

Internalization of Teacher Personality Competencies Based on Prophetic Values in Forming Student Character

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Abstract

The character formation of early childhood cannot be separated from the role of teachers as role models, a role reflected in their personality competencies. To address the challenges of education in the modern era, teachers' personality competencies need to be strengthened through a spiritual foundation oriented towards prophetic values, particularly humanization, liberation, and transcendence. RA NU Terpadu Sumbergempol, an early childhood Islamic educational institution, applies an integrative approach to shaping students' religious and social character by strengthening the personalities of its educators. This study aims to analyze the internalization strategies of prophetic values in teachers' personalities and identify the resulting character formation of students, driven by teachers' exemplary behavior based on these prophetic values. This study used a qualitative research type with a case study approach. Data were collected through participant observation, in-depth interviews with principals and teachers, and documentation studies. Data analysis was conducted interactively through the stages of data reduction, data presentation, and conclusion drawing, while data validity was verified through source and technique triangulation. Research findings indicate that the internalization of prophetic values, namely shiddiq (honesty), amanah (trustworthiness), tabligh (conveying messages), and fathanah (wisdom/intelligence) is achieved through spiritual habits, self-reflection, collective role models (uswatun hasanah), and the creation of a madrasah environment based on the values of Nahdlatul Ulama and Aswaja. The value of transcendence is reflected in the sincerity of teachers when carrying out their duties; humanization is manifested through compassion, patience, and concern for students; and liberation is seen in efforts to foster teacher independence and mental toughness. This internalization process contributes to the formation of student character, as evidenced by increased religiosity (for example, the habit of praying, performing the Dhuha prayer, and reciting daily prayers), social awareness (demonstrated through attitudes of sharing, empathy, and politeness), and the development of discipline and independence. These findings confirm that teacher personalities imbued with internalized prophetic values play a crucial role in shaping the character of early childhood through behavioral modeling, where children emulate the teacher's exemplary attitudes and actions.

Keywords: teacher personality competency; prophetic values; early childhood character; role model

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1. Introduction

Teachers in early childhood education not only carry out the function of transferring knowledge but also the function of transferring values. The early stages of early childhood development are a very important stage in human life. This period is often referred to as the golden age because the development of thinking, emotional, social, language, and personality skills occurs very rapidly (Suryana et al., 2022). At this stage, children also have a strong ability to observe, imitate, and remember various behaviors they see in their surroundings (Zainuddin & Suriati, 2018). Therefore, the experiences children gain from an early age can influence the development of their character and personality in later stages. While knowledge can be conveyed through learning, children learn many of their personality values through experience and role models. Therefore, the quality of a teacher's personality is a crucial element in the success of early childhood character education.

These conditions mean that early childhood education is no longer solely focused on academic abilities. Education at the Raudhatul Athfal (RA) level also carries the responsibility of instilling religious, moral, social, and positive habits in students (Lutfiya & Zafi, 2021). In this process, teachers play a crucial role. Teachers are not only tasked with imparting knowledge but also serving as role models for children in their attitudes and behavior (Firdaus et al., 2026). Children learn patience from

patient teachers, politeness from teachers who speak well, and caring from teachers who treat others with compassion.

Professional teachers are required to possess four core competencies: pedagogical, personality, social, and professional (Alfath et al., 2022). Among these four competencies, personality competency holds a crucial position because it directly relates to how teachers position themselves in everyday life. A teacher's attitude, speech, discipline, patience, responsibility, honesty, and compassion can be directly observed by students. For young children, these behaviors serve as examples that are easier to understand than advice delivered only verbally.

The development of modern life and digitalization also presents new challenges in education. Children grow up in an increasingly open environment and receive a variety of information from family, school, social media, the internet, and social circles. This condition can have a positive influence, but it can also bring changes in children's behavior patterns, communication methods, and social awareness (Jaya et al., 2026). In situations like this, strengthening character is not enough only through rules and formal learning. Teachers also need a strong foundation of values to be able to be consistent role models. One approach that can be used to strengthen a teacher's personality is prophetic values. The concept of prophetic values, widely developed by Kuntowijoyo and discussed in his book *Haikal* (2024), includes three main values: *amar ma'ruf* (enjoining good), *nahi munkar* (forbidding evil), and *tu'minuna billah* (enjoining God). These three values are then known as humanization, liberation, and transcendence.

