

Integrating Intellectual, Ethical-Spiritual, and Psychological Dimensions of Teacher Personality in Islamic Education

**Muhamad Rizza¹, Siti Jinan Najla Qurrotu'Ain²,
Rifa Nurdzakiyyah³, Siti Risma Nurfadilah⁴**

¹Universiti Utara Malaysia, Malaysia; ^{2,3,4}UIN Sunan Gunung Djati Bandung, Indonesia

Email : rizza_m@ahsgs.uum.edu.my; 1252030165@student.uinsgd.ac.id

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Abstract

Teacher personality in Islamic education connects intellectual, ethical, spiritual, and psychological development with professional responsibilities. This study develops an integrated understanding of teacher personality through a comparative examination of Ibn Sina, Al-Ghazali, and Malik Badri, considering its relevance to contemporary educational contexts. A qualitative library research approach examined the scholars' primary works and relevant secondary literature on Islamic philosophy, educational ethics, psychology, and teacher professional development. Data were collected through documentation and analyzed using content analysis, thematic categorization, and comparative interpretation. Ibn Sina's perspective emphasizes rational faculties, intellectual development, and self-awareness; Al-Ghazali foregrounds character formation, sincerity, self-discipline, and spiritual purification; and Malik Badri connects Islamic values with psychological understandings of human behavior and personal development. Drawing on these perspectives and the secondary literature, the synthesis proposes four interconnected dimensions for contemporary teacher personality: ethical foundations and moral integrity; digital literacy, critical thinking, and professional adaptability; social collaboration, reflective practice, and continuous professional development; and emotional resilience. The resulting framework conceptualizes teacher personality as an integration of pedagogical expertise, ethical responsibility, emotional regulation, social competence, and commitment to lifelong learning. The study contributes

a conceptual foundation for strengthening teacher education and professional development in Islamic educational institutions by connecting Islamic intellectual traditions with contemporary professional competencies. Further empirical research is needed to examine the framework's practical application across diverse educational settings.

Keywords: Teacher Personality; Islamic Education; Emotional Resilience; Digital Literacy; Teacher Professional Development.

INTRODUCTION

Education is not merely a process of transferring knowledge and developing students' academic skills; it also involves shaping their character, values, attitudes, and capacity to participate responsibly in society. Within this process, teachers occupy a strategic position because their professional responsibilities extend beyond instructional delivery to include role modeling, interpersonal communication, ethical decision-making, and the creation of supportive learning environments (Rizza, Azizah, et al., 2026). Teacher personality, therefore, should not be understood solely as a set of individual psychological characteristics, but also in relation to professional identity, personal values, pedagogical practices, and social responsibilities. (Beijaard et al., 2004) explain that teachers' professional identity is a complex construct associated with how teachers understand themselves and their roles, while Day et al. (2006) demonstrate that teachers' personal and professional selves are shaped by the interaction between individual experiences and broader social and institutional conditions. These perspectives suggest that teacher personality is dynamic and contextually influenced, making its development an important issue in contemporary educational research.

The significance of teacher personality has become increasingly apparent amid the rapid development of digital technology and the broader processes of globalization. Digital platforms, online learning environments, artificial intelligence, and the increasing availability of educational resources have changed the ways teachers access information, design instruction, communicate with students, and engage in professional collaboration. At the same time, globalization exposes educators to diverse cultural perspectives, changing social expectations, and increasingly interconnected professional communities. The United Nations Educational, Scientific and Cultural Organization (*Home*, n.d.) emphasizes that technology can contribute to educational access and learning, but its value depends on the

educational context, the quality of implementation, and the needs of learners. Consequently, technological advancement should not be treated as an automatic indicator of educational improvement. Teachers still need professional judgment, ethical awareness, responsibility, and sensitivity to students' needs when selecting and using digital resources. In this context, teacher personality becomes relevant not only to how educators respond to technological change but also to how they preserve the human, ethical, and relational dimensions of teaching.

