

## A Convergent Self-Evaluation Model of Teacher Personality for Character Education in Madrasah Aliyah

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### Abstrak

This study develops a convergent self-evaluation model of teacher personality grounded in Islamic educational philosophy. Employing a qualitative phenomenological approach as articulated by Creswell, the study explores teacher's lived experiences in evaluating and reflecting on their personality competence. Data were collected through in-depth interviews with six Madrasah Aliyah teachers selected purposively based on a minimum of five years of teaching experience and active involvement in character education. Data analysis followed phenomenological procedures, including epoche, horizontalization to identify significant statements, clustering into meaning units, and the development of textual (what) and structural (how) descriptions, culminating in the synthesis of the essence of experience. The findings reveal that teacher personality self-evaluation operates through the convergence of two interrelated dimensions: internal (moral integrity, emotional stability, role modeling, and responsibility) and external (religious commitment, social engagement, cultural sensitivity, and professional ethics). The novelty of this study lies in the development of a convergent model that integratively links cognitive (*aqliyah*), affective (*nafsaniyah*), and behavioral (*akhlaiyah*) dimensions within a unified evaluative framework. Unlike conventional teacher evaluation models that predominantly assess external performance indicators, this model captures the dynamic interplay between internal awareness and external conduct, enabling a reflective, continuous, and value-based approach to teacher development in Islamic education.

**Keywords:** evaluation, character building, personality, teacher, madrasah



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## PENDAHULUAN

Teacher personality competence constitutes a fundamental pillar in character education, particularly within Madrasah Aliyah as institutions that integrate moral, spiritual, and intellectual development. In the Indonesian context, this competence is formally recognized in Law No. 14 of 2005 on Teachers and Lecturers, which identifies personality as a core domain alongside pedagogical, professional, and social competencies.

In contemporary educational settings, concerns over moral degradation and the weakening of character values have intensified the need to strengthen teachers' personality competence. Teachers are not only responsible for delivering knowledge but also for embodying ethical values, serving as role models, and guiding students' character formation. However, despite its central role, the evaluation of teacher personality remains underdeveloped, often limited to external performance indicators rather than internal moral and reflective dimensions.

Amid fears of shifting the central role of teachers, the results of research in many parts of the world concluded that teachers are still the key person in facilitating students' education. Teacher character influences student achievement (Akdeniz & Erişti, 2016b), a large number of variations in teaching quality are explained by teacher characteristics (Baier et al., 2019a), teachers are learning managers (Rindu & Ariyanti, 2017), teachers are central in the teaching and learning process (Sharma, 2017), teachers also consider effective learning strategies to implement (Goh & K, 2014; Kudryashova et al., 2015), teachers have a significant role in building student personality (Sayani & H, 2015). Therefore, it is the teacher who must be upgraded to improve student achievement (Adewale & O, 2013).

Some of the research above shows that there are several views about the role of teachers in education. Along with the swift flow of information technology, many people argue that teachers have begun to shift. On the plain of information, this could be true, but on the practical plane, there is one teacher's role that no one can replace and at any time, namely the role of teachers in educating (Finn et al., 2014). Educating is transferring knowledge and providing education in character building, competence both in terms of practical and skills. This is not possible for the technology world (Kilbane et al., 2014). The character-building process requires examples and hands-on practice. Teachers play a central role in directing, correcting, and providing tangible examples.

