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Validating A Prophetic-Based Assessment Model for Teacher Personality Competence

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ABSTRACT

There is a growing need for valid assessment tools to evaluate teacher personality, particularly those grounded in moral and religious values. This study aims to develop and validate a personality assessment instrument for teachers based on a prophetic approach, which integrates Islamic ethical and spiritual principles. This research followed the ten-stage instrument development framework proposed by Crocker and Algina. A mixed-methods validation design was employed, including expert judgment and Confirmatory Factor Analysis (CFA) using AMOS software. The instrument was tested on three distinct respondent groups to ensure robustness. Expert evaluations confirmed the content validity and feasibility of the developed instrument. CFA results supported a four-dimensional model of teacher personality: transcendent, communicative, commitment, and humanist. Initial CFA results did not meet model fit criteria, necessitating post hoc modifications. The revised model demonstrated acceptable fit indices: RMSEA = 0.077, GFI = 0.934, AGFI = 0.898, TLI = 0.925, and NFI = 0.938. These values indicate the instrument possesses strong construct validity and reliability. The validated instrument effectively captures key dimensions of teacher personality aligned with prophetic values and can be applied in Islamic educational contexts. Its development addresses a critical gap in teacher assessment tools by incorporating moral and spiritual foundations. Future research may explore its application across broader educational settings.

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1. INTRODUCTION

Teachers are an important element in education. The Regulation of the Minister of National Education No. 16 of 2007 states that a teacher is required to have four competencies, namely pedagogic, personality, social, and professional competencies. The higher the teacher's competency level, the greater the success in teaching (Sanjar & Doston, 2022). A competent teacher must be responsible for preparing the environment and learning experience for students (Achyar et al., 2019). A teacher must be able to build trusting relationships with students, develop learning strategies and techniques to trigger student

creativity, develop teamwork, understand student characteristics, and be able to develop students' potential (Goodman et al., 2022).

Of the four competencies, personality competence is one of the most important competencies and is a determinant for determining an ideal teacher (Karasievych et al., 2021). This is because personality competence relates to personality traits that are more persistent and will continuously affect the smoothness of learning, as the teacher's character influences student learning achievement. It was also noted that personality competencies became the basis for teachers in developing the other three competencies. Arifudin & Ali stated that personality competence is very important for a teacher, especially in formal institutions because the teacher will build student character so that the teacher must have quality personality competencies (Arufe-Giráldez et al., 2023).

Personal competence is a competency related to the attitude and behavior of a teacher. A teacher who has a good personality will also have a good impact on students' character. Teacher personality greatly contributes to students' academic performance. It was also explained that teacher effectiveness depends on six components, which include appreciating and encouraging students, respecting student personality and equality, social interaction, professional enthusiasm and motivation, work or professional attitude, and reflective interaction (Lohmann et al., 2021).

Based on the National Education Standards article 28 paragraph 3-point b, personality competency is an ability that at least includes a solid, stable, mature, wise and authoritative personality, being a role model for students, and having noble character. Continue in Permendiknas No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competency, it is explained that abilities in personality competency standards include five main competencies, namely: (1) Acting according to religious, legal and social norms; (2) Show yourself as an honest person, have noble character, and be a role model for students, as well as the community; (3) Show yourself as a stable, stable, mature, wise, and authoritative person; (4) Demonstrating work ethic, high responsibility, pride in being a teacher, and self-confidence; (5) Upholding the code of ethics of the teaching profession (Pradesa et al., 2021).

Teachers with effective character and strong personality competence exhibit several key attributes. They are expected to serve both as role models and as approachable figures for students. Such teachers possess broad knowledge, demonstrate disciplined behavior, respect students' individuality, and uphold fairness and impartiality in their interactions. Additionally, they show a strong willingness to engage in lifelong learning and display the ability to educate with patience and composure. These traits contribute to students perceiving them as gentle, pleasant, and supportive educators. According to Skantz-Åberg et al. (2022), personality competence in teachers encompasses the ability to inspire and motivate, to act as role models, and to apply disciplinary strategies effectively. Teachers should also function as catalysts by respecting diverse opinions and fostering a sense of justice in the classroom. A forward-looking vision, coupled with a strong internal motivation to grow, further enhances their capacity to motivate students. Lastly, having a calm, patient, and friendly demeanor positions the teacher as a central figure in the learning environment, making it easier to deliver material effectively and facilitate deeper understanding among students (Kuş & Mert, 2024).