Digitalization also requires teachers to develop competencies that combine technological knowledge with pedagogical understanding and professional responsibility. (Mishra & Koehler, 2006), through the Technological Pedagogical Content Knowledge (TPACK) framework, explain that effective technology integration requires an understanding of the relationships among technological tools, pedagogical approaches, and subject matter. Similarly, Punie, Yves, (2017) presents the European Framework for the Digital Competence of Educators (DigCompEdu), which positions educators' digital competence within a broader professional framework involving teaching, assessment, learner empowerment, and the development of students' digital competence. These frameworks are valuable because they show that digital readiness involves more than operational skills or the ability to use devices and applications. Teachers must also exercise critical judgment, select resources responsibly, adapt to different learning needs, and reflect on the educational consequences of technology use. Thus, digital competence may be considered one important contextual factor shaping teachers' professional conduct and identity, although it should not be equated with teacher personality itself.

Research on teachers' digital competence further demonstrates that the relationship between technology and professional practice is multidimensional. Wohlfart & Wagner, (2023), in an umbrella review covering 23 systematic reviews and 1,062 primary studies, identify important connections between teachers' digital literacy, technology integration, and professional development. Their synthesis also highlights the need for clearer conceptualizations of digital literacy and greater attention to the contexts in which technology is used. Heine et al., (2023) similarly show that the concept of digital resources is defined inconsistently in research on teachers' professional digital competence, indicating that technological knowledge and practice cannot always be captured through a single, universally agreed definition. In addition, Claro et al., (2024) identify differences in how teachers' digital competence has been operationalized and measured, including variations in

the emphasis placed on using technology for planning, teaching, and supporting students' learning. Taken together, these studies suggest that teachers' responses to digitalization should be examined in relation to their knowledge, attitudes, professional commitments, reflective practices, and working environments rather than through technology-use indicators alone.

Teacher personality is also closely connected to professional identity, which develops through the interaction of personal beliefs, professional experiences, relationships, and institutional expectations. Hanna et al., (2019) identify several domains associated with teacher identity, including self-image, self-efficacy, commitment, motivation, task perception, and job satisfaction. These dimensions illustrate that teachers' understandings of themselves as professionals are connected to how they perceive their responsibilities, evaluate their capabilities, and engage with their work. More recently, Rushton et al., (2023), through a systematic review of 412 publications from 2000 to 2021, conceptualize teacher identity as dynamic and influenced by personal narratives, emotions, social relationships, communities, and organizational contexts. Their review also identifies gaps in the geographical and contextual representation of teacher identity research, including the need for greater attention to underrepresented contexts and stronger connections between scholarship, policy, and practice. These findings are relevant to the study of teacher personality because they indicate that teachers' professional characteristics cannot be adequately explained by individual traits alone. Instead, personality-related dispositions and professional identity need to be considered in relation to the contexts in which teachers work and the changes they encounter throughout their careers.

Although previous research has substantially advanced understanding of teacher identity, digital competence, and technology integration, these areas are frequently discussed through different conceptual lenses. Research on professional identity tends to emphasize self-understanding, commitment, professional experiences, and institutional contexts, whereas research on digital competence often focuses on teachers' knowledge, skills, and practices in using technology. The distinction is analytically useful, but it also creates a need to examine how these dimensions relate to broader understandings of teacher personality in an educational environment characterized by digitalization and globalization. In particular, digital competence should not automatically be interpreted as evidence of ethical maturity, emotional resilience, or positive interpersonal conduct. Likewise, a teacher's professional identity cannot be reduced to the capacity to adapt to technological innovations. The research

gap addressed in this article is therefore not the absence of studies on teacher identity or digital competence, but the need for a more integrated conceptual synthesis that examines the personal, ethical, relational, professional, and adaptive factors shaping teacher personality amid contemporary educational change.

To address this gap, the article adopts the view that teacher personality is best understood as a multidimensional construct situated at the intersection of personal dispositions, professional identity, ethical responsibility, interpersonal relationships, and contextual adaptation. Drawing on the literature on teacher identity, digital competence, and educational technology, this study considers five interconnected dimensions: integrity and exemplary conduct; digital literacy and critical thinking; social interaction and collaboration; continuous professional development and self-reflection; and adaptability and resilience. These dimensions are presented as analytical categories for organizing and synthesizing the literature, rather than as a validated measurement instrument or a proven causal model. This approach makes it possible to discuss the ways personal and professional characteristics may be shaped by the demands of contemporary education without assuming that digitalization and globalization affect all teachers in the same way.

