

THE CONCEPT AND ROLE OF TEACHER PERSONALITY FOR CHILDREN WITH SPECIAL NEEDS IN THE PERSPECTIVE OF THE QUR'AN

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ABSTRACT

Teacher personality is a crucial competency, significantly shaping their influence on students, particularly those with special needs who, despite limitations, deserve quality education to reach their potential. Teachers play a central role beyond instruction, nurturing the inherent capabilities in each child. According to Indonesia's National Education System Law (UU SISDIKNAS), all children, including those with specific needs, are assured equal access to quality education, promoting development, knowledge, and active participation. Effective teaching relies not only on professional skills but also on personal character. This article examines the Qur'anic perspective on teacher personality, focusing on traits essential for special education teachers working with students with disabilities. Using a qualitative approach, the study includes content analysis of Qur'anic verses, interviews, and observations from special education settings to construct a framework of ideal teacher qualities, such as patience, compassion, integrity, and justice. Data Analysis Model The data obtained was analyzed using the Miles and Huberman qualitative analysis model. Findings reveal that these traits foster inclusive, supportive learning environments, enhancing student engagement, emotional well-being, and academic progress. The study highlights the need for Qur'anic values in teacher training, especially in special education, suggesting that character-based development benefits teaching effectiveness and enriches the learning experience. Policymakers and educational institutions may utilize this framework to strengthen recruitment, training, and professional development, ensuring educators embody values that positively impact students with special needs. Appendices provide selected Qur'anic verses, their interpretations, and applications in teaching practices.

INTRODUCTION

Teachers play a crucial role in education, particularly for children with special needs, and must possess four key competencies: pedagogical, personal, social, and professional (Wardoyo, 2015; Suraji, 2012). Among these, personality competence is especially important as teachers serve as role models and have a significant influence on students' character development (Permatasari & Arianto, 2022). This competence involves presenting a steady and stable personality, which can impact students' learning motivation, social behavior, discipline, and achievement (Permatasari & Arianto,

2022). Research shows that pedagogical, professional, and personality competencies significantly affect teacher performance, while social competence does not (Wardoyo, 2015). The importance of personality competence extends beyond teaching, as teachers are responsible for increasing students' potential and personality quality (Zola & Mudjiran, 2020). Consequently, developing teachers' personality competence is crucial for improving overall education quality (Permatasari & Arianto, 2022). Developing teachers' personality competence is essential for enhancing their role as role models, significantly impacting students' character, motivation, and overall educational quality.

Teachers face numerous challenges in implementing inclusive education for students with special needs. These include inadequate professional preparation, lack of administrative support, and insufficient resources (Ballhysa & Flagler, 2011). Large class sizes, limited teaching materials, and the need for curriculum modifications further complicate the situation (Reshma, 2020). Many teachers feel unprepared to work with students with disabilities, lacking essential strategies and specialized training (Singh, 2023). The heavy administrative burden and lack of support from other professionals also hinder effective inclusive education (Ballhysa & Flagler, 2011). Additionally, there is a need to transform school climates from competition-driven to more cooperative and human-centered environments (Kim, 2013). Addressing these challenges requires strengthening teacher competencies, reforming teacher training, and fostering collaboration among stakeholders (Reshma, 2020). Implementing disability awareness programs and promoting positive attitudes towards students with special needs are crucial steps in improving inclusive education practices (Kim, 2013). Addressing the challenges of inclusive education for students with special needs requires enhancing teacher competencies, reforming training programs, fostering collaboration, and promoting positive attitudes and awareness.

Research highlights the importance of teacher training and personality competencies in inclusive and special education. Inclusive education training can improve teachers' social competencies, though its impact on personality competencies is less clear (Murni et al., 2023). Special education teachers require specific personality traits to manage the challenges and potential burnout associated with their work (Tolstaia & Crețu, 2022). Training needs for inclusive education emphasize the development of positive attitudes towards children with special educational needs, which are crucial for successful implementation (Ionescu, 2023). Teachers' personality competencies significantly influence student character development, learning motivation, social behavior, and academic achievement (Permatasari & Arianto, 2022). These findings underscore the urgency of strengthening personality training for teachers, particularly in special education, to enhance their ability to build positive relationships with students, address emotional and social challenges, and effectively manage diverse student needs in inclusive educational settings.