The prophetic approach has emerged as a relevant framework for shaping teacher personality competencies in response to the growing challenges of globalization and moral decline (Mulang, 2021; Purnomo et al., 2024). By integrating Islamic spiritual and ethical values into educational practice, the prophetic paradigm positions education as a strategic asset for both national development and societal well-being (Affandi et al., 2024). Teachers who embody personality competencies grounded in prophetic values are characterized by their transcendent worldview, humanistic attitudes, critical consciousness, strong commitment, and effective communication—qualities that make them ideal role models and agents of transformation (Anggraeni et al., 2025; Raya et al., 2024).

However, current efforts to assess teacher competence—such as the Teacher Competency Test implemented in Indonesia—remain limited. These assessments predominantly focus on pedagogical and professional dimensions, with little attention to social and personality competencies (Palacios-Rodríguez et al., 2025). Conducted mostly online and consisting of 30% pedagogical and 70% professional

components, the current testing model fails to provide a holistic evaluation of teachers' personal and ethical attributes, which are critical to effective teaching and student development.

A needs assessment conducted in Kebumen Regency revealed several pressing issues: many teachers struggle to serve as role models and demonstrate low commitment to their professional duties. Schools also lack access to reliable and validated instruments for assessing teacher personality competencies (Hermawati & Andayani, 2020; Izziyati, 2022). These findings reinforce the urgency of developing a comprehensive assessment tool that captures the moral, motivational, and behavioral aspects of teacher personality.

Previous studies confirm the vital role of teacher personality in influencing student achievement and promoting character education (Erawati et al., 2021; Khan et al., as cited in Miço & Cungu, 2022). Specifically, teachers who display traits such as fairness, patience, lifelong learning, and the ability to relate warmly to students are perceived as more effective and inspirational. While numerous studies emphasize the value of personality competencies, few have explored their development through a prophetic lens, particularly in the context of assessment tools. This presents a significant gap in educational research and practice.

Therefore, this study aims to develop and validate a teacher personality competency assessment model based on prophetic values, specifically designed for Islamic educational settings in Indonesia. The instrument draws on key prophetic characteristics—especially those exemplified by the Prophet Muhammad—as a foundation for fostering spiritually grounded, morally responsible, and socially effective educators (Stoika, 2023).

2. METHODS

2.1 Design

This assessment instrument development research follows the 10 stages of developing an assessment instrument developed by Linda Crocker and James Algina (see figure 2). This approach adheres to a set of established methodological process steps, which helps ensure consistency and predictability across scale development efforts. The ten formulated steps cover the entire instrument development cycle, from conceptualisation to evaluation, thereby minimizing the risk of missing important aspects in the development process (Crocker & Algina, 1986).

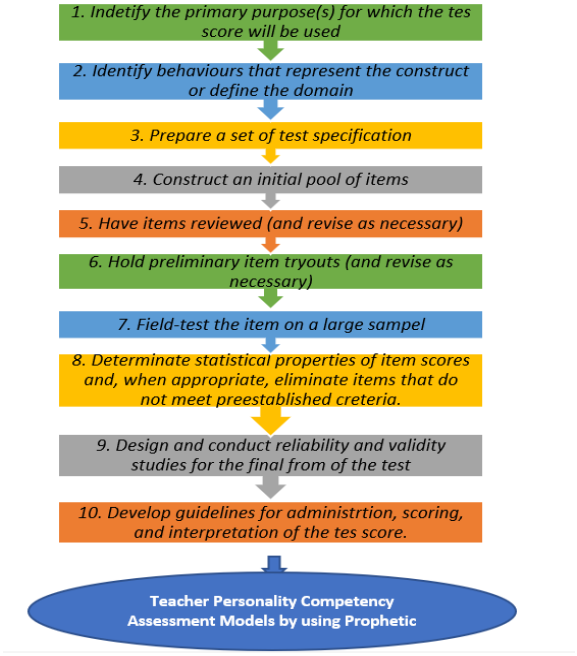

Figure 1. Instrument Development Flow

2.2 Participant

In this development research, trials were carried out 2 (two) times. First, a preliminary trial was conducted with a limited sample, which aimed to determine the legibility of the instrument. Limited trials were conducted with respondents who were representatives of those involved in large-scale trials. Preliminary trials were carried out in one of the Madrasah Aliyah Kebumen, involving 15 self-assessment respondents, 15 peer assessment respondents and 15 student assessment respondents. Second, measurement or field data collection was carried out with teacher and student respondents at six Madrasah Aliyah in Kebumen Regency, consisting of 3 public Madrasah Aliyah and 3 private Madrasah Aliyah. This measurement involved 120 teacher self-assessment respondents, 360 peer assessment respondents, and 720 student assessment respondents. All respondents are guaranteed data confidentiality, ensuring adherence to research ethics principles and applicable codes of conduct in scientific research. At this stage, an analysis of the validity and reliability of the instrument was carried out (Giske et al., 2023).