Humanization emphasizes the importance of humanizing people, building compassion, respecting others, and avoiding behavior that can demean human dignity (Sakdiah et al., 2025). In early childhood education, the value of humanism can be realized through the attitude of teachers who are patient, friendly, empathetic, and respectful of each child as an individual with different characters and abilities. Liberation is related to efforts to free humans from various forms of backwardness, fear, dependency, and bad behavior. In the context of early childhood education, the value of humanization can be applied by providing opportunities for children to develop independently, dare to try, be able to make simple decisions, and learn to understand and correct mistakes without fear (Hermawan, 2025). Meanwhile, transcendence is related to human awareness of the existence and power of Allah SWT. This value provides a spiritual foundation for living life, including in carrying out their duties as educators. Teachers not only work to fulfill their professional obligations but also view education as a form of devotion and worship (Oktavia, 2020). This awareness is expected to foster an attitude of sincerity, patience, responsibility, and consistency in accompanying students.

These three values are closely related to teachers' personal competencies. Transcendence strengthens teachers' sincerity and self-confidence, humanization encourages teachers to build compassionate relationships with students, and liberation encourages teachers to help children grow into independent and responsible individuals. Thus, prophetic values are not merely religious concepts but can be applied in teachers' everyday behavior at school.

The relevance of RA NU Terpadu Sumbergempol as an institution that combines Islamic values, NU values, and *Ahlussunnah wal Jamaah* (Aswaja), as well as character building in school life. These values are not only imparted to students through learning activities, but are also pursued through the formation of a school culture and strengthening the personalities of educators. In this context, teachers are expected to be *uswatun hasanah* or good role models for students. This exemplary behavior can be seen through the way teachers speak, manage emotions, solve problems, and perform religious duties. In addition, teachers must set an example of discipline in all aspects and provide opportunities for children to develop independently (Febrianto, 2019). When these behaviors are carried out consistently, children have a greater opportunity to observe, imitate, and then practice positive behaviors in their daily lives.

Character building through role models is also in line with the view that early childhood learns primarily through observation and imitation (Ningsih et al., 2025). Children do not always understand

values through abstract explanations, but rather through examples they see firsthand. Children's character development is inseparable from the character of adults in the educational environment, particularly teachers. The application of prophetic values in teacher personality competencies cannot be understood merely as concepts. More importantly, how these values are truly internalized in teacher behavior and how this exemplary behavior is then reflected in the character of students. This issue is crucial to examine because each educational institution has a different culture, strategies, and habits in developing the personality of its educators.

Based on the description, this study was conducted to understand more deeply the process of internalizing prophetic values in teacher personality competencies and its relationship to the character formation of early childhood learners at RA NU Terpadu Sumbergempol. This study focuses on two things, namely the strategies used by teachers in internalizing prophetic values into everyday personalities and the form of student character that develops through teacher role models. This study is expected to provide an overview that character education in early childhood is not only built through learning programs, but also through the quality of personality and teacher role models. In addition, this study is expected to be a consideration for RA/PAUD educational institutions in developing educator competencies that are not only strong pedagogically and professionally, but also have good personalities, strong spiritual values, and are able to be role models for students.

2. Methodology

This research uses a qualitative approach because the researcher wants to understand in depth the internalization of teacher personality competencies based on prophetic values and their implications for student character in the context of natural settings (Nurhayati, et al., 2024). The research approach used is a case study. The researcher chose a case study because the focus of this research is to explore data intensively, comprehensively, and contextually in one specific location, namely RA NU Terpadu Sumbergempol (Lumbu, et al., 2026). The researcher acts as the main instrument because the researcher's presence in the field is absolute (Rumina, 2024). The determination of the research location at RA NU Terpadu Sumbergempol is an early childhood education institution based on Islam and NU that consistently integrates the development of moral/prophetic values into the school culture.

