators' personality competence.

ANOVA Test of Work Motivation on Personality Competence

The results of the ANOVA test on work motivation toward personality competence can be seen in the following table:

Table 6. ANOVA Test of Work Motivation Toward Personality Competence

Source of Variation	SS	df	MS	F	p
Intergroup	2895.18	27	107.23	2.95	.022
In a Group	472.33	13	36.33		
Total	3367.51	40			

The one-way ANOVA results indicated a statistically significant difference in personality competence among the groups, $F(27, 13) = 2.95$, $p = .022$. The significance value, which is less than .05, indicates that the mean personality competence scores differ significantly across the groups being compared. The between-group variation ($SS = 2895.18$) was greater than the within-group variation ($SS = 472.33$), suggesting that group membership contributed to the observed differences in personality competence scores. However, the ANOVA results only demonstrate the presence of an overall difference among the groups. Therefore, a post hoc test, such as Tukey's Honestly Significant Difference (HSD) or the Bonferroni test, is required if the study aims to identify which specific groups differ significantly from one another.

Test Summary of Work Motivation on Personality Competence

The results of the Work Motivation Summary test on Personality Competence can be seen in the following table:

Table 7. Work Motivation Summary Test on Personality Competence

del	R	R ²	Adjusted R ²	SEE
1	.734	.539	.527	6.310

The simple regression analysis showed that work motivation has a strong relationship with personality competence, as indicated by the correlation coefficient of $R = .734$. The coefficient of determination (R^2) of .539 indicates that 53.9% of the variance in personality competence can be explained by work motivation, while the remaining 46.1% is attributable to other factors not included in the research model. Furthermore, the adjusted coefficient of determination (Adjusted $R^2 = .527$) suggests that the model retains good explanatory power after accounting for the number of predictors used. Overall, these findings indicate that work motivation is a relatively strong predictor of educators' personality competence, demonstrating greater explanatory power than the model that includes only the work environment as a predictor.

Test the Regression Coefficient of Work Motivation on Personality Competence

The results of the regression coefficient test of work motivation on personality competence can be seen in the following table:

Table 8. Regression Coefficient Test of Work Motivation on Personality Competence

Predictor	B	SE	β	t	p
Constanta	5.973	14.018	—	0.426	.672
Work Motivation	0.570	0.084	.734	6.750	< .00

The regression analysis results indicate that work motivation has a positive and statistically significant effect on personality competence, $B = 0.570$, $\beta = .734$, $t = 6.750$, $p < .001$. These findings suggest that each one-unit increase in work motivation is expected to increase the personality competence score by 0.570 units, assuming that all other factors remain constant. The standardized beta coefficient ($\beta = .734$) indicates that work motivation has a strong influence on personality competence. Meanwhile, the constant value of 5.973 was not statistically significant ($p = .672$); therefore, it serves primarily as the intercept of the regression model rather than as a key finding of the study. Overall, these results support the hypothesis that work motivation is a significant predictor of educators' personality competence.

The Influence of Work Environment and Work Motivation on Personality Competence

H_0 : $\rho_{y1} = 0$ (there is no influence of work environment and work motivation on the personality competence of SDIT Plus Qurthuba educators)

H_1 : $\rho_{y1} \neq 0$ (there is an influence of work environment and work motivation on the personality competence of SDIT Plus Qurthuba educators)

Correlation test of work environment and work motivation on personality competence

The results of the correlation test of work environment and work motivation on personality competence can be seen in the following Correlations table:

Table 9. Correlation Test of Work Environment and Work Motivation on Personality Competence

Model	R	R ²	Adjusted R ²	SEE	ΔR^2
1	.796	.634	.615	5.696	.634

The multiple regression analysis revealed that the work environment and work motivation jointly have a strong relationship with personality competence, as indicated by the multiple correlation coefficient of $R = .796$. The coefficient of determination (R^2) of .634 indicates that

63.4% of the variance in personality competence can be explained collectively by the work environment and work motivation, while the remaining 36.6% is attributable to other factors not included in the research model. After adjusting for the number of predictors, the adjusted coefficient of determination (Adjusted $R^2 = .615$) demonstrates that the model retains good explanatory power in explaining variations in personality competence. Furthermore, the overall model was statistically significant, $\Delta F(2, 38) = 32.904$, $p < .001$, indicating that the regression model is appropriate for explaining the combined effects of the work environment and work motivation on educators' personality competence.