2.3 Instrument

Teacher personality competency assessment with a prophetic approach includes 4 (four) dimensions, namely: transcendence, commitment, communicative, and humanist (See Figure 2). There were 3 (three) instruments that were tried out, namely self-assessment, peer assessment, and assessment from students to teachers. The data collection instruments used in this study were: expert judgment sheets and questionnaire sheets. The instrument developed uses a Likert scale with a 1-4 range. A 1-4 scale was chosen to avoid the tendency of respondents to select a middle option (central tendency bias), thereby compelling them to express a more definitive stance on the given statements.

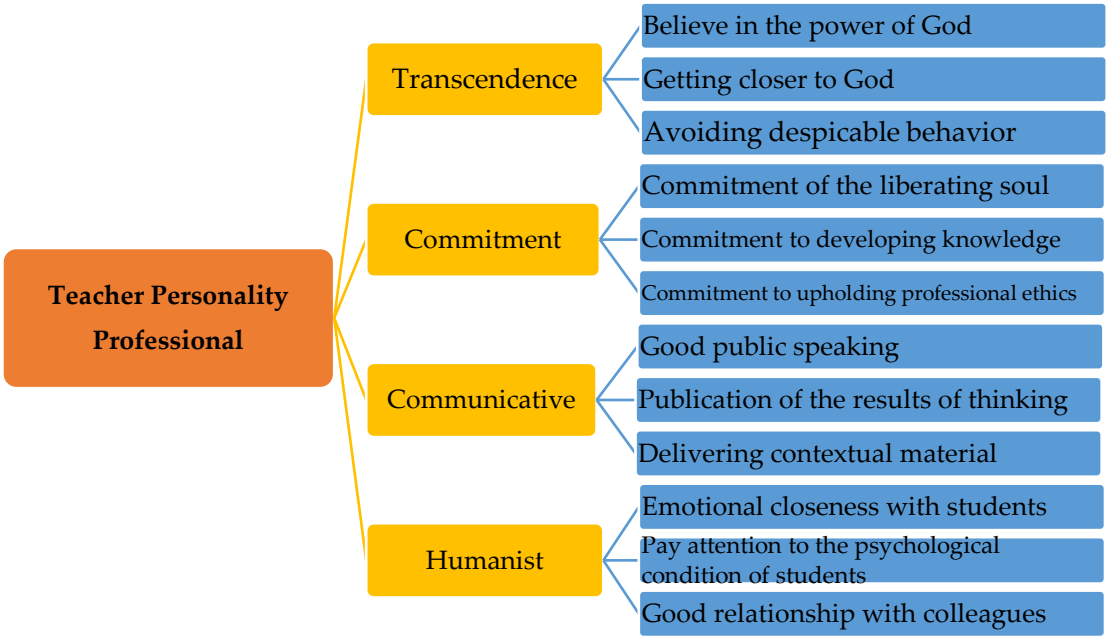

Figure 2. Aspects and indicators of instrument development

2.4 Data Analysis Technique

The content validity of the developed instrument was assessed using the Aiken's V method, while the construct validity was evaluated through Confirmatory Factor Analysis (CFA) utilizing the LISREL 8.8 software. According to Setiadi (2023), an Aiken's V value of 0.60 or higher is considered the minimum threshold for acceptable content validity.

3. FINDINGS AND DISCUSSION

3.1 Findings

After the initial draft of the finished product, the next step is instrument validation by experts and practitioners, which involves experts. This expert validation aims to obtain input on the draft instrument that has been prepared, obtain an assessment of the accuracy of the grid and the consistency of the instrument, the continuity of the grid with the questionnaire statement items, the accuracy of the use of language and writing rules and several other matters related to the development of the appropriate instrument need an expert answer (Mei Kin et al., 2022).

The opinions, input, and suggestions of these experts were analyzed and used as a basis for carrying out the first stage of revision so that it became an assessment instrument that was ready to be tried out. The developer is allowed to consult with the validator and revise the necessary parts before the validator finally gives a score for each instrument item. The experts' input includes: (1) The statement is made shorter so that students as respondents do not misunderstand it; (2) Include the definition or meaning of each indicator in the manual; (3) The assessment of the teacher's personality in schools is related to his performance, (4) The writing arrangement of the instrument is adapted to the rules of writing, especially in the use of punctuation marks. Input from the validators is used as a basis for revising. The validator gives a score after each item to then analyze the construct validity using V-Aiken. The following is the result of content validity analysis using V-Aiken for each teacher's personality competency assessment instrument.

