



Enhancing The Effectiveness Of Character Education Through Teacher Personality And School Culture

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Abstract

Character education aimed to nurture students' moral integrity, ethical awareness, and social responsibility; however, its implementation in schools often fell short of these ideals, indicating the need to strengthen teacher-related and organizational factors. This study investigated how teacher personality enhanced the effectiveness of character education and how school culture mediated this relationship. A quantitative survey design was employed involving 197 teachers selected from 816 public junior secondary school teachers in Bogor City, Indonesia, using multistage proportional random sampling. Data were collected through structured questionnaires and analyzed using Structural Equation Modeling (SEM) with SmartPLS. The results indicated that teacher personality positively influenced school culture and the effectiveness of character education, with school culture partially mediating this relationship.

Keywords: Character education, teacher personality, school culture

INTRODUCTION

Character education is the school's main mandate, aiming to develop students not only intellectually but also morally and socially. Scholars in contemporary educational discourse conceptualize character education as a comprehensive approach that integrates ethical, moral, and prosocial development into the education system (Umami et al., 2019; Zahra et al., 2024). In the tradition of Islamic education, this mandate resonates with the concept of *tarbiyah*, which emphasizes the formation of morals through continuous guidance, habituation, and exemplary behavior. Therefore, schools must function as moral communities that not only transmit values cognitively but also manifest them through daily interactions and institutional practices.

In the Indonesian context, character education is formally institutionalized through national education policies and curriculum frameworks, positioning schools as strategic agents of moral formation. However, empirical evidence suggests that its implementation often remains procedural and symbolic, with limited influence on students' actual behavior (Asri & Deviv, 2024). Many schools implement character education primarily through formal

ceremonies, documentation, or slogan-based campaigns, but they fail to consistently reflect moral values in the school's daily culture. This condition suggests that increasing the effectiveness of character education requires deeper attention to the determinants of the individuals and organizations that comprise the process of internalizing values.

Previous studies have increasingly emphasized teachers' role as moral agents in fostering character development. Researchers found that teacher personality significantly shape the classroom climate and influence student behavior (Assali, 2025). Personal attributes such as discipline, empathy, moral consistency, and role modeling are reported to strengthen character education practices (Lukman et al., 2021). In addition, teachers who demonstrate ethical behavior, effective communication, and supportive attitudes increase students' motivation and confidence (Kahveci, 2023). From an Islamic normative perspective, these findings align with the principle of *uswah hasanah*, which emphasizes that exemplary behavior is most effective in conveying moral education. Researchers also identify school culture as a critical organizational context that underpins character education, alongside teacher-related factors. School culture encompasses shared values, norms, and traditions that influence collective behavior within educational institutions (Quynh & Son, 2025). Empirical findings show that a values-oriented school culture reinforces consistency between institutional ideals and daily practices, thereby improving character education outcomes (Japar et al., 2024). In Islamic educational thought, such an environment resembles *bi'ah shalihah*, a supportive moral ecosystem that facilitates the internalization of sustainable values.

Research has proven that teacher personality competencies play an important role in the development of students' character (Rifaudin et al., 2024) and that school culture serves as a vital mechanism for reinforcing moral values (Fajriyah et al., 2025). Studies show that teachers serve as primary role models whose behavioral consistency directly influences character formation (Turner et al., 2024) and that integrating character education into daily school routines and practices effectively supports moral development (Ghozi & Amrullah, 2025). However, the literature has largely examined these three elements—teacher personality, school culture, and character education—as separate constructs rather than investigating their dynamic interactions.

Although research confirms that teachers' personality competencies affect students' character (Dianingsih et al., 2025) and that school culture supports character formation (Wanti & Darmawan, 2024), no research has systematically examined the specific mechanisms by which certain personality traits interact with elements of school culture to produce measurable character education outcomes. Researchers still describe the relationship between these variables mostly in descriptive terms and have not yet understood it mechanistically. Understanding the right causal pathways will enable educators to design targeted interventions and predict which personality-culture combinations will be most effective for different student populations and educational contexts. This mechanistic knowledge is essential for teacher recruitment, training, and professional development strategies.

This research offers scientific novelty by proposing and empirically testing an integrative structural model that positions school culture as a mediating mechanism linking teacher personality to the effectiveness of character education. The study advances a more integrated explanatory framework of how schools build the effectiveness of character education by integrating personal moral agency and organizational value systems within a single analytical framework.

Based on these gaps, this study addresses the research problem of how teacher personality affects the effectiveness of character education, either directly or indirectly through school

culture. Based on the proposed theoretical framework, the following hypotheses were formulated:

H1: Teacher personality has a positive direct effect on the effectiveness of character education.

