



WWJMRD 2021; 7(6): 92-96
www.wwjmr.com
International Journal
Peer Reviewed Journal
Refereed Journal
Indexed Journal
Impact Factor MJIF: 4.25
E-ISSN: 2454-6615
DOI 10.17605/OSF.IO/E2HGM

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Biological Teachers' Integrity during the Covid-19 Pandemic based on School Climate and Teachers' Big-five Personality

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Abstract

Educational sectors has been proven to be one of the human aspect affected by Covid-19 pandemic, especially related to teaching and learning process. It could be felt that all school system have changed and should adapt with information technology called internet of thing (IOT). It is probably the most psychological factors of all schools members have been attacked by those changes including school climate, teachers' and students personality and, of course, teachers integrity, in term of how teachers are aware of their tasks and functions to be more honest, consistent, and trusted. Related to these phenomena, this research was aimed at finding out whether teachers' integrity could be contributed by school climate and personality variances. Therefore, a non-causal survey, in term of regression and correlational study conducted by selecting around 122 senior high school biological teachers. There were three instruments developed which its reliability was 0.77 for teachers' integrity, and 0.92 for school climate and 0.87 for personality. Data analyzed by regression and correlation. Research results revealed that both school climate and personality all together have contribution positively and significantly with teachers' integrity. It was around 40% teachers' integrity variances has been determined by both school climate and teachers' big-five personality. It could be concluded that if teachers' integrity would be improved, especially during this covid-19 pandemic, therefore, biological teachers positive view toward school climate and their personality, should be taken into consideration. Improving teachers positive view and personality should be directed to policy implication that schools should develop such kind of new policy by strengthening reinforcement and improving teachers' involvement in intellectual stimulation activities during the pandemic distantly.

Keywords: School climate, regression and correlation, reliability, big-five personality, and teachers' integrity

Introduction

The teacher profession is very synonymous with its role as educators and mentors with their students. A teacher's example can be seen from many aspects that can be given for the success of his students. That is what becomes the actualization and the figure of someone who has high integrity, always gives the best for his students and is professional in his work. The profession of a teacher is not easy convenient because teachers are required to be professional and have a number of principles that should be followed. As quoted in the UU RI No 14 of 2005 which states that professional teachers with integrity actually have principles, talents, interests, commitment to improve the quality of education, behave well, have competence and responsibility according to their duties.

Teachers must have good integrity amidst the various conditions that are happening now, even though the impact of the Covid pandemic has weakened students' morale. The teacher has to continue to be a person who encourages students, not only smart but also has the mental attitude and personality to deal with various situations that occurring at this time. Based on this, teachers are role models in the world of education in the midst of various unstable conditions due to the Covid pandemic, teachers are expected to be in the forefront of fostering a spirit of learning. Although it is not the only factor in the decline in student character, education in schools by teachers is the main focus. School assignments and teachers will be highly tested to be able in solving students' ethical and moral problems.

Integrity is an important asset in the formation of professional teachers. Cloud (2008)¹ defines integrity as the quality of being honest and trustworthy; honest or honesty; intact condition, not broken. According to McShane, *et al.* (2010)², integrity refers to the honesty and tendency of leaders in words translations into deeds. Other opinion of Colquitt, *et al.* (2019)³ stated that, "Integrity is the perception of self-will in obeying a set of values and principles that can be accepted".

If you want to foster a spirit of integrity in school life, integrity in the community will also grow. School students will have good personalities in the society. If they grow up with good integrity, then their life in the society will also run with the integrity they have. Therefore, students in schools need to be given exemplary of integrity to be able to prepare themselves when entering the society. To be able to carry out their duties and roles, high integrity of a teacher is needed amidst various conditions experienced from the world of education. Integrity is a commitment that appears in a teacher in carrying out his duties properly.

According to Parmer, integrity does not appear by itself but is formed and built from external and internal factors (Parmer, 2007)⁴. External factors can be obtained from various climates of the school where teachers work. School climate can be interpreted as a person's assessment of the atmosphere of a place which refers to the atmosphere in the classroom, room, office and every corner as well as the school environment and the psychological condition of the school. School climate also refers to the condition of the school environment both in the form of physical conditions and school atmosphere that affect the psychological condition of a teacher. Previous research conducted has shown that one way to improve teacher integrity is through improving the school climate.