Table 1. Expert Judgment Results for Self-Assessment Instruments

Indicator	Item	V-Aiken	Status
Trancendent:	1	1.00	Valid
Believe in the supernatural power of God	2	1.00	Valid
Consistent in drawing closer to Allah	3	0.87	Valid
	4	1.00	Valid
Be careful to stay away from ignoble adoration	5	0.93	Valid
	6	0.87	Valid
Commitment:	7	0.73	Valid
Commitment to freeing students from stupidity	8	1.00	Valid
Commitment to knowledge development	9	0.87	Valid
	10	0.93	Valid
Commitment to adhering to the ethics of the teaching	11	0.93	Valid
profession	12	1.00	Valid
	13	0.87	Valid
Communicative:	14	1.00	Valid
Have good public speaking			
	15	0.93	Valid
Publish the results of thoughts to the public	16	0.93	Valid
Delivering contextual material	17	0.93	Valid
	18	1.00	Valid
Humanist:	19	1.00	Valid
Have an emotional closeness with students	20	0.93	Valid
	21	0.93	Valid
Pay attention to the psychological condition of	22	0.87	Valid
students during learning activities	23	0.93	Valid
Good relationship with colleagues	24	0.87	Valid

Based on Table 1, it can be stated that all items of the self-assessment instrument have passed the content validity test.

Table 2. Expert Judgment Results for Peer Assessment Instruments

Indicator	Item	V-Aiken	Status
Trancendent:	1	1.00	Valid
Believe in the supernatural power of God	2	1.00	Valid
Consistent in drawing closer to Allah	3	0.93	Valid
	4	1.00	Valid
Be careful to stay away from ignoble adoration	5	0.93	Valid
	6	0.93	Valid
Commitment:	7	0.80	Valid
Commitment to freeing students from stupidity	8	1.00	Valid
Commitment to knowledge development	9	0.87	Valid
	10	0.93	Valid
Commitment to adhering to the ethics of the teaching	11	0.93	Valid
profession	12	1.00	Valid
	13	0.87	Valid
Communicative:	14	1.00	Valid
Have good public speaking skills			
	15	0.93	Valid
Publish the results of thoughts to the public	16	0.93	Valid
	17	0.93	Valid
	18	1.00	Valid
Humanist:	19	1.00	Valid
Have an emotional closeness with students	20	0.93	Valid
	21	0.87	Valid
Pay attention to the psychological condition of students during learning activities	22	0.93	Valid
Good relationship with colleagues	23	0.93	Valid
	24	0.87	Valid

Based on Table 2, it can be stated that all peer assessment instrument items have passed the content validity test.

Table 3. Expert Judgment Results for Student Assessment Instruments

Indicator	Item	V-Aiken	Status
Trancendent:	1	1.00	Valid
Believe in the supernatural power of God	2	1.00	Valid
Consistent in drawing closer to Allah	3	0.93	Valid
	4	1.00	Valid
Be careful to stay away from ignoble adoration	5	0.93	Valid
	6	0.93	Valid
Commitment:	7	0.80	Valid
Commitment to freeing students from stupidity	8	1.00	Valid
Commitment to knowledge development	9	0.87	Valid
	10	0.87	Valid
Commitment to adhering to the ethics of the teaching	11	0.93	Valid
profession	12	1.00	Valid
	13	0.87	Valid
Communicative:	14	0.93	Valid
Have good public speaking			
	15	0.93	Valid
Publish the results of thoughts to the public	16	0.93	Valid

Indicator	Item	V-Aiken	Status
	17	0.93	Valid
	18	1.00	Valid
Humanist:	19	1.00	Valid
Have an emotional closeness with students	20	0.93	Valid
	21	0.87	Valid
Pay attention to the psychological condition of students during learning activities	22	0.93	Valid
Good relationship with colleagues	23	0.93	Valid
	24	0.87	Valid

Based on the table, it can be stated that all peer assessment instrument items have passed the content validity test. Preliminary trials were carried out at one of the madrasah aliyah in Kebumen. This preliminary trial involved 50 respondents, namely 25 teachers and 25 students. This stage is intended to obtain information on the effectiveness of the instructions for doing the test, the effectiveness of the test items, and the average time it takes respondents to do the test.