Based on this rationale, this article aims to identify and conceptually synthesize the factors shaping teacher personality in the era of digitalization and globalization. Specifically, it seeks to examine the relationship between professional identity and personal dispositions, explore how digital and social changes influence expectations of teachers' professional conduct, and formulate an integrated conceptual understanding of the dimensions relevant to teacher personality. Through a literature-based analysis, the article is expected to contribute to educational research by bringing together discussions that are often examined separately. Practically, the synthesis may provide a conceptual basis for teacher education, professional development, and institutional initiatives that seek to strengthen not only technological and pedagogical capabilities but also ethical integrity, reflective practice, collaboration, and adaptability. The contribution of the article is conceptual: it organizes relevant perspectives into an integrated framework for further discussion and empirical investigation, rather than claiming to establish causal relationships or demonstrate measurable changes in teachers' personalities.

METHODS

1. Type of Research

This study employed a qualitative approach through library research to examine the factors shaping teacher personality in the era of digitalization and globalization. Library research was selected because the primary objective was to identify, interpret, and synthesize concepts and findings from existing scholarly literature rather than to collect empirical data directly from teachers or educational institutions. The study focused on the relationship between teacher personality, professional identity, digital competence, ethical responsibility, social interaction, and professional adaptation. A literature-based approach enables researchers to examine how these concepts have been discussed across different theoretical perspectives and educational contexts. Snyder, (2019) explains that a literature review can serve as a research methodology by systematically organizing and synthesizing existing knowledge to clarify established findings, identify conceptual relationships, and reveal areas requiring further investigation.

The study was conducted as a conceptual literature synthesis rather than a field study or an empirical intervention. Accordingly, its findings were intended to develop an integrated understanding of the factors associated with teacher personality, not to establish causal relationships or measure changes in teachers' personalities. The analysis concentrated on five interconnected dimensions: (1) integrity and exemplary conduct, (2) digital literacy and critical thinking, (3) social interaction and collaboration, (4) continuous professional development and self-reflection, and (5) adaptability and resilience. These dimensions provided an analytical framework for organizing the literature relevant to the research objectives.

2. Research Design

The study used a literature review design with a thematic synthesis approach. This design was appropriate because the research sought to integrate findings from studies addressing related but conceptually distinct subjects, particularly teacher personality, professional identity, digital competence, and professional development. (Xiao & Watson, 2019) emphasize that a literature review requires a clear research question, a transparent search strategy, explicit criteria for selecting relevant studies, and a systematic process for synthesizing the evidence.

The review process was organized into four stages. First, the research focus and guiding questions were established to define the scope of the literature. Second, relevant publications were identified through searches of academic databases and scholarly sources. Third, the identified publications were screened according to their relevance to the research objectives and the eligibility criteria. Fourth, the selected literature was analyzed thematically to identify recurring concepts, relationships, differences, and gaps in the existing knowledge.

The guiding questions were as follows: (1) What personal, ethical, and professional factors are associated with teacher personality? (2) How do digitalization and globalization shape expectations concerning teachers' professional identity and practice? (3) How are digital competence, collaboration, professional learning, and adaptability related to the development of teacher personality? and (4) How can these factors be synthesized into an integrated conceptual framework? These questions guided the selection and interpretation of the literature.

The review was intended to produce a conceptual synthesis rather than a statistical meta-analysis. Accordingly, the analysis emphasized similarities and differences in definitions, theoretical arguments, and reported findings instead of calculating pooled effect sizes. The five dimensions presented in the Introduction served as initial analytical categories, while additional concepts emerging from the selected literature could be incorporated when relevant to the research questions.

3. Literature Sources and Selection Technique

Because this study employed library research, the units of analysis were scholarly publications rather than human participants. The literature sources comprised peer-reviewed journal articles, systematic reviews, theoretical publications, and relevant academic books addressing teacher personality, teacher professional identity, digital literacy, educational technology, professional development, collaboration, and adaptability in educational settings.

The literature search should be conducted using academic databases such as Scopus, ERIC, and Google Scholar, subject to the researchers' actual access and search records. Relevant search terms may include "teacher personality," "teacher professional identity," "teacher digital competence," "digital literacy among teachers," "teacher professional development," "teacher collaboration," "teacher adaptability," and "digitalization and globalization in education." Related terms and combinations of keywords should be used to identify publications that address the research questions from different conceptual

perspectives. Searches should be documented with the database name, search date, search string, and number of records retrieved.