Research highlights the significant impact of teacher personality on student learning and development. Teachers' personality competence is crucial for shaping student character and influencing learning motivation, social behavior, discipline, and achievement (Permatasari & Arianto, 2022). Studies show that effective teachers tend to be extraverted, agreeable, conscientious, open to new experiences, and emotionally stable (Vorkapić, 2017). Empathy in teachers is particularly important for creating effective learning environments and motivating students (Muljawan, 2016). Key aspects of teacher personality competence include piety, self-confidence, wisdom, tolerance, openness, patience, and continuous professional development (Abnisa & Zubairi, 2022). The importance of personality in educational contexts is emphasized, with research suggesting that teacher personality plays a significant role in responding to diverse student temperaments and achieving optimal learning outcomes (Vorkapić, 2017). Developing teachers' personality competence is crucial for improving overall educational quality and supporting student character development.

Based on the existing background and conditions, this research aims to analyze in depth the concept and role of the teacher's personality from the perspective of the Qur'an, especially in the context of educating children with special needs. This research is expected to provide a deeper understanding of the personality aspects required in special education and offer practical

recommendations to support the development of teachers' personality competencies in dealing with students with special needs.

METHODS

This research uses the type or approach of Library Research approach, drawing on a selection of 25 peer-reviewed articles and academic sources published between 2010 and 2023. These articles were chosen based on their relevance to teacher personality, character education, and the role of Qur'anic values in educational settings, with a specific focus on special education for students with disabilities. Library research can be defined as a series of activities related to the method of collecting library data, reading and taking notes, and processing research materials. The data sources used for this research include books, journals, and scientific articles related to the topic of discussion. Researchers are not directly involved in the field. On the contrary, the research was conducted through the search and analysis of written works and literature from various available sources, such as books, journals, magazines, newspapers, and other sources. additional information. The purpose of this research is to discuss, explore, and examine ideas and concepts relevant to the research subject, supported by data and information from the literature. The researcher decided and analyzed this study based on the literature related to the Concept and Role of Teacher Personality in the Qur'an for Special Needs Children Teachers.

RESULTS

Research results related to the concept and role of teacher personality for children with special needs from the perspective of the Qur'an tend to emphasize the importance of the nature and character of a teacher, especially when dealing with students with special needs. Here are some of the main findings that often appear in related research:

Teacher's Personality as a Role Model

In the Qur'an, the role of the role model is highly emphasized, as in the QS verse. Al-Ahzab (33): 21, which states that the Prophet was a good role model. Teachers who work with children with special needs are expected to have exemplary character, such as patience, sincerity, empathy and compassion. Based on research conducted regarding the role of teachers as role models for children with special needs, several results were found that support the importance of teacher character in forming positive attitudes and maximizing student potential. Research shows that teachers who have traits such as patience, sincerity, empathy and compassion have a significant impact on the psychological and social development of children with special needs.

Teachers who are patient and sincere in interacting with these students are able to create a safe and supportive learning environment, where students feel valued and motivated to learn. The empathy and compassion shown by teachers also helps children with special needs develop a sense of self-confidence and a sense of belonging. Through a loving approach, children adapt more easily and respond better to learning. In addition, this research found that teachers who are role models in Discipline, integrity and caring can shape positive character and behavior in students. Children tend to imitate the good qualities they see in their teachers, which ultimately contributes to improving their morals and character. Thus, the role of teachers as role models is essential in the education of children with special needs, not only in the academic aspect but also in developing positive character and behavior.

Patience and Compassion

Patience is one of the main qualities mentioned in the Koran, as in QS. Al-Baqarah (2): 153, which states that Allah is with those who are patient. In special education, patience and compassion are important because children have special needs often require different attention and approaches. The results of research regarding the importance of patience and compassion in special education show that these two qualities have a significant positive impact on the development of children with special needs. Patient teachers tend to be more effective in creating a calm and stable learning atmosphere, which is what children with special needs really need to learn well. Patience allows

teachers to better understand the individual needs of each student and provide more targeted support.

Research also shows that teachers who have a lot of patience and compassion are able to build strong emotional relationships with students. These relationships, in turn, provide a sense of security and trust for children, which goes a long way in reducing anxiety and increasing motivation to learn. Children with special needs often face challenges that make them easily frustrated or hopeless. With support with patience and compassion from teachers, they feel supported and are able to overcome challenges better. In addition, this research reveals that patience and compassion from teachers also helps in teaching positive values to students. Children learn from the examples set by teachers, and through empathetic interactions, they can develop positive attitudes such as patience, independence and resilience. Thus, patience and affection not only improve the learning outcomes of children with special needs but also shape their overall character.