A good school climate is reflected in healthy competition among teachers, mutual cooperation which is the habit of teachers in schools and the culture of mutual cooperation in it which, if it always implemented, it can be one of the factors that form teachers to have commitment and integrity. On the other hand, with a bad school climate such as feudalism, grouping, slander and intrigue in it, the implementation of good teacher integrity will not be formed. A conducive school climate will be realized well if there is a sense of security, comfort, mutual support and strengthening between school elements. Therefore, the creation of mutually support and strengthening relationships between the principal with teachers and employees, teachers and teachers, teachers and students with students and other students.

In connection with the school climate, the teacher's personality becomes a factor in the teacher itself in shaping integrity. Based on UU No 14 of 2005 that teachers should have four competency aspects, namely pedagogical competence, personal competence, social competence, and professional competence. The competencies that will be discussed here is personal competences that should be possessed by a teacher, such as acting according to the norms, presenting oneself as an honest, exemplary, stable, responsible person according to the characteristics that exist in integrity.

Therefore, teachers have to become educators with integrity by having good personalities and adjusting to the school climate where they work amid the Covid pandemic that is happening. This research is expected to be able to see the relationship between the perceptions or views of a teacher based on his personality with the integrity that is formed in the teacher. This is consistent with the findings of the previous researchers from various articles which found that school climate is directly related to the integrity in an organization. Likewise with the relationship between integrity and personality, both which measure a person's character.

Based on the research results, it can be said that integrity is formed by a person when he is in an environment with a certain school climate (Robiatun, 2020)⁵. In another study, it was stated that the school climate gave birth to teacher perceptions that influenced teacher performance, so that it had an impact on their personality (Gunbayi, 2007)⁶. From the various studies that have been mentioned above, it can be said that the school climate is directly related to a person's integrity and what distinguishes previous research from this research is that this study tries to find the relationship between school climate and personality with a person's integrity.

If the previous research only examined school climate and personality as measured by performance, then this study tried to find the relationship between school climate and personality by using the Big-Five factors related to integrity using the dimensions of honesty, consistency and trust in an educational organization, in this case. Schools in the middle of the Covid-19 pandemic conditions. Based on the background described above, it is necessary to conduct research on how the relationship between personality and school climate with teacher integrity during the Covid-19 pandemic.

Material and Method

This study uses a quantitative approach with correlation techniques through hypothesis testing. The method used is a survey method. Data were analyzed using correlational analysis to determine the relationship between variables according to the model formed. The population in this study were all high school teachers in the Bekasi district. The sample in this study was determined by multistage random sampling technique. 122 biology teachers were selected as samples in this study. There were 20 biology teachers who were used as respondents in the trial, who were taken randomly from high schools in Bekasi.

To obtain data, this study uses a research instrument in the form of a statement. The data were obtained by providing instruments that had been tested for validity which contained items regarding the variables of: (1) school climate which was defined as the independent variable (X1), (2) personality which was defined as the independent variable (X2), and (3) integrity which was determined as the dependent variable (Y).

Results & Discussion

As for the data analyzed, the results are described as follows:

Table 1: Results of ANAVA Analysis for Simple Regression Equation $\hat{Y} = 71,792 + 0,377X_1$

		Sum of Squares	Df	Mean Square	Fcount	Ftable (0.05)
Integrity * School Climate	(Combined)	7349.241	32	229.664	13.493	
	Linearity	3159.337	1	3159.337	85.615	
	Deviation from Linearity	4189.905	31	135.158	0.941	1.60
	Within Groups	1514.865	89	17.021		
	Total	8864.107	121			

*: p < 0,05

Table 2: Results of ANAVA Analysis for Simple Regression Equation $\hat{Y} = 33,405 + 1,059X_2$

		Sum of Squares	Df	Mean Square	Fcount	Ftable (0.05)	
Integrity * Personality	Between Groups	(Combined)	8172.414	32	240.365	30.233	
		Linearity	3388.782	1	3388.782	426.236	
		Deviation from Linearity	4783.632	33	144.959	1.23	1.60
	Within Groups		691.692	87	7.950		
	Total		8864.107	121			

*: p < 0.05

Table 3: Significant Test Results of the Simple Correlation Coefficient

Variable	dk	Simple Correlation Coefficient	tcount	ttable	
				$\alpha = 0.05$	$\alpha = 0.01$
X1 - Y	122	$r_{1y} = 0.597$	8.06 **	1.65	2.35
X2 - Y	122	$r_{2y} = 0.618$	8.60 **	1.65	2.35

**p < 0.01

Table 4: Results of ANOVA Analysis for Multiple Regression Equations $\hat{Y} = 57,891 + 0,205X_1 + 0,230X_2$.