ANOVA test of work environment and work motivation on personality competence

The results of the Anova test on work environment and work motivation toward personality competence can be seen in the following table:

Table 10. Anova Test of Work Environment and Work Motivation toward Personality Competence

Source Varies	SS	df	MS	F	p
Regress	2134.80	2	1067.40	32.90	< .001
Residual	1232.72	38	32.44		
Total	3367.51	40			

The ANOVA results for the multiple regression model indicated that the model predicting personality competence based on the work environment and work motivation was statistically significant, $F(2, 38) = 32.90$, $p < .001$. These findings suggest that the two independent variables jointly explain a significant proportion of the variance in personality competence. The amount of variance explained by the model ($SS = 2134.80$) was substantially greater than the unexplained variance or residual error ($SS = 1232.72$), indicating that the model demonstrates a good fit to the data. Therefore, the multiple regression model is appropriate for examining the combined effects of the work environment and work motivation on educators' personality competence.

Test summary of work environment and work motivation on personality competence

The results of the test summary of work environment and work motivation on personality competence can be seen in the following table:

Table 11. Test summary of work environment and work motivation on personality competence

Model	R	R^2	Adjusted R^2	SEE
1	.796	.634	.615	5.696

The multiple regression analysis revealed that the work environment and work motivation jointly have a strong relationship with personality competence, as indicated by the multiple correlation coefficient of $R = .796$. The coefficient of determination (R^2) of .634 indicates that 63.4% of the variance in personality competence can be explained simultaneously by the work environment and work motivation, while the remaining 36.6% is attributable to other factors not included in the research model. The adjusted coefficient of determination (Adjusted $R^2 = .615$) indicates that, after adjusting for the number of predictors included in the model, it still explains 61.5% of the variance in personality competence. Furthermore, the Standard Error of the Estimate (SEE) of 5.696 suggests that the model has a relatively low level of prediction error. Overall, these findings indicate that the combination of the work environment and work motivation provides good predictive power for educators' personality competence.

Test the regression coefficients of work environment and work motivation on personality competence

The results of the regression coefficient test of work environment and work motivation on

personality competence can be seen in the following table:

Table 12. Regression Coefficient Test of Work Environment and Work Motivation on Personality Competence

Model	R	R ²	Adjusted R ²	SEE
1	.796	.634	.615	5.69

The multiple regression analysis revealed that the work environment and work motivation jointly have a strong relationship with personality competence, as indicated by the multiple correlation coefficient of $R = .796$. The coefficient of determination (R^2) of .634 indicates that 63.4% of the variance in personality competence can be explained simultaneously by the work environment and work motivation, while the remaining 36.6% is attributable to other factors not included in the research model. The adjusted coefficient of determination (Adjusted $R^2 = .615$) indicates that, after accounting for the number of predictors included in the model, the regression model still explains 61.5% of the variance in personality competence. Furthermore, the Standard Error of the Estimate (SEE) of 5.696 suggests that the model has a relatively low prediction error, indicating a satisfactory level of accuracy in predicting personality competence scores. Overall, these findings demonstrate that the combination of the work environment and work motivation provides strong predictive power for educators' personality competence.

DISCUSSION | مناقشة

Influence of Work Environment on Personality Competence

Based on the results of the correlation test between the work environment and personality competence, a Sig. (2-tailed) value of 0.001 and a correlation coefficient of 0.663 were obtained. From these results, it can be concluded that there is a “strong” relationship between the work environment and personality competence. In the ANOVA test of the work environment against personality competence, a Sig. value of 0.019 and an F-calculated value of 115.145 were obtained. Since the F-calculated value is greater than the F-table value, it can be concluded that the work environment influences personality competence. From the summary test of the work environment against personality competence, the R square value obtained was 2.712. From these results, it can be concluded that the influence of the work environment on personality competence is 43.9%, while the remaining 56.1% is influenced by other variables. Other variables affecting personality competence include emotional intelligence, discipline and work ethic, teaching experience, spiritual intelligence, school organizational culture, principal's leadership style, and lastly the social environment and community support. Top of Form

The findings indicate that the work environment has a positive and significant influence on teachers' personality competence. However, this influence should not be interpreted merely as the result of a comfortable workplace producing better personalities. Rather, the work environment functions as an organizational context that shapes teachers' psychological well-being, professional behavior, and ethical development through continuous social interaction and organizational processes.

From a psychological perspective, a supportive work environment contributes to teachers' psychological well-being by reducing occupational stress, emotional exhaustion, and burnout. When teachers experience supportive relationships with colleagues, fair leadership, effective communication, and organizational justice, they are more capable of regulating their emotions, maintaining self-control, and responding wisely to challenges in the teaching process. Emotional regulation is a fundamental aspect of personality competence because teachers who are emotionally stable are more likely to demonstrate patience, responsibility, integrity, and consistency in applying educational values. Conversely, teachers working in environments

characterized by interpersonal conflict, excessive workload, or poor organizational support tend to experience higher levels of stress, which may weaken their ability to act as positive role models for students (supawi, 2021).