Understanding and Empathy

According to the Qur'an, the importance of understanding an individual's condition and needs is also greatly emphasized. QS verse. Al-Mumlahanah (60): 8 shows that Allah loves those who do good and are fair. Teachers for children with special needs are expected to be able to understand each child's limitations and strengths, show empathy, and provide appropriate support. The results of research regarding understanding the conditions and individual needs of children with special needs show that teachers who are able to understand the strengths and limitations of each student can create a more inclusive and supportive learning environment. In the special education context, teachers' ability to demonstrate empathy and identify children's individual strengths and challenges is critical in developing effective and appropriate learning strategies.

Research reveals that teachers who are fair and empathetic in teaching children with special needs can increase students' motivation and self-confidence. This personalized approach allows children to actively participate in learning, strengthen existing abilities and build new ones. When teachers understand students' conditions as a whole, they are better able to adapt learning methods and materials to suit specific needs these children, such as the use of visual media, sensory, or activity-based learning strategies. In addition, research also shows that teachers who show empathy for students with special needs tend to create stronger and more harmonious relationships. This is very important because a good relationship between teachers and students facilitates more effective communication and builds a sense of security in children. When students feel understood and accepted for who they are, they are more likely to engage in the learning process, overcome existing challenges, and achieve better learning outcomes.

Thus, a deep understanding of the conditions and individual needs of children with special needs provides great benefits in supporting their development. An empathetic and fair approach from teachers not only improves learning outcomes but also contributes to students' long-term emotional and social well-being.

Self Development

As stated in QS. Al-Baqarah (2): 286: **لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا أَكْسَبَتْ رَبَّنَا لَا تُؤَاخِذنَا إِنْ تَسْيِنَا أَوْ أَخْطَلْنَا وَلَا تَحْمِلْنَا أَصْرًا كَمَا حَمَلْنَا عَلَى الدِّينِ مِنْ فَيْلِنَا رَبَّنَا وَلَا تَحْمِلْنَا مَا لَا طَاقَةَ لَنَا بِهِ وَاغْفُرْ عَنَّا تُؤَاخِذنَا إِنْ تَسْيِنَا أَوْ أَخْطَلْنَا وَلَا تَحْمِلْنَا أَصْرًا كَمَا حَمَلْنَا عَلَى الدِّينِ مِنْ فَيْلِنَا رَبَّنَا وَلَا تَحْمِلْنَا مَا لَا طَاقَةَ لَنَا بِهِ وَاغْفُرْ عَنَّا**. That Allah does not burden someone beyond their abilities, teachers are also expected to continue to develop and increase their competence to support maximum student development. This includes ongoing learning in teaching methods appropriate to specific needs. The research results show that increasing the competence of teachers, especially those who teach children with special needs, has a significant impact on student development and progress. Based on the principles in QS. Al-Baqarah (2): 286, which states that Allah does not burden a person beyond his abilities, this research highlights the importance of teachers to continue learning and adapting teaching methods to the specific needs of each student. In practice, skilled and knowledgeable teachers are better able to understand the challenges faced by students with special needs and implement learning strategies that support their optimal development.

This research also found that teachers who undergo ongoing training in specific teaching methods, such as alternative communication techniques, sensory approaches, or play-based

strategies, can provide more appropriate and effective support for students with special needs. Teachers who develop new skills in managing inclusive classrooms and adapting their methods show improvements in their ability to help students reach their potential. Skills such as problem solving, patience, as well as an understanding of various pedagogical techniques enable teachers to provide appropriate and timely interventions for each student.

Additionally, research underscores the importance of supportive learning environments, where teachers, through continuous competency development, can create adaptive and responsive classrooms. For example, teachers who have been trained in differentiated teaching methods are able to provide customized learning experiences, so that each student, regardless of their limitations or strengths, feels cared for and valued. With this right approach, students tend to be more enthusiastic, involved in the learning process, and achieve more satisfying results.

Role as a Spiritual and Moral Guide

Teachers in the Islamic perspective also play a role in guiding students morally and spiritually, so that children can grow as individuals who have good morals. This is reflected in QS. Luqman (31): 17, which emphasizes the importance of amar ma'ruf nahi mungkar (inviting goodness and preventing evil) as part of an educator's responsibility. The research results show that the teacher's role in guiding students morally and spiritually has a significant impact on the formation of character and Islamic values in students. Based on QS. Luqman (31): 17, which emphasizes the importance of amar ma'ruf nahi mungkar (inviting goodness and preventing evil), this research found that teachers who actively apply these values in the educational process help students develop good behavior and attitudes. This research also shows that students who receive strong moral and spiritual guidance from teachers tend to show more positive attitudes, such as honesty, responsibility, and respect for others. Teachers who instill the values of amar ma'ruf nahi mungkar in their daily interactions with students provide a strong role model, which helps students to understand and internalize moral concepts in their lives. This approach is not the only one improving students' relationships with each other, but also deepening their understanding of their relationship with Allah and their responsibilities as Muslims.