H2: Teacher personality has a positive direct effect on school culture.

H3: School culture has a positive direct effect on the effectiveness of character education.

H4: School culture mediates the relationship between teacher personality and the effectiveness of character education.

Therefore, this study aims to examine the structural relationship between teacher personality, school culture, and the effectiveness of character education in public junior high schools in Bogor City, Indonesia. Using a quantitative survey design and Structural Equation Modeling (SEM), this study seeks to generate empirical evidence on the direct and mediated pathways by which individual and organizational factors contribute to strengthening character education outcomes.

METHODS

Research Design and Setting

This study employed a quantitative explanatory design to analyze the structural relationships among teacher personality, school culture, and the effectiveness of character education. The research was conducted in public junior secondary schools (SMP Negeri) in Bogor City, Indonesia, from June to November 2025. The researchers used a cross-sectional survey to collect data at a single point in time and to test direct and indirect relationships within a mediation model.

Population and Sample

The population consisted of 816 teachers from public junior secondary schools in Bogor City. To obtain a representative sample, the study applied multistage proportional random sampling. The researchers first grouped schools into administrative clusters and then selected teachers proportionally from each cluster using random sampling.

A total of 197 teachers participated in the study. The sample size met the minimum requirements for Partial Least Squares Structural Equation Modeling (PLS-SEM), given the model complexity and the number of structural paths directed to the endogenous constructs. This sample size ensured adequate statistical power for hypothesis testing.

Research Procedure

The study was conducted through several systematic stages. First, the researchers reviewed relevant theoretical frameworks and empirical studies to develop the conceptual model and research instruments. Second, the instruments were adapted and contextualized for junior secondary school settings. Third, a pilot study involving 30 teachers (excluded from the final sample) was conducted to assess item clarity, construct validity, and internal consistency. Items with low factor loadings were revised or removed accordingly.

Following the pilot testing, the main data were collected using structured questionnaires administered directly to the selected respondents through face-to-face distribution. This

administration method was employed to enhance response accuracy and minimize non-response bias. Participation was voluntary, informed consent was obtained from all participants, and confidentiality was assured. Prior to data analysis, the completed questionnaires were screened for completeness and data suitability for structural equation modeling. The study was conducted with formal permission from the respective school authorities.

Instruments and Measures

All constructs were measured using five-point Likert scales (1 = strongly disagree to 5 = strongly agree). Teacher personality was operationalized using the Big Five framework—openness, conscientiousness, extraversion, agreeableness, and emotional stability (Kim et al., 2019) and measured with 33 items. The construct was specified as a higher-order reflective model comprising five first-order dimensions.

School culture was assessed using an adapted Organizational Culture Assessment Instrument (OCAI) grounded in the Competing Values Framework (Selvaraja et al., 2023). The scale consisted of 30 items covering dominant characteristics, leadership patterns, staff management, cohesion, success criteria, and organizational strategy.

Effectiveness of character education was measured using 34 items reflecting three dimensions: program planning and implementation, supportive school climate, and observable student character outcomes (Berkowitz, 2022; Jeynes, 2019; Ristiana et al., 2025; Sitanggang et al., 2025).

Prior to structural modeling, item validity was examined using Pearson's product-moment correlation, with all items meeting the significance threshold ($p < 0.05$). Internal consistency reliability was assessed using Cronbach's alpha, yielding coefficients of 0.901 (teacher personality), 0.917 (school culture), and 0.919 (character education effectiveness), indicating high reliability (> 0.70) and suitability for SEM analysis.

Data Analysis Technique

Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS software. This approach was selected due to the model's predictive orientation, inclusion of hierarchical constructs, and examination of mediation effects.

The analysis proceeded in two stages. First, the measurement model was evaluated by assessing indicator reliability (outer loadings ≥ 0.70), internal consistency reliability (Cronbach's alpha and composite reliability ≥ 0.70), convergent validity (Average Variance Extracted ≥ 0.50), and discriminant validity using the Fornell-Larcker criterion and cross-loadings.

Second, the structural model was assessed by examining path coefficients, coefficients of determination (R^2), and effect sizes (f^2). Hypotheses were tested using bootstrapping with 5,000 resamples to generate standard errors and confidence intervals. Statistical significance was determined at $t > 1.96$ and $p < 0.05$.

The mediating effect of school culture was evaluated by analyzing indirect effects to determine the magnitude and type of mediation.

RESULTS AND DISCUSSION

Result

Respondent Characteristics

Table 1 presents the demographic characteristics of the respondents.

