



ROLE OF TEACHER PERSONALITY COMPETENCE IN CREATING A POSITIVE AND CONDUCIVE CLASSROOM CLIMATE FOR LEARNING

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Abstract

Teacher personality competency is a fundamental aspect of educator professionalism that significantly influences the success of the learning process. This study aims to examine in depth the contribution of teacher personality competency in creating a positive and conducive classroom climate for students. The study was conducted through a literature review method, analyzing several scientific articles and relevant research findings from the past ten years. The results indicate that teachers with good personality, encompassing the dimensions of discipline, responsibility, integrity, maturity, emotional intelligence, empathy, and interpersonal communication skills, are able to create a pleasant, psychologically safe, and conflict-free learning environment. Such classroom conditions encourage increased learning motivation, behavioral discipline, active participation, and student confidence in understanding and mastering subject matter.

Furthermore, it was found that personality competency does not operate in isolation but rather plays a synergistic role with pedagogical competency and classroom management skills. The combination of these three competencies contributes significantly to building harmonious

educational interactions, implementing fair classroom rules, and creating an effective and student-oriented learning process. The results of the synthesis also confirm that the role of teacher personality competency is universal and a primary focus in teacher professional development. Thus, improving the quality of education relies not only on the quality of the curriculum and infrastructure, but also on the quality of the teacher's personality, which serves as a role model that influences the academic development and character of students.

Keywords: Teacher Personality Competence, Classroom Climate, Conducive Learning

1. Introduction

Teachers are a crucial component in the success of the educational process. This is understandable, as teachers are the frontline personnel, interacting directly with students as both subjects and objects of learning (Damanik, 2019). Education continues to experience dynamics in line with social and cultural changes, and the demands of the times. Education is not merely about transferring knowledge, but also about shaping character, attitudes, and a learning environment that supports students' holistic development. In this context, teachers play a vital role not only as transmitters of material but also as a crucial element in shaping the classroom atmosphere, building a learning climate, and serving as moral and social role models. Therefore, teacher competency is crucial, particularly personality competency, which encompasses aspects such as integrity, emotional stability, empathy, role modeling, and the ability to build positive relationships with students (M. Z. Sari et al., 2025).

The extensive duties and roles of a teacher require them to possess various competencies. Law No. 14 of 2005 concerning Teachers and Lecturers stipulates that teachers must possess pedagogical competency, personality competency, social competency, and professional competency. Although all four competencies can be possessed by every teacher, each individual's abilities differ, both in cognitive and personality aspects, as each person has different capacities (Sugianto et al., 2023).

A positive and conducive classroom climate is a safe, comfortable, appreciative learning environment that encourages active student participation. This classroom atmosphere helps students develop optimally, both cognitively,

affectively, and socially (Jumrawarsi & Suhaili, 2020).

Several studies confirm that teacher personality competency has a significant impact on creating a conducive classroom climate. A study by Sibulo et al. (2023) showed that the personality of Christian Religious Education (PAK) teachers plays a strong role in increasing fifth-grade student motivation, particularly through patience and the teacher's ability to set an example during learning. Teachers who display positive character traits are able to create a comfortable learning environment and encourage students to be more active. Another study by Pendit et al. (2024) also confirmed that teacher personality competency is strongly linked to student learning motivation. They stated that teachers who possess emotional stability, consistent behavior, and effective communication skills can increase students' self-confidence and enthusiasm for learning.

Therefore, this literature review aims to comprehensively examine the role of teacher personality competencies in building a positive and conducive classroom climate for learning, based on the results of previous research. This study is expected to deepen understanding of the importance of strengthening teacher personality competencies as part of efforts to improve the quality of education in schools.

2. Literature Review

Several studies confirm that teacher personality competencies are the primary foundation for creating a positive classroom atmosphere that supports learning. Overall, researchers agree that teacher character and attitudes, such as emotional maturity, integrity, discipline, empathy, and fairness, have a direct impact on student

engagement, motivation, and learning comfort (Wahyuni et al., 2025). Teachers who maintain emotional stability and communicate well tend to create a psychologically safe classroom environment, resulting in students being more disciplined and confident in participating in the learning process.

Furthermore, research shows that teacher personality does not operate in isolation but rather complements other competencies, particularly pedagogical and classroom management competencies (Junita & Adela, 2022; Putri et al., 2025; Rohmaniah et al., 2025). A well-organized classroom, including space arrangements that encourage interaction, clear rules, and consistent routines, can strengthen the role of teacher personality in creating a conducive learning atmosphere. Thus, classroom management becomes a means of implementing educators' personal values.

Other studies also emphasize that teacher personality influences fairness and objectivity in the assessment process, which in turn influences students' perceptions of learning and their motivation to continue developing (Mahmudah, 2018; Sutrisno et al., 2022). These findings indicate that the role of teacher personality is not only evident in daily interactions, but also in evaluation and follow-up of learning.