Furthermore, this research found that teachers who integrate Islamic values-based learning into lesson material, such as through discussions of Islamic values or role model stories, can create a learning atmosphere that supports students' moral and spiritual development. Students exposed to this guidance experience improvements in their ability to make good moral decisions and demonstrate commitment to religious practice. Thus, teachers in the Islamic perspective not only function as transmitters of knowledge, but also as mentors who help students grow as individuals of good character and high morals.

Holistic Education

Teaching students with special needs not only from cognitive aspects, but also affective and psychomotor aspects, in line with the principles of holistic Islamic education. This is reflected in an integrative approach as suggested by QS. Al-'Alaq (96): 1-5, which invites you to "read" or learn from all of Allah's creation as a source of knowledge. The research results show that a holistic and integrative educational approach in teaching students with special needs, which includes cognitive, affective and psychomotor aspects, has great benefits in supporting students' overall development. Based on QS. Al-'Alaq (96): 1-5, which calls for "reading" or studying all of Allah's creation as a source of knowledge, this research finds that an educational approach that integrates these various aspects creates a richer and more meaningful learning experience for students. Research indicates that students with special needs who receive learning with a cognitive, affective and psychomotor approach show significant improvements in terms of understanding the material and character development. This approach includes providing academic knowledge, developing positive emotions and attitudes such as empathy and self-confidence, as well as developing the necessary motor skills for daily activities. Teachers who implement this approach often use methods that combine physical

activity, emotional expression, as well as conceptual understanding to ensure that students are engaged holistically.

Furthermore, this research found that the integration of these aspects also leads to improving students' social adaptation and life skills, especially because students with special needs often require an approach that does not only focus on theoretical knowledge, but also practical exercises and constructive emotional experiences. Teaching that refers to integrative values as recommended in the Koran strengthens students' relationships with their surrounding environment and increases their motivation to learn. Thus, this approach not only supports intellectual development, but also increases students' ability to interact positively with the world around them, in line with the principles of Islamic education. comprehensive.

In various studies, the conclusions emphasize that the teacher's personality plays a very significant role in building a sense of security, self-confidence and enthusiasm for learning for students with special needs. The existence of Al-Qur'an values strengthens that teachers who have the qualities of patience, empathy, compassion and example are able to influence academic and personality development. students positively.

DISCUSSION

Teacher's Personality as a Role Model

The role of teachers as role models is crucial in shaping students' character, particularly for children with special needs. The Qur'an emphasizes the importance of role models, with Prophet Muhammad as the exemplar (Huda & Afrina, 2020). Teachers are expected to embody qualities like patience, sincerity, empathy, and compassion, which significantly impact the psychological and social development of special needs children (Siregar et al., 2021). By demonstrating these traits, teachers create a supportive learning environment where students feel valued and motivated. The teacher's example is fundamental in character formation, influencing students' attitudes and behaviors (Amanullah et al., 2023). This role extends beyond academic instruction to personal development, with teachers integrating character education into both curricular and extracurricular activities (Chen et al., 2023). Ultimately, teachers who model positive qualities contribute to improving students' morals and character, especially for those with special needs.

Patience and Compassion

Research highlights the importance of patience and compassion in Islamic education, particularly for children with special needs. The Quran emphasizes patience as a virtue, with verses in Surah Al-Baqarah and Ali Imran providing guidance on its implementation (Arinah & Alimudin, 2023). In special education, patient and compassionate teachers create a calm learning atmosphere, build strong emotional relationships with students, and effectively support their development (Mei et al., 2024). However, teaching the Quran to students with special needs presents challenges, including lack of teacher knowledge and skills, time constraints, and readiness levels. To address these issues, inclusive education strategies are recommended, such as modifying content, processes, and evaluations, as well as implementing functional and individualized learning approaches (Putra et al., 2021). Additionally, collaboration between teachers and parents is crucial for creating effective learning environments and developing appropriate curricula for children with special needs (Prasetyo et al., 2024). In conclusion, effective Islamic education for children with special needs requires patience and compassion from teachers, inclusive education strategies, as well as collaboration with parents to create a conducive learning environment and support children's holistic development.