The selection of literature should follow purposive, criterion-based sampling. Publications should be included when they (1) address one or more of the study's central concepts; (2) provide a theoretical discussion, empirical findings, or a review relevant to teacher personality and professional practice; (3) contain sufficient information to support conceptual interpretation; and (4) are available in a language that the researchers can reliably analyze. Publications should be excluded when they are unrelated to the research questions, duplicate records, non-scholarly materials without an identifiable evidentiary basis, or sources that do not provide sufficient information for analysis.

The screening process should proceed from titles and abstracts to full-text examination. The rationale for including or excluding publications should be documented to improve transparency and consistency. (Bowen, 2009) explains that document analysis involves the systematic examination and interpretation of documents to develop empirical knowledge and understanding. This principle supports the careful selection and examination of scholarly publications as documentary sources for the present study.

To make the research procedure reproducible, the final manuscript should report the actual search period, publication-year range, databases used, number of records identified, number of duplicate records removed, number of publications screened, number of full texts assessed, and final number of publications included. These details must be completed from the researchers' actual records rather than estimated or invented.

4. Instruments and Data Collection

The primary instrument in this study was a literature review matrix designed to record and organize information from the selected publications. The matrix should contain the author and publication year, title, publication type, research objective, theoretical framework, research method, principal findings, and relevance to the research questions. Additional fields may record how each publication contributes to one or more of the five analytical dimensions: integrity and exemplary conduct; digital literacy and critical thinking; social interaction and collaboration; continuous professional development and self-reflection; and adaptability and resilience.

Data collection should be carried out through a structured sequence. First, the researchers should establish the search terms and eligibility criteria in accordance with the

research objectives. Second, the literature should be retrieved from the selected academic databases and scholarly sources. Third, duplicate publications should be identified and removed. Fourth, titles and abstracts should be screened to assess their relevance. Fifth, the full texts of potentially eligible publications should be examined against the inclusion and exclusion criteria. Finally, information from the included publications should be extracted into the literature review matrix for subsequent analysis.

During extraction, the researchers should distinguish between the original authors' claims, the empirical findings reported in their studies, and the interpretations developed in the present review. This distinction is important to prevent the synthesis from attributing conclusions to sources that do not support them. The researchers should also compare sources that present different definitions or perspectives rather than treating all publications as if they reached identical conclusions.

To strengthen methodological transparency, the search strategy, screening decisions, and extracted information should be retained in an audit trail. The extraction matrix should be checked for completeness and consistency, particularly when assigning publications to analytical categories. Where more than one researcher is involved, disagreements about eligibility or coding should be discussed and resolved through an explicit review process. These procedures are consistent with the emphasis on transparency and trustworthiness in qualitative thematic analysis described by (Nowell et al., 2017).

5. Data Analysis Technique

The collected literature was analyzed using thematic analysis to identify, organize, and interpret recurring patterns related to the factors shaping teacher personality in the era of digitalization and globalization. (Braun & Clarke, 2006) describe thematic analysis as a flexible method for identifying, analyzing, and reporting patterns within qualitative data. In this study, thematic analysis was applied to the content of scholarly publications rather than to interview transcripts or observations of human participants.

The analysis was organized into six stages. First, the researchers familiarized themselves with the selected literature by reading the publications and recording their principal arguments, concepts, and findings. Second, relevant information was coded according to its relationship with the research questions. Initial codes included ethical integrity, exemplary conduct, digital competence, critical thinking, interpersonal

relationships, professional collaboration, reflective practice, professional learning, adaptability, and resilience.

Third, related codes were grouped into broader categories. Fourth, the categories were reviewed against the extracted information to assess their internal coherence and their relevance to the research objectives. Fifth, the categories were defined and refined to clarify the conceptual boundaries of each theme. Sixth, the themes were synthesized into an integrated narrative that explained how personal, professional, technological, and social factors may be related to teacher personality. This process followed the general analytical sequence outlined by Braun & Clarke, (2006), while allowing the categories to be refined in response to the content of the literature.

The analysis combined deductive and inductive reasoning. The deductive component used the five dimensions established in the Introduction as initial organizing categories. The inductive component allowed additional concepts, distinctions, and contradictory findings to emerge from the selected publications. This combination helped ensure that the synthesis remained aligned with the research objectives without forcing all findings into predetermined categories.