Based on the results of a limited trial of 25 teachers, 15 (60%) of respondents said that the test instructions were very effective, while 10 (40%) of respondents said they were effective. None of the respondents assessed as less effective or ineffective for the self-assessment instrument.

For peer assessment, as many as 12 (48%) respondents stated that the instrument instructions were very effective. As many as 13 (52%) respondents stated that the instrument instructions could be said to be effective, while none of the respondents stated that the instrument was less effective or ineffective. For student assessment, as many as 10 (40%) respondents stated that the instrument instructions were very effective. While as many as 15 (60%) of respondents stated that the instrument instructions could be said to be effective, none of the respondents stated that the respondent's instructions were ineffective.

Of the 25 (twenty-five) teachers who conducted self-assessments, about the effectiveness of the items, 10 (40%) of respondents said that the test items were said to be very effective, while 13 (52%) of respondents stated that the items were said to be effective, and 2 (8%) of respondents said the items were less effective. None of the respondents gave an ineffective assessment of the self-assessment instrument.

For peer assessment, as many as 10 (40%) respondents stated that the test items could be said to be very effective. As many as 15 (60%) of respondents stated that the test items could be said to be effective, while none of the respondents stated that the instruments were less effective or ineffective. For student assessment, as many as 9 (36%) of respondents stated that the test items could be said to be very effective. As many as 15 (60%) of respondents stated that the instrument instructions could be said to be effective, and 1 (4%) of respondents stated that the test items were less effective. None of the respondents stated that the respondent's instructions were ineffective.

Field trials were carried out with teachers and students at several Madrasah Aliyah in Kebumen District. The total number of research respondents was 120 for self-assessment (teacher), 360 respondents for peer assessment, and 720 respondents for student assessment. Following are the results of Confirmatory Factor Analysis (CFA) using Amos (Kin et al., 2022). The analysis results from the initial data using AMOS showed that the model was a poor fit. This model included four unobserved variables or aspects of the prophetic teacher's personality (transcendent, committed, communicative, and humanist), which were composed of six indicators (latent variables). For each unobserved variable, two indicators were removed, as follows: 1) Transcendent (T) variable: T1 and T5; 2) Commitment (K) variable: K1 and K6; 3) Communicative (KF) variable: KF1 and KF6; and 4) Humanist (H) variable: H3 and H6. Therefore, CFA model modification needs to be done. The first step in CFA model modification is to remove indicators considered to be causing the poor model fit.

Figure 3 below shows the final model after the modification process (post hoc) of the prophetic teacher's personality model.

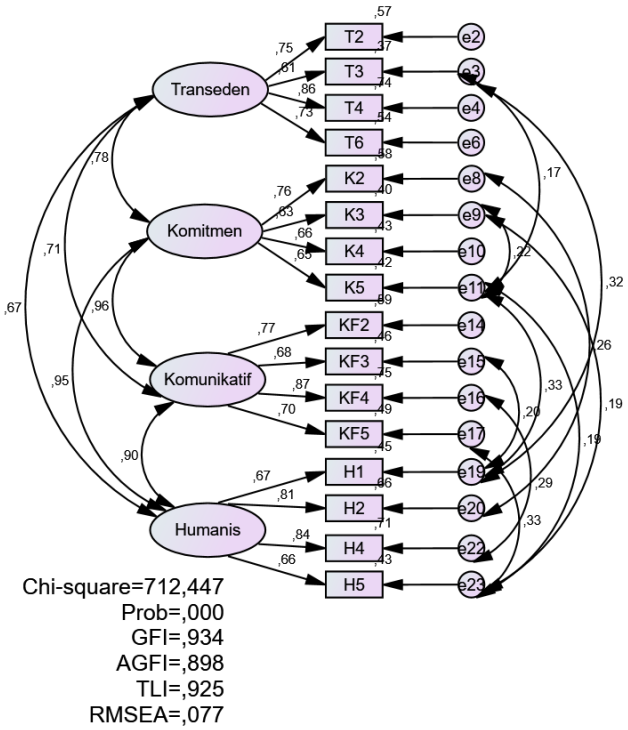

Figure 3. Overall Model *post hoc*

Figure 3 above shows the perfect CFA model which indicates the prophetic teacher's personality model after the modification process as described above. In statistics, this modified model is usually called a post hoc model. Analysis using AMOS gives results like Figure 1 above, which shows that each construct (aspect) in the prophetic teacher's personality model is measured using 4 (four) aspects, namely transcendence, commitment, communicative, and humanist. Then, it is also seen that each aspect is measured using as many as 4 (four) indicators (statement items in the questionnaire). The results of the AMOS analysis also indicate that the prophetic teacher personality model offered can be said to be fit because it meets the criteria for the cut-off values given. The AMOS output results related to the goodness of fit of the CFA model can be summarized in table 4 below:

Table 4. Goodness of Fit model CFA

Goodness of Fit	Value cut-off	Analysis Model	Status
RMSEA	≤0.08	0.077	Fit
GFI	>0.90	0.934	Fit
AGFI	>0.90	0.898	Marginal Fit
TLI	>0.90	0.925	Fit
NFI	>0.90	0.938	Fit

Based on Table 4 above, the CFA model offered can be said to be based on the theory used. Each statement item has been statistically confirmed to be able to measure the aspects used in this study. The implication is that the CFA model can be used to measure the aspects offered.

Furthermore, the results of the analysis provide loading factor values as shown in the table below. This value is obtained based on Standardized Regression Weights. The loading factor is used to find out how the contribution of each indicator is in measuring the overall model of the prophetic

teacher's personality model as well as the contribution of the indicators in measuring each of the defined constructs (aspects).

Table 5. Loading Factor

			Estimate
T2	<---	Trancedent	0.754
T3	<---	Trancedent	0.611
T4	<---	Trancedent	0.862
T6	<---	Trancedent	0.732
K2	<---	Commitment	0.762
K3	<---	Commitment	0.633
K4	<---	Commitment	0.657
K5	<---	Commitment	0.648
KF2	<---	Communicative	0.766
KF3	<---	Communicative	0.681
KF4	<---	Communicative	0.866
KF5	<---	Communicative	0.698
H1	<---	Humanist	0.672
H2	<---	Humanist	0.812
H4	<---	Humanist	0.841
H5	<---	Humanist	0.656

From table 5 above, the loading factor for all indicators in all latent variables (constructs/aspects) gives an estimated value of more than 0.50, which indicates acceptable. In general, the results of the analysis indicated that the item coded KF4 (item number 4 on the communicative aspect) contributed the most to measuring the prophetic teacher's personality model, with a loading factor value of 0.866. Then, the indicator with the lowest contribution in measuring the prophetic teacher's personality model is the indicator with code number T3 (item number 3 on the transcendent aspect), namely with a loading factor value of 0.611. From table 2 it can be said that in general, all the indicators used to measure the prophetic teacher's personality model are valid because all loading factor values are greater than 0.50. A variable is said to have good validity on its latent variable if its loading factor value is greater than its critical value > 0.5 (or ≥ 1.96 for a 5% significance level) and its standardized loading factors. Factor loading weights of 0.50 or more are considered to have sufficiently strong validity to explain latent constructs (Abdurrahman & Mahmudah, 2023).

Looking in more detail at each construct or aspect used in the offered CFA model, the following explains the contribution of each indicator in measuring each of the aspects or constructs that have been defined. In the Transcendent aspect, it is known that question item T6 has the highest contribution in measuring the transcendent aspect, namely with a loading factor value of 0.862. While the indicator with the smallest contribution to the transcendent spec is item number T3 with a value of 0.611. Then, on the commitment aspect, it was found that the indicator with the highest contribution in measuring it was item number K2, which had a loading factor value of 0.762. The lowest loading factor value is item number K3, which is equal to 0.633. This means that the statement item number has the smallest contribution in measuring the commitment aspect**.**

In the communicative aspect, it is known that the question item with code KF4 has the highest contribution in measuring the communicative aspect, namely with a loading factor value of 0.866. The indicator with the smallest contribution in the communicative aspect is item number KF4 with a value of 0.698. Furthermore, on the humanist aspect, it was found that the indicator with the highest contribution was item number H4, which had a loading factor value of 0.841. The lowest contribution is shown with the lowest loading factor value, namely item number H5, which is equal to 0.656.

This study uses the Construct Reliability (CR) criteria to ensure that the construct has good reliability. Because this reliability test is carried out on constructs, the factor loading values in table 6 need to be broken down based on each construct or aspect. Then just calculate the Construct Reliability (CR) value for each of these constructs.