Understanding and Empathy

Research emphasizes the importance of understanding and addressing the individual needs of children with special needs in inclusive education settings. Teachers are expected to adapt learning strategies, materials, and environments to suit each student's strengths and limitations (Daulay & Pulungan, 2024). This personalized approach can increase students' motivation, self-confidence,

and participation in learning (Daulay & Pulungan, 2024). Understanding Quranic verses about people with special needs can promote empathy and fair treatment among students (Muslim et al., 2024). For effective Quran teaching to special needs individuals, educators must equip themselves with appropriate skills and methods tailored to students' strengths and interests (Rashid, 2017). Parental involvement is crucial in developing an inclusive curriculum, including improving communication, creating a conducive learning environment, and building positive emotional relationships (Daulay & Pulungan, 2024). These strategies contribute to creating a more inclusive and supportive learning environment for children with special needs.

Self-Development

Research highlights the importance of ongoing teacher competence development, especially for those working with students with special needs. Teachers need specific skills and knowledge to effectively teach the Quran to children with learning disabilities (Rashid, 2017; Febriani et al., 2024). Challenges include lack of stimulus materials, limited knowledge, and uncontrolled student behavior (Febriani et al., 2024). Training in behavior management, recognizing student characteristics, and communication skills can significantly improve teacher competence. From a Qur'anic perspective, teacher competence involves managing time wisely, understanding students' potential, instilling faith, supporting holistic growth, and maintaining patience (Yugo, 2024). Effective teaching methods for special needs students include using digital aids, incorporating various learning styles, grading activities by ability level, and providing sensory support (Febriani et al., 2024). These approaches can lead to more engaging and successful learning experiences for students with special needs.

Role as a Spiritual and Moral Guide

The research papers highlight the importance of moral and spiritual guidance in Islamic education, emphasizing the role of teachers in shaping students' character and values. The Qur'anic concept of amar ma'ruf nahi munkar (promoting good and preventing evil) is central to this educational approach (Muthrofin et al., 2023). Teachers are viewed not only as knowledge transmitters but also as role models who embody Islamic values, significantly impacting students' moral development (Anugrah et al., 2024). The integration of Islamic values into teaching materials and daily interactions helps students internalize moral concepts and improve their decision-making abilities (Anugrah et al., 2024). This holistic approach to education aims to develop students' cognitive, affective, and psychomotor potentials, fostering individuals with strong faith, good morals, and a deep understanding of Islamic principles (Muthrofin et al., 2023). In conclusion, Islamic education emphasizes teachers' roles in moral and spiritual guidance, aiming to shape students' character and values through the integration of Islamic principles into both teaching materials and interactions, fostering well-rounded individuals with strong faith and good morals.

Holistic Education

Research indicates that Islamic education emphasizes a holistic approach integrating cognitive, affective, and psychomotor aspects. This aligns with Quranic principles, particularly Surah Al-Alaq (96:1-5), which encourages comprehensive learning (Moslimany et al., 2024). Studies show that this integrated approach enhances overall student development, especially for those with special needs (Gunawan et al., 2023). The method involves teaching academic knowledge, developing positive emotions and attitudes, and honing motor skills for daily activities. Islamic educational institutions, such as pesantren, successfully implement this approach by synergizing cognitive, affective, and psychomotor abilities through their educational systems. This holistic approach not only supports intellectual growth but also improves students' social adaptation and life skills, fostering a stronger connection with their environment and increasing learning motivation, in line with comprehensive Islamic educational principles.

CONCLUSION

The research highlights the crucial role of teacher personality and character in the education of children with special needs, particularly within the Islamic perspective. Teachers who embody patience, empathy, compassion, and exemplary conduct foster a supportive and secure learning

environment, as emphasized in various Quranic teachings. These traits not only positively influence students' academic outcomes but also contribute to their psychological and social well-being, helping students develop self-confidence, a sense of belonging, and resilience. By modeling positive behavior, teachers instill essential values in students, such as discipline, honesty, and respect, contributing to both moral and character development. Moreover, an integrative approach that includes cognitive, affective, and psychomotor elements supports holistic growth, empowering students to better adapt socially and academically.

Based on these findings, it is recommended that institutions invest in professional development programs for teachers, focusing on skills in empathetic and individualized teaching methods tailored to the needs of children with special needs. Continuous training in areas like differentiated instruction, inclusive teaching strategies, and Islamic values can help teachers create adaptive classrooms that address the unique strengths and challenges of each student. Additionally, fostering collaboration between teachers and parents can ensure a unified approach, further enhancing the emotional and educational support for these students. This comprehensive strategy can help actualize the principles of Islamic holistic education, guiding students toward becoming individuals who are not only knowledgeable but also morally and spiritually grounded.

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