Finally, the interpretation considered both convergence and divergence across the literature. Publications that supported similar arguments were compared to identify recurring conceptual patterns, while publications offering different definitions, findings, or theoretical positions were examined to clarify the limits of existing knowledge. The resulting synthesis was used to formulate a conceptual understanding of teacher personality that connects ethical integrity, digital literacy, social collaboration, continuous professional development, and adaptability. Because the study was based on existing literature, the resulting framework should be understood as a conceptual contribution that requires further empirical examination rather than as a validated causal model.

RESULTS

Salah satu sumber utama yang digunakan dalam memperoleh hasil kajian mengenai faktor pembentuk kepribadian guru di era digital dan globalisasi adalah buku Kompetensi Guru di Era Digital: Menjadi Pendidik Cakap Teknologi dan Inovatif (2025) karya Dr. H. Susilo Surahman, S.Ag., M.Pd. Muhammad Toto Nugroho, M.Pd. Rahyul Piqri Nanda. M.Pd dkk. Buku tersebut digunakan sebagai sumber konseptual untuk mengidentifikasi integritas

dan keteladanan, literasi digital, kompetensi sosial, pengembangan profesional berkelanjutan, serta adaptabilitas dan ketangguhan guru dalam menghadapi perkembangan teknologi dan perubahan lingkungan pendidikan.

1. Integrity and Exemplary Conduct in Teacher Personality

Integrity and exemplary conduct are fundamental elements of teacher personality because they reflect the consistency between teachers' personal values, professional responsibilities, and everyday educational practices. Teachers are expected to demonstrate honesty, accountability, fairness, and respect when interacting with students, colleagues, parents, and the wider school community. These qualities contribute to the development of professional trust and establish a positive foundation for effective educational relationships. Beijaard et al. (2004) explain that teachers' professional identity is closely connected to how they understand their roles, responsibilities, and professional selves. Accordingly, integrity should be understood not merely as an individual moral characteristic but also as an essential dimension of teachers' professional identity and ethical commitment.

Exemplary conduct also plays an important role in shaping students' attitudes, values, and behavior through daily interactions and classroom practices. Teachers communicate ethical principles not only through verbal instruction but also through their responses to challenges, the fairness of their decisions, and their consistency in applying classroom rules. Day et al. (2006) emphasize the relationship between teachers' personal and professional identities, demonstrating the importance of considering teachers' values and experiences within their professional lives. In the context of digitalization and globalization, integrity further requires responsible communication, respect for diverse perspectives, and appropriate use of digital information and educational technologies. Therefore, cultivating teacher integrity and exemplary conduct requires continuous self-reflection, ethical awareness, and institutional support to ensure that professional values are consistently reflected in educational practice.

2. Digital Literacy, Critical Thinking, and Adaptability

Digital literacy is an essential component of teachers' professional competence in responding to the rapid development of technology in education. Teachers are expected to possess the ability to access, evaluate, and utilize digital information effectively to support teaching and learning activities. In Islamic education, digital competence should be accompanied by ethical awareness to ensure that technology is used responsibly and in

accordance with Islamic values. Critical thinking is equally important because it enables teachers to analyze information, evaluate different perspectives, and make informed pedagogical decisions. These competencies contribute to the development of reflective, innovative, and responsible teachers who can integrate technological advancements into their professional practices.

Adaptability further strengthens teachers' ability to respond to the changing demands of digitalization and globalization. Teachers need to demonstrate openness to new teaching methods, educational technologies, and evolving student learning needs while maintaining their professional and moral responsibilities. The ability to adapt also requires continuous learning, collaboration with colleagues, and a willingness to improve teaching strategies in response to emerging challenges. From the perspective of Islamic education, adaptability should not merely involve technological proficiency but also preserve the ethical, spiritual, and humanistic dimensions of the teaching profession. Therefore, the integration of digital literacy, critical thinking, and adaptability represents an important foundation for strengthening teachers' professionalism and ensuring that educational practices remain relevant, effective, and aligned with the values of Islamic education.