The role of teachers up to 2019 remained highly central, even in online learning contexts. A study by Bhagat et al. (2019) found that two personality traits—conscientiousness and intellect/imagination— have a significant positive influence on students' perceptions of online learning. In addition, a review of 47 studies conducted by Anna Sun and Xiufang Chen (2016) revealed that effective interaction between instructors and students, along with well-prepared and fully supported instructors, fosters sustained discussion in online learning environments. Other studies have shown that teachers who teach empathetically help students develop in facing various challenges (Sharma, 2017), while personality competence contributes 26% to students' achievement in economics (Wandini et al., 2018). This indicates that relatively stable personality traits (Corcoran & O'Flaherty, 2016) continuously influence the learning process and, consequently, learning outcomes. Furthermore, personality can be understood as a latent dimension that shapes teachers' attitudes and behaviors, functioning as a form of hidden curriculum in the learning process. A phenomenological study by Lukman et al. (Lukman et al., 2021) identified twelve key personality characteristics of effective teachers in strengthening character education, including being role models, patient, fair, respectful, disciplined, and committed to lifelong learning, which significantly contribute to students' character development. These findings are further supported by recent studies showing that personality not only affects perceptions but also influences learning engagement, emotion regulation, and self-regulated learning in modern digital learning contexts (Dang et al., 2025; Hasim et al., 2025). In particular, research published in Scientific Reports confirms that emotion regulation plays a crucial mediating role in the relationship between personality traits and self-regulated learning. Thus, personality is increasingly understood as a multidimensional factor that shapes learning experiences across cognitive, affective, and behavioural domains.

Recent studies consistently confirm that teachers remain central figures in the educational process, particularly in fostering student engagement, emotional development, and character

formation (Baier et al., 2019b; Kim et al., 2019). Beyond transmitting knowledge, teachers play a critical role in providing motivation, empathy, and emotional support, which cannot be fully replaced by technological advancements.

In contemporary educational contexts, the increasing accessibility of information through digital technology has shifted the teacher's role from knowledge transmitter to character builder and moral guide. This shift reinforces the importance of teacher personality as a foundational element in shaping students' values, attitudes, and behaviors. Empirical evidence suggests that teacher personality influences instructional quality, emotional climate, and students' self-regulated learning processes (Kim et al., 2019; Darling-Hammond, 2020).

Therefore, strengthening teacher personality competence becomes essential, particularly in educational environments that emphasize character development. Teachers are expected to embody ethical values, demonstrate emotional stability, and serve as role models for students. In this sense, teacher professionalism extends beyond technical competence to include moral responsibility and social commitment in shaping a more humane and value-oriented educational system.

Despite the growing body of research highlighting the importance of teacher personality in educational outcomes, existing evaluation approaches remain largely fragmented and predominantly focused on observable performance indicators. These approaches tend to overlook the integration of internal dimensions—such as moral awareness, emotional regulation, and reflective consciousness—with external manifestations of professional behavior. This limitation is particularly significant in the context of Islamic education, where personality is not only a psychological construct but also a reflection of ethical and spiritual values.

Addressing this gap, the present study proposes a convergent self-evaluation model that integrates cognitive (*aqliyah*), affective (*nafsanayah*), and behavioral (*akhlaqiyah*) dimensions within a unified evaluative framework. This model moves beyond conventional evaluation systems by capturing the dynamic interplay between internal awareness and external conduct, thereby offering a more holistic and value-based approach to teacher personality assessment. Therefore, the aim of this study is to explore teachers' lived experiences in evaluating their personality competence and to develop a convergent self-evaluation model that is reflective, integrative, and grounded in Islamic educational philosophy.

## RESEARCH METHODS

### General Background

This study uses a qualitative research type with a phenomenology approach (Denzin et al., 1994, p. 135). This study describes informants' or participants' experiences as research subjects experienced (Guthrie & G, 2003, p. 132). The phenomenon explored by the participants is about convergent teacher evaluation to solve problems faced in the learning carried out.

### Participants

The primary informants in this study were teachers of Madrasah Aliyah or high school equivalents in Islamic educational institutions in Indonesia. Teachers who serve as informants are religious teachers who have at least five years of teaching experience. The number of informants in this study was six people, with the criteria for male teachers as many as five people and female teachers as many as one people. Samples were taken by purposive sampling.