Table 1. Respondent Demographic Profile

Variable	Category	Frequency	Percentage (%)
Gender	Male	57	29.1
	Female	140	70.9
Age	≤ 30 years	41	20.8
	31–40 years	76	38.6
	41–50 years	58	29.4
	> 50 years	22	11.2
	Teaching experience	≤ 5 years	33
	6–10 years	54	27.4
	11–20 years	72	36.5
	> 20 years	38	19.3

Source: Processed Research data (2025)

The sample consisted of 197 teachers, the majority of whom were female (70.9%). Most respondents were aged 31–40 years (38.6%) and had 11–20 years of teaching experience (36.5%).

Descriptive Statistics

Table 2 presents the descriptive statistics of the research variables.

Table 2. Descriptive Statistics

Variable	Mean	SD
Teacher personality	4.21	0.45
School culture	4.18	0.48
Character education effectiveness	4.25	0.42

Source: Processed Research data (2025)

All variables recorded mean scores above 4.00.

Measurement Model Evaluation

Reliability and Convergent Validity

Table 3 presents Cronbach’s alpha, composite reliability (CR), and average variance extracted (AVE).

Table 3. Reliability and Convergent Validity

Variable	Cronbach’s Alpha	Composite Reliability	AVE
Teacher personality	0.931	0.944	0.706
School culture	0.918	0.935	0.684
Character education effectiveness	0.926	0.941	0.727

Source: *Processed Research data (2025)*

All constructs met the criteria of CR > 0.70 and AVE > 0.50.

Discriminant Validity

Table 4 presents the discriminant validity using the Fornell–Larcker criterion.

Table 4. Discriminant Validity (Fornell–Larcker criterion)

Variable	TP	SC	ECE
Teacher personality (TP)	0.840		
School culture (SC)	0.712	0.827	
Effectiveness of Character Education (ECE)	0.763	0.781	0.852

Source: *Processed Research data (2025)*

The square roots of AVE exceeded the inter-construct correlations.

Structural Model Evaluation

Table 5 presents the path coefficients.

Table 5. Path Coefficients

Relationship	β	t-value	p-value
TP → SC	0.712	15.842	0.000
TP → ECE	0.384	5.921	0.000
SC → ECE	0.503	7.114	0.000

Source: *Processed Research data (2025)*

All direct paths were statistically significant at p < 0.001.

Effect Size and Mediation

Table 6 presents the effect size (f²).

Table 6. Effect Size (f^2)

Relationship	f^2
TP → SC	1.581
TP → ECE	0.168
SC → ECE	0.289

Source: Processed Research data (2025)

Indirect Effect

Table 7 presents the indirect effects.

Table 7. Indirect Effects

Relationship	β	t-value	p-value
TP → SC → ECE	0.358	6.843	0.000

Source: Processed Research data (2025)

The indirect path was statistically significant at $p < 0.001$.

Model Fit and Predictive Power

Table 8 presents the coefficient of determination (R^2)

Table 8. Coefficient of Determination (R^2)

Endogenous variable	R^2
School culture	0.507
Effectiveness of Character Education	0.682

Source: Processed Research data (2025)

The R^2 value for school culture was 0.507, and the R^2 value for character education effectiveness was 0.682.

Discussion

Teacher Personality and the Effectiveness of Character Education

The structural model indicates that teacher personality has a positive and statistically significant direct effect on the effectiveness of character education. Although the effect size is modest ($f^2 = 0.168$), the significance and direction of the relationship suggest that teachers' dispositional qualities contribute meaningfully to value-based educational outcomes. This finding addresses the first research question by showing that personality traits within the Big Five framework—conscientiousness, agreeableness, openness, extraversion, and emotional stability—function as foundational attributes shaping teachers' role modelling, behavioral consistency, and ethical engagement in classroom interactions.

The moderate magnitude of the effect size indicates that teacher personality does not operate as a dominant standalone determinant. Rather, its influence appears embedded within broader institutional processes. This interpretation aligns with contemporary character education

scholarship, which emphasizes that moral development is sustained through continuous interpersonal engagement rather than isolated instructional strategies (Espinosa & González, 2023; Jensen et al., 2023). Empirical studies further report that traits such as conscientiousness and agreeableness are associated with students' well-being and character-related outcomes (Assali, 2025; Yu et al., 2025). Consistent with national evidence, the present findings support the view that teacher personality contributes to character education effectiveness, particularly when enacted through structured school practices and collective norms (Syafri & Bin Budin, 2025). Thus, teacher personality may be understood as a necessary but not sufficient condition for sustainable character education.