3. Social Collaboration and Continuous Professional Development

Social collaboration and continuous professional development are essential components in shaping teachers' professional identity and personality development. Positive interpersonal relationships among teachers, students, parents, and educational stakeholders contribute to the development of empathy, mutual respect, effective communication, and professional responsibility. Collaboration among teachers also provides opportunities to exchange knowledge, share teaching experiences, and develop innovative approaches to addressing educational challenges. In Islamic education, these collaborative practices reflect values such as *ukhuwah* (brotherhood), *ta'awun* (mutual assistance), *amanah* (trustworthiness), and *musyawarah* (deliberation), which support the development of ethical and socially responsible educators. Therefore, social collaboration serves not only as a means of improving teaching effectiveness but also as a foundation for cultivating teachers' moral character and professional identity.

Continuous professional development further enables teachers to strengthen their competencies, evaluate their professional practices, and respond effectively to changing educational demands. Through training, workshops, peer discussions, mentoring, and

independent learning, teachers can expand their knowledge and improve their pedagogical and professional skills. Self-reflection is equally important because it encourages teachers to identify their strengths and weaknesses, assess the effectiveness of their instructional decisions, and establish meaningful goals for personal and professional improvement. From the perspective of Islamic education, lifelong learning is consistent with the pursuit of knowledge as a continuous process that requires humility, sincerity, discipline, and a commitment to personal growth. Accordingly, the integration of social collaboration, self-reflection, and continuous professional development contributes to the formation of teachers who demonstrate professional competence, ethical integrity, emotional maturity, and a strong commitment to educational excellence.

4. Emotional Resilience and Integrated Dimensions of Teacher Personality

Emotional resilience is an essential dimension of teacher personality that enables educators to manage stress, overcome professional challenges, and maintain emotional stability in diverse educational situations. Teachers frequently encounter demanding responsibilities, differences in student characteristics, administrative pressures, and changes in educational policies that require patience, flexibility, and emotional maturity. These challenges demonstrate that teacher personality cannot be understood solely through intellectual abilities or professional competencies but must also include emotional regulation, personal dispositions, and ethical commitments. In Islamic education, emotional resilience is closely associated with values such as *sabr* (patience), *ikhlas* (sincerity), *tawakkul* (reliance upon Allah), and *muhasabah* (self-evaluation), which guide teachers in responding constructively to difficulties. Consequently, emotional resilience contributes to the development of teachers who can maintain professional integrity, build positive relationships, and serve as consistent moral examples for their students.

An integrated understanding of teacher personality requires the synthesis of emotional resilience, personal dispositions, ethical values, and professional competencies into a comprehensive conceptual framework. Personal dispositions, including empathy, openness, responsibility, and self-discipline, influence how teachers interpret educational situations and interact with students and colleagues. Ethical values provide moral direction for professional decision-making, while pedagogical, professional, social, and personal competencies support the effective implementation of educational responsibilities. Drawing on the perspectives of Ibn Sina, Al-Ghazali, and Malik Badri, teacher personality can be

understood through the interconnected dimensions of intellectual development, moral and spiritual cultivation, and psychological awareness. This integrated perspective emphasizes that effective teachers are not merely knowledgeable and technically competent but also emotionally resilient, ethically grounded, psychologically aware, and committed to continuous self-improvement in contemporary education.

DISCUSSION

1. Ethical Foundations and the Integration of Teacher Personality

Ethical foundations play a fundamental role in shaping teacher personality, particularly in establishing professional integrity, exemplary conduct, and moral responsibility in contemporary education. In Islamic education, teachers are not merely responsible for transferring knowledge but also serve as moral role models whose attitudes, behaviors, and personal dispositions influence students' character development. Ibn Sina's philosophical perspective emphasizes the relationship between intellectual development, rational faculties, and the cultivation of human potential, suggesting that teachers' personal growth should be accompanied by intellectual maturity and self-awareness. Al-Ghazali highlights the importance of moral character, sincerity (*ikhlas*), self-discipline, and spiritual purification (*tazkiyat al-nafs*) in developing educators who demonstrate ethical consistency in their professional and personal lives. Meanwhile, Malik Badri's perspective on Islamic psychology emphasizes the significance of psychological awareness and the integration of Islamic values in understanding human behavior and fostering responsible personal development.