### Instruments and Procedures

Prior to data collection, the researcher developed an interview guide to ensure consistency and relevance of the data obtained. The data collection process began with obtaining permission from the school institutions and securing informed consent from prospective participants. Data were collected through semi-structured interviews conducted online due to pandemic-related constraints. Participants were provided with guiding questions via email or WhatsApp and were asked to respond

by recording their answers in audio form. This approach allowed participants to reflect on the questions and provide detailed responses based on their experiences. After completing their responses, participants submitted the audio recordings to the researcher for further processing and analysis.

### **Data Analysis**

The interview data were analyzed using a qualitative descriptive approach. First, all audio recordings were transcribed verbatim to ensure the accuracy of participants' responses. The transcripts were then carefully reviewed to identify relevant statements related to the research focus. Next, the data were organized and reduced by grouping similar responses into meaningful categories. These categories were further developed into broader themes that represent patterns in participants' experiences and perspectives. The findings were then presented descriptively to illustrate the key aspects of teacher personality evaluation as expressed by the participants. Finally, the researcher interpreted the data by connecting the identified themes with the research objectives, allowing for a comprehensive understanding of how teachers evaluate their personality competence and the challenges they encounter in the process.

## **LITERATURE REVIEW**

### **Teacher Personality in Learning**

Personality in the scientific domain is included in the branch of psychology developed in the 18th century. Among the widely referred to in personality, psychology is Gordon W. Allport, who defines personality as the dynamic organization within individuals of psychophysical systems that determine the characteristics of behavior his thoughts (Allport., 1961, p. 28). This Allport definition shows that the learning carried out by the teacher is based on their personality. Other research states that personality changes throughout life due to genetic and environmental factors, including cultural context (Kim et al., 2017).

Theoretical literature and research on personality and learning have been conducted for nearly a century (Raad et al., 1996). Among the results is the development of teacher personality parallels with the development of all other aspects of teacher professionalism (Tschechtelin & M, 1951); students tend to do better under the latter teaching method seeing themselves as more tense and anxious than students tend to perform better under the previous method (Stanton & E, 1974), specific personality traits contribute to effective teaching (Murray et al., 1990). There is a significant relationship between teacher personality types and perceptions of the classroom environment (Fisher et al., 1998), sensing temperament types. intuition is the best predictor of teaching effectiveness when compared to the type of extra-perceptual temperament, feeling-thinking, and judgment-perception temperament (Gordon et al., 1999); students like intuition and think while learning and like intuition, think and feel while teaching (Akdeniz & Erişti, 2016a), Teachers with significant experience are higher in teacher effectiveness than less experienced (Buela et al., n.d.).

Another study conducted in 2016, which investigated the influence of introvert and extrovert teacher personalities on their instructional closeness, showed that there was a relationship between teachers' extrovert personalities and their use of verbal closeness to a positive correlation ( $r = .7$ ,  $p < .03$ ) and extrovert personality and usage. non-verbal closeness ( $r = .75$ ,  $p < .01$ ) (Zafarghandi et al., 2016). In another study, Goencz found that teacher personality is the best starting point when considered together with current knowledge of small social group management and learning theory aspects (Göncz, 2017). Because personality traits are more persistent (Corcoran & O'Flaherty, 2016), it will continuously affect learning flow, as teacher character affects student achievement (Rubie-Davies, 2009), teachers who have high expectations. Different effects with teachers who have low expectations of achievement (Rubie-Davies, 2010), Extraversion, Openness, and Neuroticism personalities are associated with clear management effectiveness (Odabaşı et al., 2013), Teacher personality is an important determinant of student proficiency in English (Nikhaz et al., 2014), anxiety and low self-esteem seem to hinder pre-service teachers' likelihood becoming happy

teachers. and effective (Wiens et al., 2014), the teacher's personality in the classroom is related to student learning motivation (Jahangiri & M, 2016).