From a managerial perspective, the work environment also functions as a medium through which organizational culture shapes teachers' professional identity. According to Social Cognitive Theory (Hayatulisna & Putra, 2025) individuals develop behaviors by observing and internalizing norms demonstrated by influential models within their environment. In schools, principals, senior teachers, and organizational culture become important role models that influence teachers' attitudes and behaviors. A school culture emphasizing discipline, integrity, collaboration, professionalism, and Islamic values encourages teachers to internalize these values into their daily professional conduct. Through continuous interaction within such an environment, personality competence gradually develops into habitual behavior reflected in maturity, wisdom, ethical conduct, and exemplary leadership.

This explanation is highly relevant to the indicators of teacher personality competence stipulated in the Indonesian Ministry of National Education Regulation (Permendiknas) No. 16 of 2007, which include having a stable personality, emotional maturity, wisdom, authority, noble character, and serving as a role model for students. These competencies are not solely innate personal characteristics but are continuously strengthened through organizational support, leadership practices, professional collaboration, and the value system embedded within the school environment. Therefore, the work environment contributes to personality competence not only by providing physical comfort but also by creating psychological safety, reinforcing professional ethics, facilitating observational learning, and fostering positive organizational culture.

The findings of this study therefore suggest that improving teachers' personality competence requires not only individual professional development but also strategic organizational management. School leaders should establish a positive organizational climate characterized by open communication, supportive supervision, fair leadership, collaborative professional relationships, and consistent implementation of institutional values. Such managerial practices create conditions that enable teachers to develop greater emotional maturity, ethical responsibility, and exemplary behavior, thereby strengthening the personality competence expected of professional educators.

The Influence of Work Motivation on Personality Competence

Based on the results of the correlation test between work motivation and personality competence, a Sig. (2-tailed) value of 0.001 was obtained, along with a correlation coefficient of the work environment with personality competence of 0.796. From these results, it can be concluded that there is a relationship between work motivation and personality competence, categorized as "strong." In the ANOVA test of work motivation against personality competence, a Sig. value of 0.022 and an F-calculated value of 107.229 were obtained. Since the F-calculated value is greater than the F-table value, it can be concluded that work motivation has an effect on personality competence. From the Summary test of work motivation on personality competence, an R square value of 0.539 was obtained. This indicates that the influence of work motivation on personality competence is 53.9%, while the remaining 46.1% is influenced by other variables. Other variables affecting personality competence include emotional intelligence, discipline and work ethic, teaching experience, spiritual intelligence, school organizational culture, the principal's leadership style, and finally, the social environment and support from the surrounding community

In addition to being influenced by the school environment, educators' personality competence is also closely related to the level of work motivation possessed by teachers. According to Herzberg's two-factor theory, a person's work motivation arises from intrinsic factors known as motivators, such as recognition for achievements, responsibility, acknowledgment, and opportunities for growth. In the educational context, when teachers receive recognition for their performance, are given proportional responsibilities, and have opportunities to improve their competencies, their work motivation will increase. High work motivation encourages teachers to carry out their duties with full responsibility, dedication, and exemplary conduct, which ultimately manifests in the enhancement of their personality competence. This aligns with Herzberg's view that individuals who are intrinsically motivated will demonstrate better performance and a positive attitude toward their work (Siswanto & Sunyoto, 2018). Thus, it can be concluded that work motivation plays an important role in shaping the professional personality of educators, where highly motivated teachers tend to exhibit a steady, wise, and authoritative personality in accordance with the standards of teachers' personality competence as stipulated in Permendiknas No. 16 of 2007.

The Influence of Work Environment and Work Motivation on the Personality Competence of SDIT Plus Qurthuba

Based on the results of the correlation test between work environment and work motivation on personality competence, a Sig. F Change value of 0.001 was obtained, along with a correlation coefficient of 0.796. From these results, it can be concluded that there is a relationship between work environment and work motivation and personality competence, with the relationship categorized as "strong." In the ANOVA test of work environment and work motivation on personality competence, a Sig. value of 0.001 and an F calculated value of 32.904 were obtained. Since the F calculated value is greater than the F table value, it can be concluded that work environment and work motivation have an influence on personality competence. From the Summary test of work environment and work motivation on personality competence, an Adjusted R Square value of 0.615 was obtained. From these results, it can be concluded that work environment and work motivation influence personality competence by 61.5%. The remaining 38.5% is influenced by other variables, including emotional intelligence, discipline and work ethic, teaching experience, spiritual intelligence, school organizational culture, the principal's leadership style, and finally, the social environment and support from the surrounding community.