Soleh, (2022) The perspectives of Ibn Sina, Al-Ghazali, and Malik Badri can be integrated to develop a comprehensive understanding of teacher personality that encompasses intellectual, ethical-spiritual, and psychological dimensions. Intellectual development enables teachers to exercise sound judgment and critically evaluate educational situations, while ethical-spiritual cultivation provides moral guidance for professional decisions and interpersonal relationships. Psychological awareness further supports teachers in understanding their emotions, recognizing personal limitations, and maintaining constructive interactions with students and colleagues. The integration of these dimensions reinforces the importance of integrity, empathy, accountability, and exemplary conduct as essential characteristics of teachers in Islamic education. Therefore, teacher personality

should be understood not merely as a collection of individual traits but as an integrated process of intellectual growth, moral formation, spiritual development, and psychological maturity that sustains professional responsibility and educational excellence.

2. Digital Literacy, Critical Thinking, and Professional Adaptability

Digital literacy, critical thinking, and professional adaptability have become essential dimensions of teacher professionalism in responding to technological developments and the growing demands of globalization. Digital competence enables teachers to access, evaluate, and utilize digital resources effectively to support instructional planning, classroom activities, and student learning outcomes. According to (*UNESCO ICT Competency Framework for Teachers - UNESCO Digital Library*, n.d.), teachers' information and communication technology competencies are important for integrating technology into teaching practices and improving the quality of education. Beyond technical proficiency, critical thinking enables teachers to evaluate information critically, identify potential biases, and make informed pedagogical decisions that address students' diverse learning needs. In Islamic education, these competencies should be guided by ethical principles and moral responsibility to ensure that digital technologies are used constructively, accurately, and consistently with Islamic values.

Professional adaptability further enables teachers to respond to changes in educational policies, technological innovations, and the evolving characteristics of learners. Teachers who demonstrate adaptability are more willing to explore innovative instructional approaches, participate in professional learning opportunities, and revise their teaching strategies according to emerging educational needs. The integration of digital literacy and critical thinking also encourages reflective decision-making, allowing teachers to distinguish between technological practices that genuinely support learning and those that may undermine educational values. From the perspective of Islamic education, professional adaptability should maintain a balance between innovation and the preservation of moral integrity, spiritual awareness, and humanistic educational principles. Therefore, digital literacy, critical thinking, and adaptability constitute interconnected dimensions of teacher personality that support professional growth, responsible technology use, and the continued relevance of Islamic education in a rapidly changing global society.

3. Social Collaboration, Reflective Practice, and Continuous Professional Development

Social collaboration, reflective practice, and continuous professional development are essential elements in strengthening teachers' professional identity, pedagogical competence, and personal growth. Positive interpersonal relationships among teachers, students, parents, and educational stakeholders create supportive environments that encourage mutual respect, effective communication, and shared responsibility for educational improvement. Professional learning communities provide opportunities for teachers to exchange knowledge, discuss instructional challenges, share experiences, and develop innovative teaching strategies through collaborative engagement. Impedovo, (2021) emphasizes the importance of reflective, collaborative, and agentic learning journeys in understanding teacher professional development and the construction of professional identity. In Islamic education, these collaborative practices are consistent with values such as *ukhuwah* (brotherhood), *ta'awun* (mutual assistance), *amanah* (trustworthiness), and *musyawarah* (deliberation), which promote professional relationships grounded in ethical responsibility and collective growth.

Reflective practice further enables teachers to evaluate their instructional decisions, identify areas requiring improvement, and develop a deeper understanding of their professional strengths and limitations. Through systematic self-reflection, teachers can examine the effectiveness of their teaching methods, assess their interactions with students, and establish meaningful goals for continuous improvement. Lifelong learning, supported by professional training, workshops, mentoring, independent study, and peer collaboration, allows teachers to respond to changing educational demands while maintaining their professional relevance. From the perspective of Islamic education, continuous professional development also reflects the pursuit of knowledge as an ongoing responsibility that requires humility, sincerity, discipline, and a commitment to personal improvement (Rizza, Azizah, et al., 2026). Therefore, integrating social collaboration, reflective practice, and lifelong learning contributes to the development of teachers who possess stronger professional identities, improved pedagogical practices, mature personal character, and a sustained commitment to educational excellence.