Several studies extend the research to the university level, confirming that the influence of educator personality is universal. Lecturers who demonstrate a supportive attitude have been shown to increase student motivation and creativity, which ultimately impacts their academic achievement (Susilaningsih, 2023). This confirms that the importance of personality competencies applies at all levels of education.

Despite these many similarities, the research focuses remain diverse. Some studies highlight the direct influence of teacher personality on student achievement (Nainggolan et al., 2023; Syah et al., 2024), while others position personality as a supporting factor in classroom management and social interaction (Putri et al., 2025; Rohmaniah et al., 2025). Another difference is evident in the educational levels studied. Most studies focus on elementary and secondary education, while Susilaningsih (2023) extends the discussion to higher education.

Overall, the results of various studies show a consistent pattern that teacher personality competency plays a crucial role in determining successful classroom management, fostering a positive learning environment, and significantly contributing to student academic achievement.

3. Methodology

This study employed a literature review approach, analyzing various relevant scientific sources related to teacher personality competency and positive classroom climate. The collected literature included indexed national journal articles and previous research published within the last 10 years to ensure the information remained up-to-date.

The data collection process was conducted through searches of various scientific databases, such as Google Scholar, using the keywords "conducive classroom climate" and "teacher personality competency." The inclusion criteria included:

1. Research that directly addresses the relationship between personality competency and classroom climate.

2. Research within the context of formal education.
3. Scientific publications that have undergone peer review.

Conversely, exclusion criteria included opinion articles, non-scientific reports, and publications that did not provide full access or contained incomplete data. All literature that met the criteria was analyzed using content analysis techniques, focusing on the main findings, research methods, and their implications for learning practice.

The results of the analysis are then presented in the form of a narrative synthesis that describes the pattern of relationships between similarities and differences in findings between studies regarding the role of teacher personality competencies in creating a positive and conducive classroom climate for the learning process.

4. Results and Discussion

1. Teacher Competence and the Quality of Student Learning

The Application of Teacher Competence to the Quality of Student Learning. Wahyuni et al., (2025), this scientific article examines the relationship between the level of teacher competency and the quality of learning received by students. This research is significant because it emphasizes the direct role of teachers in influencing the effectiveness of the teaching and learning process at various levels of formal education in Indonesia. The authors emphasize that a teacher's effectiveness is determined not only by mastery of material or teaching methods, but also by how the teacher demonstrates professionalism, emotional maturity, and consistency when interacting with students. Teachers with strong personality competencies

can create a learning environment that helps students understand and master the material more optimally.

"Mastery of Personality Competence by Teachers as a Method for Achieving Learning Achievement in the Classroom" by Nainggolan et al., (2023), this scientific article examines the crucial role of teacher personality competency in encouraging improved student learning achievement in the classroom. The study emphasized that aspects of educator personality, including role models, emotional maturity, and moral responsibility, have a significant influence on student motivation and learning achievement. It emphasized that teacher character, such as integrity, commitment, and discipline, serve as indicators that influence student achievement. Therefore, personality competency needs to be a key element in the evaluation and development of educators.

2. Teacher Personality Competency as the Foundation of a Conducive Classroom Climate

Analysis of Teacher Personality and Classroom Climate in Improving Student Discipline is an academic article that examines the relationship between teacher personal character and classroom learning conditions, with the level of student discipline. This article is significant because it discusses the psychological and environmental factors that play a role in shaping disciplinary behavior in schools. Marjuki (2021) showed that teachers with stable personalities, fair attitudes, and good communication skills are usually able to create disciplined yet empathetic classrooms, so that students feel safe and motivated to learn.

The academic article entitled "Teacher Strategies in Cultivating a Conducive Classroom Climate" by W. Sari & Sari (2023) reviews various approaches, techniques, and teacher behaviors in creating a comfortable, safe, and productive learning environment for students. This paper emphasizes the central role of teachers as managers of the social and emotional environment of the classroom to ensure effective learning. This article, conducted at the elementary school/madrasah level, reveals that teacher empathy, openness, and active participation in interactions are key factors in fostering mutual respect and increasing student engagement. These elements are crucial in creating a positive classroom climate.

3. Classroom Management, Teacher Strategies, and a Conducive Learning Environment

Effective Classroom Management Strategies to Improve the Quality of Student Learning and Create a Conducive Learning Environment in Schools. This scientific article reviews various classroom management approaches and strategies aimed at increasing learning effectiveness and creating a conducive learning environment in the school environment. This study focuses on how teachers manage student behavior, utilize time, and utilize resources to ensure optimal learning. Putri et al. (2025) combined managerial elements such as classroom rules, room layout, and routines with personal aspects, including teacher attitudes, communication styles, and responses to students. Research findings indicate that classroom management is most effective when implemented in conjunction with a supportive and consistent teacher personality.