The results of research in 2017 on psychology and learning were conducted by Goncz (2014). The results reminded us that scientific theories should undergo development. The findings of teacher personality obtained in the context of current personality theory can serve as the best starting point for a more comprehensive psychological theory of teacher personality in educational psychology, especially when considered together with existing knowledge of small social group management and aspects of learning and development theory. . Thus, the current overview can serve as the basis for a separate field in school psychology that focuses on the psychological aspects of the pedagogical profession. A 2018 study conducted by Khan and his colleagues revealed no significant effect of the combination of both personality traits and learning styles on the prediction of academic achievement among school students. The same applies to the differences in personality traits and learning styles between male and female students, which are not significant (Khan et al., 2018).

The results of the latest research in Germany investigated 209 German mathematics teachers and their 4,672 students attending grades 7-10 (students aged 13 to 16) resulted that a large amount of variation in teaching quality was explained by teacher characteristics (Baier et al., 2019b). The teacher's features are cognitive abilities, personality, professional knowledge, confidence, and enthusiasm for teaching. Another study found that two personality traits (conscience and intelligence/imagination) had a more significant positive impact on students' online learning perceptions. In contrast, neuroticism had a significantly negative effect on online course participants. These results provide evidence that students with different personality traits have other preferences and experiences (Bhagat et al., 2019).

Studying the results of this research and the results of research in many countries as mentioned in the background and the changing learning characteristics of the current generation Z, teachers should become more enthusiastic learners. Among the practical efforts is the effort to improve by conducting a Personal Self-Evaluation. As research finding that suggests strategies for teacher personality development are always part of the teacher (Irfan Arif et al., 2012).

Building upon these developments, the IPD\_ANA model proposed by Lukman et al. (2025) offers a transformative approach to teacher personality assessment within Islamic education. This model emphasizes that evaluating teachers' personality competence is not merely an academic requirement but an ideological commitment to developing an authentic Islamic education system. Grounded in the Qur'anic principle of exemplary character in QS. Al-Ahzab: 21, the model integrates three core dimensions: *aqliyah* (cognitive), *nafsaniyah* (affective), and *akhlaqiyah* (behavioral). It also introduces a methodological innovation by combining quantitative approaches (CFA and IRT) with qualitative validation rooted in Islamic scholarship. Empirical implementation demonstrates that this model enhances teachers' reflective practices and supports institutions in mapping and developing teacher personality in a structured and value-based manner. Therefore, this model provides a comprehensive framework for strengthening the spiritual, emotional, and moral dimensions of teacher professionalism in contemporary Islamic education.

Therefore, despite the extensive body of research on teacher personality, there remains a critical need for a more integrative and value-based approach, particularly within the context of Islamic education. Existing studies have largely emphasized psychological traits and measurable behaviors, yet have not sufficiently addressed the spiritual, ethical, and character dimensions that are central to madrasah education. In response to this gap, the IPD\_ANA framework proposed by Lukman et al. (2025) provides a conceptual foundation for developing a more holistic model of teacher personality assessment.

Building on this foundation, this study aims to develop a convergent self-evaluation model of Madrasah Aliyah teachers' personality in character education in Yogyakarta, Indonesia. The model seeks to integrate cognitive (*aqliyah*), affective (*nafsaniyah*), and behavioral (*akhlaqiyah*) dimensions within a unified assessment framework, while also aligning psychometric approaches with Islamic values. By doing so, this study is expected to contribute to the development of a

comprehensive, contextually grounded, and value-oriented model of teacher personality evaluation that supports both professional competence and character education in Islamic schooling.