Model	Unstandardized Coefficients		Standardized Coefficients	t	95,0% Confidence Interval for B		Correlations			
	B	Std. Error	Beta		Lower Bound	Upper Bound	Zero-order	Partial	Part	
1	(Constant)	57,891	6,989		8,283	44,052	71,730			
	Iklim_Sekolah	,205	,060	,325	3,413	,086	,324	,597	,299	,235
	Kepribadian	,230	,056	,394	4,138	,120	,340	,618	,355	,285

*p < 0.05

Table 5: Significant Test Results for Partial Correlation Coefficients

Variable	dk	Partial Correlation Coefficient	tcount	ttable	
				$\alpha = 0.05$	$\alpha = 0.01$
X1 with Y, if X2 is controlled	120	$r_{y1.2} = 0.299$	3.89 **	1.65	2.35
X2 and Y, if X1 is controlled	120	$r_{y2.1} = 0.355$	4.85 **	1.65	2.35

**p < 0.01

The results of testing the first hypothesis can be concluded that there is a positive relationship between school climate and personality, where the correlation coefficient of 0.597 results in $t_{count} = 8.06$ greater than $t_{table} = 2.35$ at $\alpha = 0.01$. The conclusion is that the higher the school climate, the higher the integrity value. The correlation between school climate and integrity shows its meaning, both through product moment correlation and partial correlation. The results of this analysis provide an indication that the school climate is one of the main factors contributing to integrity. From these results it can also be interpreted that improving the school climate will make a significant contribution to teacher integrity.

A conducive and inclusive school climate that is free from hostility and bullying makes teachers focus on their work, increases honesty, increases commitment, so that teacher integrity can be improved. Teachers can survive situations that are not possible in the midst of the Covid-19 pandemic where learning goes wrong. In addition, teachers who have

a high sense of belonging to the school system and have more opportunities to participate in all school activities are proven to have high integrity (Zakariya, 2020)⁷. Schools with a conducive environment and free from negative things. Habits well-formed school norms, positive cooperation from teachers, mutual cooperation will increase the integrity of the teachers involved in it.

Other findings Handoyo, *et.al* (2019)⁸ states that the school climate which can be called organizational culture makes a positive contribution to teacher competence, and teacher competence is related to indicators of teacher integrity, namely consistency and work commitment. A positive teacher's assessment of the values, norms, goals or vision and mission of the school, interpersonal relationships that exist in the work environment and the ongoing school activities will make teachers work with strong principles, honesty and high commitment to their work even in conditions that are not good, namely due to the Covid-19 pandemic but they can still work and improve the integrity

of teachers. The results of this analysis provide an indication that the school climate is one of the main factors contributing to teacher integrity.

The results of testing the second hypothesis can be concluded that there is a positive relationship between personality and integrity, where the correlation coefficient of 0.618 results in $t_{count} = 8.6$ which is greater than $t_{table} = 2.35$ at $\alpha = 0.01$. The conclusion shows that the higher the personality, the higher the integrity.

The correlation between personality and integrity shows its meaning, both through product moment correlation and partial correlation. The results of this analysis provide an indication that personality is one of the main factors that contribute to integrity. From these results it can also be interpreted that an increase in personality will provide a meaningful contribution to integrity.

Byle's (2008)⁹ study reports the most significant correlation between integrity and personality test scores in his research sample. In his research mentions individuals who have *conscientiousness* those who are tall are usually characterized as rule-abiding and moral people compared to those who lack persistence and responsibility. Thus, individuals who have low responsibility may be less hesitant to pretend and be dishonest. Based on the results of the study, it is stated that the value of honesty integrity has a significant positive relationship with teacher personality traits in the top five factors amid school conditions that are not running properly due to Covid-19. This finding is also in line with previous research that teachers who have a friendly and open personality will have a correlation positive with integrity, especially honesty (Lee, 2005)¹⁰.