Data were obtained from in-depth interviews and field notes from observations. Research sources: Principal and teachers of RA NU Terpadu Sumbergempol. Data analysis techniques in this study follows the interactive model of Miles, Huberman, and Saldana (2014), which consists of four interrelated stages: data collection, data condensation, data presentation, and conclusion drawing/verification. Data validity checks were carried out to ensure data validity using truth tests, transfer tests, dependency tests, certainty tests, technical triangulation techniques, and source triangulation (Fauzia & Nurmiyati, 2024). Researchers compared data from interviews with field observations and compared data and information obtained from the principal with statements and daily practices of teachers. Researchers conducted careful, detailed, and continuous observations of the dynamics of character formation at RA NU Terpadu Sumbergempol to avoid misinterpretation.

3. Results

3.1 Teacher Strategies in Internalizing Prophetic Values

Based on interviews, observations, and documentation, it was found that the internalization of prophetic values in the personalities of teachers at RA NU Terpadu Sumbergempol was carried out gradually and became part of daily habits. Prophetic values evident in educational practices include transcendence, humanization, and liberation (Purnomo, 2020). These three values are not only conveyed

to students through learning but are also first implemented by teachers in their daily attitudes and behaviors.

The internalization of transcendent values is evident in teachers' awareness that teaching is not just a job, but also a form of worship. This awareness forms the basis for teachers to carry out their duties with sincerity, patience, and responsibility. One way to implement this is by cultivating the habit of setting intentions before beginning learning activities. Teachers engage in religious activities together, such as reciting prayers, dhikr, and performing the Dhuha prayer in congregation in the school prayer room. These activities serve as a means for teachers to prepare themselves mentally and spiritually before interacting with students.

Beyond religious activities, the value of transcendence is also evident in teachers' ability to control their emotions. Observations show that when faced with children who are crying, throwing tantrums, or having difficulty following rules, teachers try to respond calmly and avoid using harsh words or raising their voices. Instead, they prefer to pay attention, calm the child, and guide them gently. One classroom teacher explained: "Teaching at RA is key to sincerity. If our intention is only to work, we will easily become tired and emotional. We make it a habit to set our intentions every morning and pray the Dhuha prayer together to calm our hearts, so that when assisting children with diverse behaviors, we can remain patient and compassionate." This statement demonstrates that spiritual values are not only found in religious activities but also influence how teachers deal with various situations in the learning process.

Internalization of humanization values is evident in the way teachers treat students as individuals with varying needs, characters, and abilities. Teachers strive to create a safe, comfortable, and compassionate learning environment. One example of this is seen in the morning welcoming of students. Teachers greet children at the gate with smiles, greetings, salutations, and a friendly attitude. This practice is consistently implemented so that children feel accepted and valued from the moment they arrive at school.

During the learning process, teachers also use polite and gentle language. When speaking with children, teachers strive to be at eye level with them to establish direct eye contact. Teachers also provide opportunities for children to share their stories, feelings, and problems. Observations show that teachers do not compare one child's abilities with another. Each child is given the opportunity to develop according to their own abilities and pace. When children make mistakes, teachers provide more guidance than scolding or embarrassing them in front of their peers.

Internalization of the value of liberation is evident in teachers' efforts to help children become more independent and courageous in making simple decisions. Freedom granted to children does not mean letting them do whatever they want, but rather providing space for development while remaining within agreed-upon rules. In play activities, for example, children are given the opportunity to choose activities that interest them. Teachers do not overly determine the final outcome of children's work. Children are given the opportunity to explore, experiment, make mistakes, and improve. The value of liberation is also evident when teachers deal with conflicts between students. Teachers do not use physical punishment or demeaning language. Children who make mistakes are talked to and given an understanding of the consequences of their behavior. In this way, children learn to understand their mistakes and learn to find solutions to the problems they face.

3.2 Forms of Character Formation of Students

The internalization of prophetic values in teachers' personalities is evident in students' behavior. Children not only receive verbal instruction but also imitate the teacher's behavior they see and experience every day. This process occurs through role models and habituation. Religious character is evident in various simple habits students practice in their daily lives at school. Children become accustomed to reciting prayers before and after activities, such as before studying and eating. Children

also begin to recite prayers for their parents. During religious activities, students practice ablution and the Dhuha prayer according to their abilities. Children also habitually greet each other upon entering class and when meeting teachers and friends. These habits demonstrate that the formation of religious character in children occurs through simple, repetitive activities. Environmental factors and repetitive activities are key in shaping children's character (Fahmi & Susanto, 2018). Children are not only given explanations about religion but are directly encouraged to practice it in their daily lives.