### **Self-Evaluation**

The origins of evaluation can be traced back to the 1800s when the government asked external inspectors to evaluate public programs such as prisons, schools, hospitals, and orphanages (Stufflebeam., 2001). Many definitions of evaluation have been proposed: In the Encyclopedia of Evaluation (Mathison, 2005) provides a general description of evaluation: Evaluation is a practical process of inquiry to collect and synthesize the best evidence to conclude the state, value, achievement, significance, or quality of programs, products, people, policies, proposals, or plans. Djemari Mardapi argues that evaluation determines the suitability between the results achieved and the goals to be performed (Mardapi, D., 2016). Based on the information on these suitability determination products, it is in the form of information to choose the best alternative. From some of the opinions above, the writer argues that evaluation is the activity of collecting and analyzing data to provide material to conclude the suitability of the results achieved with the objectives to be completed in an organization, whether in the form of circumstances, values, achievements, significance, or program quality, product, person, policy, proposal, or plan.

The most effective evaluation is self-evaluation which is done with honesty. Therefore, the teacher's assessment is carried out by the teacher himself (Macbeath, J., 2003) because the teacher knows best what is happening in the classroom with the students. The emergence of teacher self-evaluation as a topic of interest was followed by a shift from a traditional orientation in education to a more open and progressive one (Kremer-Rayon., 1993). Teacher self-evaluation requires a rigorous and systematic approach to evaluating learning and the learning context (Macbeath, J, 2003).

The idea of offering a convergent self-evaluation model is like Stufflebeam's writing that assessors have more evaluation approaches available than they did in the 1960s. As they tackle the challenges of the 21st century, it is an excellent time to consider the development of 20th-century evaluation to use. in the future and which ones should be left behind (Stufflebeam., 2001). Each approach was characterized in ten descriptors: (1) the main problems the evaluators used to make the study; (2) the primary purpose is served; (3) focus questions; (4) questions which are characteristic of each type of study; (5) the method usually used; (6) people who took the lead in conceptualizing each type of study; (7) other people who have developed and used any study; (8) critical considerations in determining when to use each approach; (9) strengths regarding approach; and (10) approach weaknesses.

## **RESULTS**

### **Convergent Teacher Personality Self-Evaluation: A Return to Vision Strategy**

If education contains knowledge, then it is a sign that resembles a light that guides the path to happiness (relative or actual). A character is out of the darkness of injustice formulated from experiences (natural or artificial), which are thought out (systematically) into axioms and then convinced into theories. The ultimate vision in education is to spread benefits for the welfare of the universe, especially human welfare.

The Ultimate Vision was developed based on the verses of the Qur'an, "and we do not send you except to bless the universe." (Surah S. Al-Anbiyâ 'verse 107). The teacher, as mentioned above, is an agent to develop character and personality towards the ultimate vision, so every teacher in his / her field of expertise is a small part of the ultimate vision.

From the framework above, and the urgency of the learning personality and the urgency of self-evaluation for continuous improvement, developing a convergent self-evaluation model of the teacher's personality is necessary. The characteristics of the model to be developed are having a discussion sub-chapter.

Based on that, the teacher's personality self-evaluation model is significant for improving the quality of the teacher's personality; it is necessary to develop an evaluation model that: (1) is

interested, (2) easy to use; (3) assessed by the teacher as beneficial for the development of teacher personality qualities; (4) can be practiced; (5) able to attract teachers to use the model; (6) is considered valid. This model's characteristics are developed based on the Quranic verse "Call (humans) to the way of your God with sound wisdom and lessons and refute them in a good way. Indeed, it is your Lord who knows better about those who have strayed from His ways and He who knows better those who are guided. " (Surah An-Nahl: 125). Figure 1 shows the characteristics of the model.



Picture 1. Characteristics of the Self Evaluation Model

The Convergent Self-Evaluation Process Illustration was developed with the central question in the Convergent teacher personality self-evaluation is whether what I have done has contributed to the ultimate vision or not? Named Convergent (gathering) is like a lot of light that the senses are caught and then filtered back by evaluation so that the clarity and clarity of vision are bright and very visible. In Figure 2, the ultimate dream explains the convergent form of teacher self-evaluation.