The academic article, "Strategies for Creating a Conducive Classroom Climate through Classroom Management and Strengthening Teacher Work Ethic to Improve Learning Performance," reviews a strategic approach to building a conducive classroom climate through effective classroom management and strengthening teacher work ethic as a step to improve learning performance. The main discussion highlights the synergistic relationship between the learning environment, educator professionalism, and student achievement. Rohmaniah et al. (2025) concluded that creating a conducive classroom climate requires a combination of an organized management structure and teacher personal maturity, particularly in the aspects of commitment, responsibility, and role modelling.

4. Evaluation of the Learning Process and the Role of Teachers within the Personality Competency Framework.

Several articles highlight learning evaluation and the influence of teacher personality on the evaluation process and outcomes. The article "Developing Teacher Competence in Implementing Learning Evaluation in the Merdeka Belajar Era" by Sutrisno et al. (2022) discusses improving teachers' professional abilities in conducting evaluations in line with the Merdeka Belajar policy in Indonesia. This study emphasizes how teachers can design, implement, and follow up on evaluations effectively to support student-centered learning. The research emphasizes that honesty, objectivity, and communication skills are important aspects of a teacher's personality in providing evaluations because these attitudes make students feel treated fairly and are motivated to continue developing.

The article "Classroom Management: Efforts to Measure the Success of the Learning Process" reviews the concept and practice of classroom management as a crucial element determining the success of the learning process in educational environments. This paper emphasizes that effective classroom management strategies play a significant role in helping achieve learning objectives and optimizing student development. Mahmudah (2018) emphasized that the evaluation and reflection process for learning will be better if conducted in a supportive classroom environment, and that the classroom atmosphere is greatly influenced by the teacher's attitude and character during classroom interactions.

5. The Influence of Classroom Management and Climate on Learning Outcomes

An academic article titled "The Influence of Classroom Management and Classroom Climate on Student Learning Outcomes" examines the relationship between classroom management strategies, the psychological conditions of the learning environment, and student academic achievement. This study is significant because it highlights the impact on learning achievement in schools. Hidayah et al. (2024) revealed that classroom management and classroom climate have a significant influence on student learning outcomes. In other words, when teachers can effectively manage the classroom and create a conducive atmosphere, such as good interpersonal relationships, a sense of security, and order, student achievement significantly improves. These results confirm that effective classroom management, including structure, rules, and interaction patterns, directly contributes to academic achievement. The impact extends not

only to a comfortable learning atmosphere but also to concrete academic outcomes.

6. Optimizing Classroom Management for a Conducive Learning Environment

"Optimizing Classroom Management to Build a Conducive Learning Environment." This article discusses strategies and practices for optimizing classroom management to create an effective, productive, and enjoyable learning environment. The main focus is on how teachers can proactively manage classrooms to support positive interactions, discipline, and student motivation. This research confirms that optimal classroom management, from planning, implementation, evaluation, and adjustment, plays a crucial role in building a supportive learning environment.

Not only technical aspects such as scheduling, room layout, or discipline, but also the teacher's ability to build interpersonal relationships and communicate effectively are key factors. Research findings indicate that when classroom management is implemented comprehensively and tailored to students' needs, the classroom climate becomes more inclusive, collaborative, and supportive (Ardiansyah et al., 2025).

7. The Role of Teachers in Creating a Conducive Learning Environment

"The Role of a Teacher in Creating a Conducive Learning Environment." This academic article discusses the responsibilities and strategies teachers must employ to create a classroom atmosphere that supports effective learning. This topic is considered important because the environment A conducive learning environment has a direct impact on student motivation,

engagement, and academic achievement. This paper highlights the active role of teachers, both through their actions and attitudes, in creating a positive atmosphere, such as maintaining open communication, implementing fair treatment, fostering mutual respect, and attending to students' emotional needs.

Through a holistic approach that focuses not only on subject matter or discipline, teachers help create a classroom environment that supports both academic and character development.

Overall, the findings confirm that the combination of personality competencies, classroom management skills, and teaching style is the key foundation for creating an effective classroom climate (Jumrawarsi & Suhaili, 2020).

8. The Role of Classroom Management in Learning Achievement

"Classroom Management in Creating a Conducive Learning Atmosphere; Efforts to Improve Student Learning Achievement" by Wahid et al., (2018) emphasizes that classroom management is a key strategy in creating a conducive learning environment. When a classroom is well-organized, from its physical conditions and time management to social interaction patterns, students can learn optimally without hindrance. The study highlights that improved student learning outcomes are a direct consequence of the implementation of effective classroom management. Teachers play a role in managing classroom dynamics, ensuring that every student is equally engaged.