The regression coefficient for the work environment variable is 0.354, with a t-value of 3.142 and a significance of 0.003 (< 0.05), indicating that the work environment has a positive and significant effect on personality competence. Furthermore, the regression coefficient for the work motivation variable is 0.411, with a t-value of 4.495 and a significance of ($0.001 < 0.05$), showing that work motivation also has a positive and significant effect on personality competence. Based on the Standardized Coefficients (Beta) values, the work motivation variable has a value of 0.529, which is greater than the work environment's 0.370, leading to the conclusion that work motivation is the most dominant variable influencing the personality competence of educators.

Based on the overall analysis, it can be understood that the work environment and work motivation play interconnected roles in shaping the personality competence of educators at SDIT Plus Qurthuba. A conducive school environment creates a comfortable work atmosphere, harmonious interpersonal relationships, and support from leadership that fosters a sense of security and enthusiasm among teachers. This condition lays the foundation for high work

motivation, as explained by Herzberg, who stated that a good work environment can meet basic job needs (hygiene factors), while motivator factors such as responsibility and recognition foster intrinsic drive to achieve. When both factors operate in harmony, teachers are more likely to exhibit strong personality competence, such as maturity, responsibility, exemplary behavior, and emotional stability. This also aligns with the standards of teacher personality competence in Permendiknas No. 16 of 2007, which emphasize the importance of having a steady, wise, and authoritative personality in carrying out the role of educator. Therefore, a positive work environment and high work motivation have been proven to be crucial factors in enhancing the personality competence of teachers in modern Islamic educational institutions such as SDIT Plus Qurthuba.

CONCLUSSION | خاتمة

Based on the findings and discussion of this study, several conclusions can be drawn. First, the work environment has a positive and significant influence on the personality competence of educators at SDIT Plus Qurthuba. The statistical findings indicate that the work environment explains 43.9% of the variance in teachers' personality competence, while the remaining 56.1% is explained by other factors. More importantly, this study demonstrates that the influence of the work environment extends beyond providing physical comfort. A conducive work environment characterized by supportive leadership, harmonious interpersonal relationships, organizational justice, effective communication, and adequate facilities creates psychological safety for teachers. Such conditions enable educators to regulate their emotions, maintain professional ethics, demonstrate responsibility, and consistently model positive behavior for students. Consequently, the work environment contributes to the development of teachers' maturity, integrity, and exemplary character, which are central indicators of personality competence as stipulated in Permendiknas No. 16 of 2007.

Second, work motivation also has a positive and significant influence on teachers' personality competence, explaining 53.9% of the variance. Teachers with stronger intrinsic motivation are more committed to fulfilling their professional responsibilities, continuously improving their competencies, and maintaining ethical behavior in carrying out educational duties. Motivation therefore not only encourages higher work performance but also strengthens teachers' emotional maturity, responsibility, and consistency in becoming positive role models for students.

Third, the combination of the work environment and work motivation simultaneously has a positive and significant influence on teachers' personality competence, with an Adjusted R^2 of 61.5%. This finding indicates that personality competence develops through the interaction between external organizational conditions and internal motivational factors. A supportive organizational climate encourages teachers to maintain high motivation, while motivated teachers are more capable of responding positively to their work environment. Together, these two factors reinforce teachers' professional identity and their ability to demonstrate mature, ethical, responsible, and exemplary behavior in accordance with national teacher competency standards.

Managerial Implications, The findings of this study have important managerial implications for the leadership of SDIT Plus Qurthuba. Improving teachers' personality competence should not rely solely on individual training but should also become part of school management practices. School principals should cultivate an organizational culture that emphasizes integrity, professionalism, discipline, mutual respect, collaboration, and Islamic values as the foundation

of daily interactions within the school community.

In addition, principals should practice transformational and exemplary leadership by demonstrating honesty, fairness, consistency, and ethical behavior, as teachers often internalize organizational values through observation and interaction with their leaders. Regular reflective meetings, mentoring programs, peer collaboration, constructive feedback, and recognition of exemplary behavior should also be integrated into school management. These practices create an environment that strengthens teachers' psychological well-being, emotional maturity, professional responsibility, and commitment to becoming role models for students.

Therefore, strengthening teachers' personality competence requires an integrated management strategy that combines a positive organizational climate with efforts to enhance teachers' intrinsic motivation. Through this approach, schools can foster educators who are not only professionally competent but also possess noble character, emotional stability, wisdom, and exemplary conduct, in accordance with the standards established in Permendiknas No. 16 of 2007 and the educational values upheld by SDIT Plus Qurthuba.

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