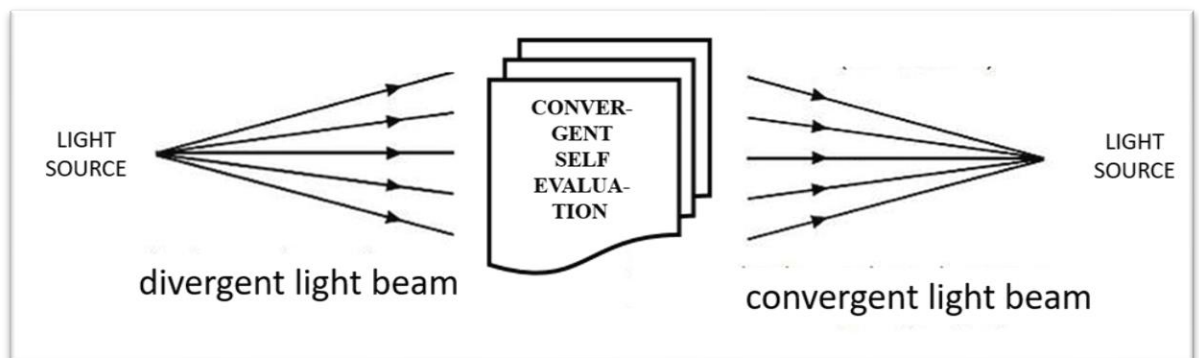


Figure 2. Convergent Self Evaluation

The convergent self-evaluation model is conceptually grounded in the Qur'anic metaphor of light in Surah An-Nur (24:35), which reflects the layered, integrative, and continuously guided nature of human personality development. Adapted from Lukman et al. (2025), this illustration conceptualizes personality as a multidimensional construct encompassing cognitive (*aqliyah*), affective (*nafsaniyah*), and behavioral (*akhlaqiyah*) dimensions within a value-based framework.

### Convergent Aspects of Self-Evaluation

Teacher competence generally has four main areas: pedagogic competence, professional competence, personality competence, and social competence (Latipah et al., 2021). The Convergent self-evaluation aspect is developed based on the components of the teacher's personality competence. Personality competence in its implementation can be described in various aspects. Table 1 shows the elements that can be developed.

Table 1. Aspects in the ultimate vision

Competence	Dimension	Aspect
Personality	Internal	Noble character
		Honesty
		Set an example
		Emotional stability
		Behave mature
		Authoritative
		Work ethic
		Responsible
		Confident
		Proud to be a teacher
	External	Religion
		Law
		Social
		Culture
		Teacher code of ethics

In this model, all aspects of teacher personality are evaluated through the TUV (Transcendent–Ultimate Vision) lens, which positions professional practice within a broader ethical and value-based orientation. Rather than remaining at a purely normative level, the concept of ibadah (worship) is operationalized as a form of professional responsibility and purposeful engagement in educational practice.

In this context, ibadah is translated into concrete behaviors such as sincerity in teaching, consistency in fulfilling responsibilities, integrity in assessment, and a commitment to students' holistic development. These behaviors reflect a spiritually grounded work ethic that aligns with the concept of Organizational Citizenship Behavior (OCB), where individuals voluntarily contribute beyond formal job requirements for the benefit of the organization and its members.

Thus, the Ultimate Vision within the TUV framework functions as a unifying principle that integrates internal spiritual motivation with external professional conduct. It enables teacher personality evaluation to move beyond compliance-based assessment toward a reflective, value-driven model that remains applicable across diverse educational contexts, including those involving non-Muslim stakeholders.

Simply put, all aspects of being a teacher are evaluated through the lens of TUV. Pedagogical, professional, social, and personal competencies are not confined to administrative standards, but are directed toward the ultimate purpose of human existence—worshipping Allah, as stated in the Qur'an (QS. Adz-Dzāriyāt: 56). Within educational practice, this “worship” is

manifested through learning processes that embody rahmatan lil ‘ālamīn—educating, humanizing, and generating broader societal benefit.