1. *Construct Reliability (CR) on Trancedent Aspect*

Table 6. Transcendent Construct Loading Factor

			Estimate
T2	<---	Transcendent	0.754
T3	<---	Transcendent	0.611
T4	<---	Transcendent	0.862
T6	<---	Transcendent	0.732

From the table above it can be seen that all indicators used to measure transcendent aspects can be said to be valid because all loading factor values are greater than 0.5. Based on Table 6, Indicator (T4) shows the largest contribution, which is 0.862. Then, to facilitate the calculation of construct reliability (CR) for transcendent aspects, the table is made as follows:

Table 7. Standardized Factor Loadings (λ), Squared Loadings (λ^2), and Error Variances for Each Indicator

Indicator	**λ**	**λ^2**	**e= (1- λ^2)**
T2	0.754	0.569	0.431
T3	0.611	0.373	0.627
T4	0.862	0.743	0.257
T6	0.732	0.536	0.464
Total	**2.959**	**2.221**	**1.779**

Then the value of CR is as follows:

$$CR = \frac{(\sum SLF)^2}{(\sum SLF)^2 + \sum e}$$

$$CR = \frac{\mathbf{2,221}}{(\mathbf{2,221}) + \mathbf{1,779}} = 0{,}555$$

This value shows more than 0.40 so the construct for the transcendent aspect can be said to be reliable.

2. *Construct Reliability (CR) on Commitment Aspect*

Table 8. Commitment Contruct Loading Factor

			Estimate
K2	<---	Commitment	0.762
K3	<---	Commitment	0.633
K4	<---	Commitment	0.657
K5	<---	Commitment	0.648

From the table above it can be seen that all indicators used to measure commitment aspects can be said to be valid because all loading factor values are greater than 0.5. Based on Table 7, Indicator (K2) shows the largest contribution, which is 0.762. Then, to facilitate the calculation of construct reliability (CR) on the commitment aspect, the table is made as follows:

Table 9. Standardized Factor Loadings (λ), Squared Loadings (λ^2), and Error Variances for Indicators K2–K5

Indicator	λ	λ^2	e= (1- λ^2)
K2	0.762	0.581	0.419
K3	0.633	0.401	0.599
K4	0.657	0.432	0.568
K5	0.648	0.420	0.580
Total	**2.700**	**1.833**	**2.167**

Then the value of CR is as follows:

$$CR = \frac{(\sum SLF)^2}{(\sum SLF)^2 + \sum e}$$

$$CR = \frac{\mathbf{1,833}}{\mathbf{(1,833)+2,167}} = 0{,}460$$

This value shows more than 0.40 so the construct for the commitment aspect can be said to be reliable.

3. *Construct Reliability (CR) on Communicative Aspect*

Table 10. Communicative Construct Loading Factor

			Estimate
KF2	<---	Communicative	0.766
KF3	<---	Communicative	0.681
KF4	<---	Communicative	0.866
KF5	<---	Communicative	0.698

From the table above it can be seen that all indicators used to measure communicative aspects can be said to be valid because all loading factor values are greater than 0.5. Based on Table 8, Indicator (KF4) shows the largest contribution, which is 0.866. Then, to facilitate the calculation of construct reliability (CR) for the communicative aspect, the table is made as follows:

Table 11. Standardized Factor Loadings (λ), Squared Loadings (λ^2), and Error Variances for Indicators KF2–KF5

Indicator	λ	λ^2	e= (1- λ^2)
KF2	0.766	0.587	0.413
KF3	0.681	0.464	0.536
KF4	0.866	0.750	0.250
KF5	0.698	0.487	0.513
Total	**3.011**	**2.288**	**1.712**

Then the value of CR is as follows:

$$CR = \frac{(\sum SLF)^2}{(\sum SLF)^2 + \sum e}$$

$$CR = \frac{\mathbf{2,288}}{\mathbf{(2,288)+1,712}} = 0.572$$

This value shows more than 0.40 so the construct for the communicative aspect can be said to be reliable.

4. *Construct Reliability (CR) on Humanist Aspect*

Table 12. Humanist Construct Loading Factor

			Estimate
H1	<---	Humanist	0.672
H2	<---	Humanist	0.812
H4	<---	Humanist	0.841
H5	<---	Humanist	0.656

From the table above it can be seen that all the indicators used to measure the humanist aspect can be said to be valid because all loading factor values are greater than 0.5. Based on Table 9, Indicator (H4) shows the largest contribution, which is 0.841. Then, to facilitate the calculation of construct reliability (CR) for the humanist aspect, a table is made as follows:

Table 13. Standardized Factor Loadings (λ), Squared Loadings (λ^2), and Error Variances for Indicators H1–H5

Indicator	**λ**	**λ^2**	**e= (1-λ^2)**
HI	0.672	0.452	0.548
H2	0.812	0.659	0.341
H4	0.841	0.707	0.293
H5	0.656	0.430	0.570
Total	**2.981**	**2.249**	**1.751**

Then the value of CR is as follows:

$$CR = \frac{(\sum SLF)^2}{(\sum SLF)^2 + \sum e}$$

$$CR = \frac{\mathbf{2,249}}{\mathbf{(2,249)+1,751}} = 0.562$$

This value shows more than 0.40 so the construct for the humanist aspect can be said to be reliable.