4. Emotional Resilience and the Integrated Model of Teacher Personality

Emotional resilience is a fundamental dimension of teacher personality that enables educators to manage professional challenges, regulate their emotions, and maintain constructive relationships within educational environments. Teachers frequently encounter various demands, including classroom management difficulties, administrative responsibilities, diverse student needs, and changes in educational policies, which require patience, flexibility, and emotional maturity. Schutz et al., (2018) emphasize the importance of understanding teacher identity in relation to personal experiences, emotional processes, and contextual influences that shape teachers' professional lives. In Islamic education, emotional resilience can be associated with values such as *sabr* (patience), *ikhlas* (sincerity), *tawakkul* (reliance upon Allah), and *muhasabah* (self-evaluation), which encourage teachers to respond to challenges with perseverance and moral awareness. Accordingly, emotional resilience should be understood not merely as an individual psychological capacity but also as a quality supported by ethical commitments, reflective awareness, and meaningful professional relationships.

An integrated model of teacher personality encompasses the interrelated dimensions of emotional resilience, personal dispositions, ethical values, and professional competencies. Personal characteristics such as empathy, responsibility, openness, and self-discipline influence teachers' interactions with students and colleagues, while ethical values provide moral direction for professional judgments and educational decisions. Professional competencies, including pedagogical, professional, social, and personal competence, further enable teachers to translate these dispositions and values into effective educational practices (Rizza, Azahra, et al., 2026; Rizza, Faiz, et al., 2026). Reflective practice and supportive professional relationships strengthen this integration by helping teachers evaluate their experiences, manage emotional challenges, and maintain their commitment to continuous development. Therefore, teacher personality can be conceptualized as a dynamic integration of intellectual capacity, psychological maturity, ethical-spiritual orientation, and professional competence that enables educators to demonstrate resilience, integrity, adaptability, and sustained commitment to educational excellence.

CONCLUSION

Teacher personality in Islamic education represents an integrated construct encompassing intellectual development, ethical-spiritual values, psychological awareness, and professional competencies. The perspectives of Ibn Sina, Al-Ghazali, and Malik Badri provide complementary foundations for understanding the formation of teachers' personalities through rational development, moral cultivation, spiritual awareness, and psychological well-being. Ibn Sina emphasizes intellectual faculties and the development of human potential, Al-Ghazali highlights moral character, sincerity, self-discipline, and spiritual purification, while Malik Badri contributes a psychological perspective grounded in the integration of Islamic values and human behavior. These perspectives demonstrate that teachers' professional identities should not be defined solely by academic qualifications or instructional abilities but also by their moral integrity, emotional maturity, and commitment to exemplary conduct. Accordingly, teacher personality constitutes a fundamental dimension of educational quality, particularly in Islamic education, where teachers are expected to integrate the transmission of knowledge with character formation and ethical responsibility.

Furthermore, contemporary educational demands require teachers to develop digital literacy, critical thinking, professional adaptability, social collaboration, reflective practice, and a commitment to lifelong learning. These competencies enable teachers to respond effectively to technological developments, globalization, changing student needs, and evolving professional responsibilities while maintaining ethical and pedagogical standards. Emotional resilience also plays a significant role in helping teachers manage professional pressures, regulate their emotions, establish positive interpersonal relationships, and sustain their commitment to educational practice. The integration of these dimensions indicates that teacher personality is dynamic and continuously shaped by personal reflection, professional experiences, collaborative relationships, and ongoing learning opportunities. Therefore, strengthening teacher personality requires a comprehensive approach that balances technological competence and professional development with emotional well-being, ethical awareness, and the moral-spiritual principles of Islamic education.

In conclusion, an integrated understanding of teacher personality provides a conceptual foundation for developing educators who are intellectually competent, ethically responsible, psychologically resilient, socially collaborative, and professionally adaptable. The synthesis of Ibn Sina's intellectual perspective, Al-Ghazali's ethical-spiritual framework, and

Malik Badri's psychological approach highlights the importance of addressing the human person as a multidimensional unity in teacher development. Educational institutions can support this process by promoting reflective supervision, collaborative professional learning, ethical leadership, digital competency development, and supportive working environments that encourage continuous improvement. However, because this discussion is conceptual and based on a review of relevant literature, further empirical research is necessary to examine how these integrated dimensions influence teachers' professional behavior and students' educational experiences in different contexts. Future studies may develop and evaluate an integrated model of teacher personality in Islamic education to strengthen the theoretical contribution of Muslim scholars and provide practical guidance for teacher education, professional development, and educational leadership.

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