Chalistrya, et.al (2019)¹¹ in their research also found that there was a significant influence between personality and integrity. In this study, Staden (2018)¹² states that there is a positive relationship between integrity and awareness. The study states the congruence between principle, commitment and openness. Laginess (2016)¹³ states that most of the integrity tests include behavior associated with belief in conscience, assessment of the work environment and commitment to work. Based on these findings, it is known that conscientiousness plays an important role in testing integrity because of the strong relationship between conscientiousness and integrity and the role of characteristics to control conscientiousness.

Teachers who are sympathetic, very tolerant and open-minded tend not to pretend to act. They will be honest and principled accordingly so they also tend to have strong integrity. In addition, the same opinion in Putrawan's (2019)¹⁴ study found that extraversion and openness have a relationship with integrity. On another occasion, Marcus, et.al. (2013)¹⁵ found that combined tests of integrity and the top five personalities contributed to integrity.

Based on the results of several previous studies that are relevant to the results of this study, there are differences. This difference can be seen from the results of previous findings that discuss the relationship of integrity with several personality factors, while this study discusses the five personality factors as a whole. Although there are differences, overall the results of the study conclude that personality is positively correlated with teacher integrity in the midst of the Covid-19 pandemic.

The results of testing the third hypothesis can be concluded that school climate and personality together have a positive relationship with integrity. Multiple correlation coefficient

between the two independent variables and the dependent variable R_{y12} is 0.661 so that $F_{count} = 46.255$ is greater than $F_{table} = 3.07$ at $\alpha = 0.01$. From the correlation coefficient it can be calculated that the coefficient of determination $(R_{y12})^2$ is 0.437, means that 43.7% of the proportion of variations that occur in integrity can be explained together by the climate and school personality.

As explained, personality and integrity have similarities in the terms of assessing traits or traits. Personality dimensions, namely extraversion and friendliness, are formed in a positive school climate (Sahin, 2019)¹⁶. Perceptions of school climate are determined as biology teachers' assessment of the quality of norms and goals of the school system based on personality traits that explain or predict the school climate. In addition, it can be said that the teacher's personality also affects progress in the school environment. Korkmaz (2008)¹⁷ states that disputes between school administrators (school principals, vice principals, vice principals) can be caused by differences in their personalities. This not only has a negative impact on the school climate, but also the performance of teachers in certain schools. So, personality and school climate are also closely related to each other. If both climate and school personality factors show positive values, high integrity will be formed in the teacher.

Robbins (2016)¹⁸ in his book states that a person's personality is also formed from environmental factors. Someone who is in a comfortable atmosphere tends to be open, creative, and friendly. He will make himself obedient to the rules and norms that prevailing in his working environment. Likewise, teachers who have a positive view of their school in the midst of the Covid-19 pandemic will tend to have positive characters too. Two factors between school climate and personality are correlated and influence each other.

The results of other studies indicate that increasing teacher personality traits such as openness to experience, extraversion and friendliness will improve the school climate to be more supportive and focus. These results reveal the importance of teachers' positive personality traits for a positive school climate (Perkmen, 2014)¹⁹. Based on the research analysis, it was found that teachers who have a positive assessment of the school climate and have a positive personality will be able to have high integrity.

Based on the results of the calculation of the research data and the results of data analysis, the following are obtained: (1) integrity has a positive relationship with the school climate. This means that teachers' positive assessments or perceptions of the school climate affected by the Covid-19 pandemic will also have a positive relationship with the integrity of high school biology teachers in Bekasi. (2) integrity has a positive relationship with personality. This means that the positive nature of teachers in interacting with their work environment can form high integrity to the biology teachers of high school in Bekasi. (3) The climate and personality of the school together are positively related to integrity. The meaning that school climate and personality together have a positive and significant contribution to the teacher integrity. If the integrity of the teachers improved, especially during the COVID-19 pandemic, then the positive view of biology teachers on the school climate and their personalities needs to be considered.

Conclusions

Based on the research results, it could be concluded that teachers' integrity would be improved, especially during this covid-19 pandemic. Therefore, biology teacher positive perception toward school climate and their personality, should be taken into consideration. Improving teachers positive view and personality should be directed to policy implication that schools should develop such kind of new policy by strengthening reinforcement and improving teachers' involvement in intellectual stimulation activities during the pandemic distantly.

Acknowledgments

Researchers would like to thank the supervisor who has provided a lot of guidance and advice in writing this research, to family and colleagues who have provided support as well as to all parties at the Jakarta State University and all biology teachers in Bekasi, who have helped the process of the research.

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