3.2 Discussions

The development of the assessment of this research instrument begins with conducting a needs analysis. This needs analysis aims to find out the problems that exist in the field and create solutions by making products developed to solve these problems (Fatimah et al., 2025; Thor & Karlsudd, 2020). Based on the results of the preliminary study, product development in the form of a personality competency assessment instrument using a prophetic approach is urgently needed by Aliyah Madrasah teachers in Kebumen. The results of the interviews also stated that, so far personality competencies had not been emphasized enough by teachers and schools. The prophetic approach is used as reinforcement in this personality competency because the teachers who work at madrasah Aliyah are teachers who are under the auspices of the Ministry of Religion so it is appropriate for the Prophet Muhammad to be an example for educators in implementing the education system.

The draft instrument for assessing personality competencies using a prophetic approach was assessed by evaluation experts to determine feasibility before being tested in the field (Mahmudah et al., 2023). The results of expert validation will also produce better instrument products. The involvement of experts in assessing a product (content validity) has a positive impact on the results of the construct validity analysis. The results of the expert validation analysis showed that all personality

competency assessment items using the prophetic approach were valid. These results are corroborated by the V'Aikens analysis.

Furthermore, the results of validation using CFA. Testing the validity and reliability of the instrument in the CFA model was carried out so that in conducting research using confirmatory factor analysis, valid and reliable data were obtained (Van Boxtel et al., 2020). According to Hair, Black, Babin, & Anderson, through CFA it is not only possible to test construct validity, but also construct reliability. The results of the analysis show that as many as 16 question items indicate the fit of the 24 item statement items developed. This means that there are 16 items that are declared valid and reliable. Even though there were 8 statement items that were not statistically valid, the 16 items represented all indicators of the prophetic personality assessment of Madrasah Aliyah teachers. So that these 16 items can be the final product of developing a teacher's personality competency assessment using a prophetic approach (Yuhastina et al., 2020).

Based on the results of the V'Aiken and CFA validation, it can be concluded that the personality competency assessment instrument developed is valid and reliable (Nofrida et al., 2022). These two aspects are the main requirements in producing a good instrument. Prophetic personality competency assessment can be used as a tool to measure the personality competence of teachers in madrasas. Measurement of personality competence is very important to emphasize as an effort to create educators who are transcendent, communicative, humanist, and committed. These results are also relevant to several studies that explain that through the existence of spiritual competence within an individual, has an impact on that person's performance (A. Samad et al., 2023; Luodeslampi et al., 2019; Mumu Mumu et al., 2025).

This teacher personality instrument can be recommended for measuring teacher personality competence, especially for Islamic senior high schools. That's because it's practical to use, easy to apply, and can provide accurate information about a teacher's personality profile that aligns with Islamic education standards. Overall, the developed instrument was found to be valid and reliable for measuring teacher personality assessments. However, this research was limited to Islamic or religious-based senior high schools in one Regency, so it would need to be adapted if used for a broader sample.

4. CONCLUSION

The results of the analysis show that: 1) This study produced a valid and reliable instrument measuring teacher personality competence using prophetic values; 2) It is suitable for faith-based teacher professional development in Indonesia; 3) The quality of the manual for the model user (user manual) and the technical manual for the test implementation (technical manual) are relatively good and easy to understand based on the results of expert reviews and limited trials; 4) all dimensions of prophetic personality are declared fit after going through the model modification stage using post hock. Some items that do not meet the requirements are ultimately deleted to get a fit model. The construct validity of the overall model fit test also proves that the data from field tests fit the model after model modification. The modified results show the following indices: RMSEA=0.077, GFI=0.934, AGFI=0.898, TLI=925, NFI=0.938; 5) An assessment model that already fulfilled goodness of fit was used to photograph the teacher's personality in one of the madrasah in Kebumen with the result that 9% of the teachers were in the superior personality category, 64% of the teachers were in the very good personality category, and 27% of the teachers were in the excellent personality category good personality. Future studies should test the instrument across different educational levels and cultural contexts.

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