Socially aware characters are evident in children's ability to notice and respond to the needs of their peers. Children begin to share food, stationery, and toys with friends in need. Empathy is also evident when a friend is crying or experiencing problems. Children try to comfort, help, or report the situation to the teacher. These simple habits demonstrate the child's developing ability to understand others' feelings. Furthermore, teachers encourage the use of three simple expressions in everyday interactions: "please," "thank you," and "sorry." These habits help children learn to respect others and understand the importance of good manners in communication.

Character development is also evident in children's independence in completing simple activities. Children begin to tidy up toys after use, return equipment to their proper places, put on shoes, carry bags, and perform various personal activities without always relying on teachers or parents. Meanwhile, discipline is evident in children's habit of following mutually agreed-upon rules. Children become accustomed to queuing when washing their hands or performing ablutions, waiting their turn to play, and following rules in learning activities. These findings demonstrate that independence and discipline are not built through punishment, but through habituation, role modeling, and opportunities for children to do things themselves.

4. Discussion

4.1 Internalization of Prophetic Values in Teacher Personality Competence

The research results show that the personality competency of teachers at RA NU Terpadu Sumbergempol is not only evident in their ability to carry out their duties professionally, but also in the values underlying their behavior. Teachers strive to use religious values as the basis for their interactions with students. This finding can be understood through the concept of three core values: transcendence, humanization, and liberation. These three values appear to complement each other in this study.

The value of transcendence provides a spiritual foundation for teachers in carrying out their duties. Teachers view work as an act of worship, fostering a sincere, patient, and responsible attitude (Fahim et al., 2026). This awareness is especially important in early childhood education, as teachers deal with children with diverse characters and needs. Young children are not yet fully able to control their emotions and behavior. Therefore, teachers require patience and the ability to manage their emotions effectively.

The value of humanization is then evident in the way teachers treat children. Children are not viewed merely as objects of learning, but as individuals with feelings and a need to be respected (Chailani, 2024). Welcoming children with a smile, polite communication, paying attention to their stories, and not comparing them based on their abilities are simple forms of humanization practices.

Meanwhile, the value of liberation is evident in teachers' efforts to provide space for children to develop independently (Suwantoro et al., 2026). Children are given the opportunity to choose, try, explore, and solve simple problems. When mistakes occur, teachers do not immediately punish them but instead help children understand their mistakes.

These three values ultimately strengthen teachers' personal competencies. Transcendence provides a spiritual foundation, humanization fosters warm relationships with students, and liberation

encourages teachers to foster children's independence. Thus, prophetic values are not merely concepts but are translated into teachers' daily behavior.

These findings also align with the educational culture within Nahdlatul Ulama (NU), which emphasizes Ahlussunnah wal Jamaah (Aswaja) values, such as tawassuth (moderation), tawazun (balance), and tasamuh (tolerance). These values are evident in teachers' calm demeanor, moderation in punishment, respect for children's differences in character, and fostering a friendly and comfortable school atmosphere. Therefore, teacher personality competency in this study can be understood not only as the ability to behave well, but also as a continuous process of self-development through spiritual habits, self-control, role modeling, and positive interactions with students (Pratiwi et al., 2026).

4.2 Teacher Exemplary Behavior in Character Formation of Early Childhood

Research findings indicate that teacher role models play a crucial role in shaping students' character. Early childhood children tend to learn through what they see and experience directly. Therefore, teachers' daily behavior often serves as an example that is easier for children to understand than explanations delivered solely verbally. This finding can be explained through social learning theory, specifically the concept of modeling (Putri, 2025). According to this perspective, individuals can learn behavior by observing the behavior of others who serve as models. In the context of early childhood education, teachers are one of the figures frequently observed by children during their time at school (Jadidah et al., 2024).