Operationally, this transcendent orientation is structured into seven interrelated dimensions of spiritual awareness known as the Seven Sacred Words: *Minallāh*, *Billāh*, *‘Alallāh*, *Lillāh*, *Ilallāh*, *Fillāh*, *Ma‘allāh*, summarized in the acronym MBALI FM. These dimensions function not merely as theological constructs, but as evaluative lenses that guide and assess teacher behavior in practice.

1. *Minallāh*: Recognizing the Source of Teachers’ Competence. This dimension emphasizes that knowledge, pedagogical skill, and emotional capacity are perceived as divine endowments. Teachers demonstrate intellectual humility, appreciate diverse student abilities, and foster collaborative learning environments rather than asserting epistemic dominance.
2. *Billāh*: Teaching with Transcendent Support. Teaching is carried out with the awareness that outcomes are not solely determined by technical competence, but also by reliance on a higher source of strength. Teachers remain resilient, adaptive, and innovative, even under constraints, reflecting persistence beyond formal expectations.
3. *‘Alallāh*: Trust and Psychological Balance in Practice. This dimension reflects reliance on Allah after maximal effort, reducing performance anxiety and overdependence on measurable outcomes. Teachers focus on meaningful learning processes rather than excessive concern with grades, rankings, or bureaucratic evaluations.
4. *Lillāh*: Intentional Integrity in Teaching. Teaching is framed as an act of worship, ensuring that professional actions are driven by intrinsic and ethical motivation rather than external rewards. Teachers maintain commitment and professionalism regardless of recognition, demonstrating integrity and consistency.
5. *Ilallāh*: Goal Orientation Toward Ultimate Meaning. Educational activities are directed toward transcendent purposes beyond immediate academic achievement. Teachers integrate character education, ethical development, and spiritual awareness into instructional practice.
6. *Fillāh*: Social Contribution through Teaching. Teaching is understood as a form of service (*khidmah*) that contributes to societal well-being. Teachers engage in supportive, empathetic, and student-centered practices, often extending beyond formal role obligations.
7. *Ma‘allāh*: Continuous Awareness of Divine Presence. This represents the highest level of spiritual integration, where teachers maintain a sense of accountability and awareness of divine presence in all professional actions. Teachers uphold honesty, integrity, and ethical consistency even in the absence of supervision, reinforcing trust and moral leadership in educational settings.

Through MBALI FM, the TUV framework transforms abstract spiritual values into structured, observable, and assessable dimensions of teacher personality. In doing so, it bridges the gap between transcendental belief systems and contemporary educational constructs such as OCB, reflective practice, and holistic competence. As a result, teacher evaluation is no longer limited to performance indicators, but evolves into a comprehensive model that captures the integration of meaning, motivation, and moral action in professional practice.

## DISCUSSION

The findings of this study indicate that convergent teacher evaluation operates through two interrelated dimensions: internal and external factors. Internal factors include moral integrity, emotional stability, self-confidence, and responsibility, while external factors encompass religious commitment, social interaction, legal awareness, and adherence to professional ethics. However, rather than functioning independently, these dimensions are dynamically interconnected and form a unified evaluative system.

From a causal perspective, internal factors serve as the foundational drivers of external behavior. Emotional stability, for instance, determines how teachers respond to classroom challenges, particularly in managing student behavior. Teachers with higher emotional regulation are more likely to demonstrate patience, fairness, and consistency, which are then reflected in their adherence to ethical standards and professional norms. This explains why external compliance—such as following codes of ethics or maintaining professional conduct—is not merely a result of institutional regulation, but rather the manifestation of well-developed internal dispositions.

This dynamic relationship highlights the limitations of conventional teacher evaluation models, which tend to assess external performance indicators in isolation. Such approaches often fail to capture the underlying psychological and moral processes that shape observable behavior. In contrast, the convergent self-evaluation model proposed in this study integrates internal awareness with external action, enabling a more comprehensive understanding of teacher personality as a lived and reflective process.