Teacher Personality as an Antecedent of School Culture

The analysis reveals a very strong and statistically significant relationship between teacher personality and school culture, accompanied by a substantial effect size. This positions teacher personality as a central antecedent of shared norms, collegial practices, and professional interactions within schools. The magnitude of the relationship suggests that individual dispositions are translated into organizational culture through repeated social practices and the enactment of values in daily routines.

This result supports organizational culture theory, which conceptualizes culture as emerging from collective meaning-making and habitual practices. Within educational settings, teachers act as primary cultural agents who operationalize institutional values in everyday interactions. International research confirms that teachers' ethical conduct and collegial collaboration significantly shape school climate and professional culture (Cronqvist, 2025; Schipper et al., 2020). In the Indonesian context, personality traits such as extraversion, agreeableness, and conscientiousness have been associated with professional engagement and collaborative orientation, reinforcing institutional cohesion (Ingarianti et al., 2023). The present findings extend this evidence by empirically demonstrating that teacher personality is not merely an individual characteristic but a structural driver of school culture.

School Culture and Character Education Effectiveness

School culture demonstrates a positive and statistically significant effect on character education effectiveness, with a stronger coefficient than the direct effect of teacher personality. This pattern identifies school culture as the most proximal predictor within the model. Coherent institutional norms and shared ethical commitments appear to provide the structural conditions through which character education is consistently reinforced.

Ecological and systemic perspectives on character education support this outcome, emphasizing that students internalize values when they are embedded across routines, relationships, and informal norms. Institutional embedding—often reflected in the hidden curriculum—plays a decisive role in shaping ethical orientations (Koosha et al., 2025). National studies likewise indicate that schools integrating character values into classroom instruction, extracurricular activities, and community engagement tend to report stronger character-related outcomes (Umasih et al., 2020). These findings therefore support the view that character education operates more effectively as a cultural practice than as a programmatic intervention alone.

The Mediating Role of School Culture

The mediation analysis demonstrates that school culture partially mediates the relationship between teacher personality and character education effectiveness. The significant indirect effect indicates that a substantial portion of teacher personality's influence operates through cultural mechanisms. This finding clarifies the process by which individual-level traits are translated into institutional outcomes through shared norms and practices.

Organizational research has identified similar mediation patterns, showing that individual dispositions indirectly influence performance outcomes through cultural or engagement-related pathways (Gonzalez et al., 2023; Liu & Hussain, 2025). In educational contexts, Indonesian studies also suggest that teachers' virtues and professional dispositions shape student character primarily by fostering supportive and value-oriented school environments (Aeni et al., 2020; Rosadi et al., 2024). The present study extends these insights by empirically validating a culture-mediated explanatory model using PLS-SEM. Teacher personality initiates ethical orientation and modelling behaviors, while school culture reinforces and diffuses these values across institutional practices.

Integrated Theoretical and Practical Implications

Collectively, the findings support and refine character education theory by integrating personality theory and organizational culture within a single structural framework. Teacher personality provides an ethical foundation, whereas school culture determines the diffusion and sustainability of character education practices. The relative strength of school culture underscores the importance of institutional alignment in ensuring durable character outcomes. From a managerial perspective, the results imply that strengthening character education requires parallel strategies at both individual and institutional levels. Professional development initiatives should cultivate reflective practice, ethical commitment, and emotional stability among teachers, while school leadership should promote collaborative norms and coherent value systems. In the Indonesian educational context, where national reform agendas prioritize character education, these findings highlight the need to harmonize teacher development programs with school-level culture-building strategies.

Theoretically, this study contributes a culture-mediated model of character education effectiveness in which teacher personality functions as an initiating condition and school culture operates as a reinforcing and sustaining mechanism. By empirically validating this relational structure, the study offers a statistically grounded explanation of how moral values become institutionally embedded in Indonesian school systems.

CONCLUSION

This study demonstrates that teacher personality and school culture function as interdependent determinants of character education effectiveness in junior secondary schools. Teacher personality influences character education both directly and indirectly through its substantial contribution to the formation of a value-oriented school culture. School culture emerged as the more proximal predictor of character education effectiveness, partially mediating the relationship between teacher personality and educational outcomes. These findings indicate that sustainable character education is achieved when individual dispositional qualities are institutionally embedded within coherent cultural practices.

In relation to Indonesian national education policy, the results highlight the need to integrate character education initiatives with teacher professional development and school-level cultural reform. Strengthening character education requires not only curricular interventions but also systematic efforts to cultivate teachers' ethical dispositions and to foster participatory, norm-consistent school environments. Future research may expand this model by incorporating leadership, family, and community variables, as well as by employing longitudinal designs to examine the durability of character education outcomes across diverse educational contexts

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