9. Pedagogical Competence and Learning Conduciveness

"The Role of Pedagogical Competence in Classroom Management on Student Learning Conduciveness" by Junita & Adela, (2022) shows that pedagogical competence, specifically the ability to design learning and manage a classroom, has a significant relationship with students' level of learning comfort. Their findings indicate that teachers who master these competencies are able to:

- a. Minimize boredom and deviant behavior.
- b. Increase learning engagement and discipline.
- c. Creating a focused learning environment while encouraging student participation.

Thus, not only personality is important, but a teacher's pedagogical skills also play a significant role in creating a positive classroom atmosphere and supporting active student engagement.

10. Analysis of Teacher Personality Competencies in Interpersonal Relationships.

"Analysis of Teacher Personality Competencies" (Syah et al., 2024). This study confirms that teacher personality competencies are the foundation for creating healthy interpersonal relationships between teachers and students. Teachers with stable, warm characters, who are able to control their emotions, and who set a good example tend to:

- a. Foster student self-confidence
- b. Reduce anxiety in learning
- c. Increase student motivation and drive to achieve.

These results reinforce previous findings (Marjuki, 2021; Nainggolan et al., 2023) which stated that teachers act as role models who shape the emotional climate of the classroom. A safe and psychologically comfortable classroom environment helps students maximize their potential.

11. The Contribution of Personality Competence and Creativity to Learning Outcomes

The article entitled "The Contribution of Teacher Personality Competence and Student Creativity to Student Learning Outcomes at University" (Susilaningsih, 2023) broadens perspectives by showing that teacher personality competency is not only influential at the elementary or secondary school level, but is also relevant at the university level. The main findings include:

- a. Lecturer personality competency directly contributes to student learning achievement.
- b. Student personality creativity acts as an important mediator influenced by emotional support from lecturers.

These conclusions indicate that the influence of teacher personality is universal, impacting all levels of education through positive social interactions.

5. Conclusion

Based on the results of various studies analyzed, it can be concluded that teacher personality competency plays a crucial role in creating a positive and conducive classroom climate. Teacher character, reflected through discipline, emotional maturity, integrity, empathy, and

effective communication skills, fosters a safe, comfortable, and supportive learning environment for students. Such classroom conditions encourage increased motivation, active engagement, discipline, and student self-confidence in learning.

Furthermore, teacher personality competency does not exist in isolation but works synergistically with pedagogical competency and classroom management. Teachers with positive personalities are more effective in implementing targeted classroom management strategies and creating positive social interactions. This combination has been shown to directly impact the effectiveness of the learning process and improve student academic achievement.

The findings of various studies also indicate that the influence of teacher personality competency needs to be a primary focus in the development of the teaching profession, whether through formal education, ongoing training, or character development within the school environment. This effort is a crucial part of the strategy to improve the quality of education, as teacher personality quality has been proven to be the foundation for creating an effective, humanistic learning process that is oriented toward the holistic development of students.

Implications And Suggestions

1. Implications for Teacher Learning Practices in the Classroom

The research synthesis shows that learning effectiveness depends not only on material understanding and teaching strategies, but is also greatly determined by the teacher's personality qualities. Therefore, several important implications that warrant consideration include:

- a. Teachers need to continuously hone personal competencies such as integrity, emotional stability, empathy, and discipline as a foundation for creating a safe and comfortable classroom atmosphere for students.
- b. Teachers must be role models through positive attitudes and behaviors so that students experience a learning environment that supports their character development and academic achievement.

In classroom management, teachers are encouraged to adopt a more humanistic approach, emphasizing fairness, respect for differences, and consistent application of rules to increase motivation and learning participation. The evaluation process should be conducted objectively and openly to avoid academic anxiety and strengthen student self-confidence.

2. Implications for the Development of Prospective Teachers (Education Students)

For educational institutions specializing in education personnel, the findings of this study emphasize the need for character development and professionalism of prospective teachers from an early stage. Possible implications include:

- a. The teacher education curriculum needs to focus more on developing personality competencies through courses related to character, professional ethics, and educational communication practices.
- b. Microteaching and field practice activities should assess not only pedagogical skills but also professional attitudes toward students and fellow educators.
- c. Strengthening the mental and emotional well-being of prospective teachers should

be a strategic component to help them navigate real-life classroom dynamics.

3. Recommendations for Further Research

To deepen our understanding of the role of teacher personality competencies in the learning process, several research recommendations are:

- a. Quantitative research can be conducted to more specifically measure the contribution of personality competencies to improving student achievement in various subjects.
- b. In-depth qualitative studies are needed to explore teachers' actual practices in managing social and emotional interactions in the classroom, which are directly related to personality aspects.
- c. Research on personality training intervention models for teachers and prospective teachers needs to be developed to determine their effectiveness in improving classroom climate and student learning outcomes.

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