Within this framework, the integration of *aqliyah* (cognitive), *nafsaniyah* (affective), and *akhlaqiyah* (behavioral) dimensions, as conceptualized in Lukman et al. (2025), becomes central. The *aqliyah* dimension functions as the cognitive structure through which teachers interpret professional responsibilities, ethical principles, and situational demands. The *nafsaniyah* dimension represents emotional and moral regulation, shaping teachers' intentions, motivations, and responses in pedagogical interactions. These two internal dimensions converge and are ultimately expressed through *akhlaqiyah*, which encompasses observable behaviors such as role modeling, ethical conduct, and social responsibility.

In the context of madrasah education, this integration is particularly significant. Teachers are not only expected to deliver instructional content but also to embody moral and spiritual values in their daily practices. For example, a teacher's ability to control emotions when dealing with difficult students (*nafsaniyah*) is guided by an understanding of ethical responsibility (*aqliyah*), which then manifests in patient, fair, and constructive behavior (*akhlaqiyah*). This causal chain illustrates how internal dimensions are translated into external actions that directly influence students' character development.

Furthermore, the convergent model aligns with a value-based understanding of professional responsibility, where teaching is not limited to task completion but extends to moral and social commitment. In this sense, external dimensions such as adherence to ethical codes, social engagement, and cultural sensitivity can be interpreted as the outward expression of internalized values. This reinforces the idea that effective teacher evaluation must go beyond surface-level assessment and instead capture the interplay between cognition, emotion, and behavior.

Thus, the convergent self-evaluation model offers a more holistic and integrative alternative to conventional approaches. By linking internal dispositions with external practices, the model provides a framework that is not only evaluative but also developmental, enabling teachers to engage in continuous self-reflection and improvement within a coherent moral and professional structure.

## CONCLUSION

This study develops a convergent self-evaluation model of teacher personality grounded in the urgency of strengthening personality competence within the learning process and its alignment with the broader vision of education as a means of contributing to societal well-being. The model is designed to be practical, accessible, and meaningful for teachers, enabling its application as a reflective tool for continuous personal and professional development.

The findings identify 15 core aspects of convergent self-evaluation, encompassing religious, legal, social, and cultural dimensions, alongside key personal qualities such as honesty, moral integrity, role modeling, emotional stability, responsibility, work ethic, and professional ethics. These aspects collectively form a comprehensive and value-based framework for assessing teacher personality through a structured Likert-scale instrument.

This study contributes by offering an integrative model that bridges psychometric assessment and character education, particularly within the context of Islamic education. By linking internal dispositions with external professional conduct, the model provides a holistic approach to teacher evaluation that extends beyond conventional performance-based assessment.

However, this study is subject to several limitations. The small sample size and its restriction to a specific socio-cultural context in Yogyakarta limit the generalizability of the findings. Therefore, the proposed model should be interpreted as an initial framework that requires further validation across broader and more diverse educational settings.

## RESEARCH RECOMMENDATIONS

Based on these findings, several strategic recommendations can be proposed. First, educational authorities—particularly the Ministry of Religious Affairs and educational foundations—are encouraged to consider adopting this convergent self-evaluation model as part of periodic teacher performance assessment systems. The model can be integrated into continuous professional development (CPD) programs, enabling teachers to engage in structured self-reflection that complements external evaluation mechanisms.

Second, institutions may develop implementation guidelines and training modules to ensure that the instrument is used consistently and effectively across schools. This includes embedding the model into routine teacher evaluation cycles, mentoring systems, and reflective teaching practices.

Third, future research is recommended to conduct large-scale validation studies involving diverse regions and institutional types, as well as to explore the development of digital-based assessment platforms that facilitate real-time feedback and longitudinal monitoring of teacher personality development. Such efforts would strengthen the empirical robustness and practical applicability of the model in supporting sustainable teacher development and character education.

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