This process can be seen in everyday activities. When teachers make it a habit to say hello, children then follow suit. When teachers speak gently, children learn to use the same communication style. When teachers show concern for a crying child, children also learn that helping and comforting a friend is good behavior. In other words, character formation occurs not only when teachers give advice, but also when teachers directly demonstrate behavior. This process can be explained through three stages. The first is imitation, when children observe and imitate the teacher's behavior. The second is habituation, when the imitated behavior is repeated within the school environment. The third is internalization, when the behavior begins to become a habit and a part of the child's personality.

For example, initially, a child might greet someone by following the teacher. After doing this daily, greetings become a habit. At a later stage, the child can greet without constant reminders. The same can be said for habits like praying, sharing, saying thank you, apologizing, lining up, and tidying up toys. This demonstrates that character development in early childhood requires a consistent environment. Teachers need not simply ask children to be disciplined; they also need to demonstrate discipline. Teachers must not only teach politeness but also use polite language when interacting with children.

4.3 The Relationship between Teachers' Prophetic Values and Students' Character

Overall, research findings demonstrate a strong correlation between a teacher's prophetic values-based personality and the development of student character. This relationship is not a direct and simple one, but rather a process of role modeling, interaction, and habituation. Teachers with spiritual awareness tend to demonstrate greater patience in assisting children (Nuryana & Ladamay 2025). This attitude is then felt by children through daily interactions. Teachers who build relationships based on compassion also create a learning environment that makes children feel safe and valued (Husnaini et al., 2024). Meanwhile, providing children with opportunities to engage in various activities independently helps foster self-confidence and responsibility.

A child's character development actually begins with the character development of their educators. Teachers serve as role models, constantly observed by children throughout the educational process. What teachers do repeatedly can become learning experiences for students. These findings demonstrate that character education at RA NU Terpadu Sumbergempol is not solely implemented

through special programs or specific learning materials. Rather, character education occurs largely through school culture and the daily behavior of teachers (Furkan, 2013). Simple activities such as praying, welcoming children, speaking politely, helping friends, queuing, and tidying up toys are all part of the character education process.

Strengthening teacher competency at the RA/PAUD level should not only be directed at improving pedagogical skills. The development of personality competencies also deserves equal attention. Teachers need to be equipped and encouraged to continuously develop their emotional management skills, build positive communication, strengthen spirituality, and provide consistent role models. Ultimately, the results of this study demonstrate that prophetic values can serve as a relevant foundation for building teacher personality while supporting the character development of early childhood. When these values are truly reflected in teacher behavior, character education becomes more natural because children learn through real experiences, not just from advice.

5. Conclusion

Based on the results of research and discussion regarding the internalization of teacher personality competencies based on prophetic values at RA NU Terpadu Sumbergempol, it can be concluded that the internalization of prophetic values is carried out through habits and role models that occur consistently in daily life at school. The value of transcendence is realized through structuring the intention of teaching as worship, collective prayer, dhikr, dhuha prayer, and efforts to maintain patience and calm in dealing with various children's behaviors. The value of humanization is applied through friendly welcome, polite and empathetic communication, giving affection, and respect for the differences in character and abilities of each child. Meanwhile, the value of liberation is realized through providing opportunities for children to explore, learn independently, make simple decisions, and resolve mistakes through a dialogical approach without physical punishment or oppressive actions. The implementation of these three values is strengthened by the NU culture and Aswaja values such as tawassuth, tawazun, and tasamuh, thus creating an educational environment that is religious, friendly, and supports child development.

The internalization of these values in teachers' personalities is then reflected in the character formation of students through a process of role modeling, imitation, and habituation. Religious character is evident in children's habits of praying, following the practice of ablution and the Dhuha prayer, and saying greetings. The character of social concern is evident in the habit of sharing, helping and comforting friends, and using the expressions "please," "thank you," and "sorry" in interactions. Meanwhile, the character of independence and discipline is evident in children's ability to tidy up play equipment, carry out several activities independently, wait their turn, and follow agreed-upon rules. These findings indicate that the formation of early childhood character occurs not only through the delivery of material or advice, but also through real examples provided by teachers continuously. Thus, strengthening teacher personality competencies based on prophetic values is an important part of creating an educational environment that supports the growth of religious, caring, independent, and disciplined character in early childhood.

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