A Study on the Ideal Teachers' Personality in Relation to Students' Learning Motivation in Senior High School

Dewi Sartina[1*], Abdul Halim[2], A. Muliati[3]

[1,2,3]English Education Department, State University of Makassar, Indonesia
*Corresponding E-mail: sartinadewi17@gmail.com

Abstract

The objectives of the research are to describe the ideal teachers' personality as perceived by students, to describe what is students' motivation in learning English taught by teachers who have this ideal teachers' personality and to describe a correlation between teacher personality perceived by students and students' learning motivation. This research was designed for descriptive methods with quantitative approaches. The participants of the research were 149 students from MAN 1 Makassar and 4 teachers. They were chosen by cluster random technique. The data were obtained through questionnaires, interviews, and observation. The result of the findings showed that the ideal teachers' personalities as perceived by students were friendly with (93.95%) positive choice. It equals 139 students along with sincere (93.29%), polite (93.28%), patient (92.62%), good teaching skill or ability (91.95%), organized (89.27%), care or empathy (83.89%), cheerful (83.21%), creative (81.88%) and interesting (81.21%). The findings also showed that most of the motivation of students from MAN 1 Makassar City has motivation between very high, high and medium levels and were motivated by 10 different ideal teachers' personality such as friendly, caring, organized and so on. On the other hand, there were still some students who have a negative assessment of their teacher. The findings also showed that there was a significant correlation between teachers' personality and students' motivation in learning English.

Keywords: *Personality, motivation, learning English, correlation.*

1. Introduction

Teachers have important roles and responsibilities in the learning process in schools. In order to achieve success, the personality of a teacher is very decisive because a good teacher's personality can motivate learning. A good teacher has highly-motivated a person in learning to have complex thinking and behaviour to accelerate and improve the student life (Quinn, Heynoski, Thomas & Spreitzer, 2014).

A teacher must be able to become a student's learning partner and display a good personality who can be a role model for students. Heckman and Kautz (2014) also discussed the compatibility between the method and the teacher which is commonly known as the personality of the teacher himself, he argued that understanding the teacher's personality would help to understand both the suitability of their personality and their teaching methods which refer to teaching effectiveness.

As explained above, most of the previous research has only focused on ideal teachers that students liked. In Indonesia, there are still few researchers who try to find students' perceptions of the ideal teacher's personality in high school. Not only that, the researcher mentions two researchers who have conducted

the same research, namely teacher personality and student motivation by Wardana (2020) and Nikitana and Furouka (2009) but they only analyzed the teacher-student relationship, and what ideal teacher's personality qualities were favoured by EFL students in the English Department and the research was only conducted on campus. In addition, there are no researchers who has specifically investigated the personality of the ideal teacher, especially in senior high school. Therefore, the researcher conducted research with the title A Study on the Ideal Teachers' Personality in Relation to Students' Learning Motivation.

2. Literature Review

2. 1. Personality

Personality has been an interesting topic discussion for a long time. There were some experts that tried to elaborate about personality. Personality is conceptual term used to describe one's personal traits. Personality refers to characteristic of the person that account for consistent patterns of feelings, thinking, behaving (Pervin, Cervone, John, 2005). Personality also determines how a person interacts with other people and the surrounding environment.

Based on the above theory, it can understand that personality as an individual's psychological and social reaction to interactions with their environment. Personality can be influenced by several things such as emotions, attitudes and thinking and values.

2. 2. Motivation

The word motivation is derived from the Latin verb "movers" which means "to move". Motivation is a force of enthusiasm and persistence to achieve some particular things. It is a force which leads individuals to act in some specific behavioral alternative and behave in a certain way (Chiang and Jang, 2008). Meanwhile, According Brewer &

Burgess (2005), Motivation is a basic and essential part of learning.

Based on the above theory, the researcher concludes that the teacher's personality is very important in the teaching and learning process such as how the attitude of a teacher towards his students.

2. 3. Perception

Perception is a person's view of other people or things around us through the sense apparatus of sight, hearing and other senses that the information is in the process instinctively and that perception is influenced by the way they perceive the world around them (Ashfiya, 2018).

Based on the description before, it can understand that Perception is how a person's opinion or thoughts about something or an object. This perception is also commonly referred to as a person's thought process, distinction, and meaning of something that is received by the human senses, so that it can provide conclusions about the object to be observed.

3. Research Methodology

3. 1. Research Design

This research used a descriptive method with quantitative. Descriptive research relates to an observation in collecting data (Williman, 2011). This research aims to determine the ideal teachers' personalities as perceived by students and students' motivation in learning English taught by teacher who have this ideal teachers' personality.

3. 2. Population and Sample

Arikunto (2006) defines the population as the entire group from entities or people that numbers and characteristics determined by a researcher to be analyzed and then concluded. The population of this research is students

taught by English teachers of MAN 1Makassar. There are 1196 students of 33 classes, which consist of 37 or 40 students for each class.

In this research, the researcher used Cluster random sampling to determine the sample. The researcher has chosen one class each taught by four English teachers. In this research, the number of samples was 149 students from MAN 1 Makassar City.

3. 3. Research Instrument

For collecting data, the researcher used two questionnaires, interview and observation. The first questionnaire was adapted by Wardana (2020) about the teachers' personalities and several theories from Nikitana and Furokana (2009) about the ten ideal teachers' personalities. The questionnaire consists of 20 items with 5 options. This questionnaire was used to determine students' perceptions of the teachers' personalities.

The second questionnaire was adapted by Wardana (2020) to find out how is the motivation of students in learning English taught by teachers who have this motivation. And from both questionnaires, the researcher was finding out whether there is a correlation between student perceptions of teacher personality and motivation.

Another instrument is the interview. The interview aims to explore information on how students perceived an ideal teacher based on 10 categories. The researcher has made classroom observations. The researcher has made direct observations during the learning process of these four teachers. The researcher observed teachers' activities based on the ten qualities of an ideal teacher.

3. 4. Technique of Data Analysis

Analysis of Questionnaire

The questionnaires consisted of positive and negative items for receiving more accurate data. In analyzing the data, the researcher used Likert scale which consisted of five-point scales as follows:

Table 1. Likert Scale

Statements	Score	
	Positive	**Negative**
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

In this research, the researcher used descriptive analysis to analyze data from questionnaires. The researcher scored data from questionnaires with using by Sugiono (2007) percentage formula:

P = f/N X 100

Table 2. Motivation Level Category

Category	Interval
Very High	84-100

High	67-83
Moderate	50-66
Low	33-49
Very Low	20-32

(Depdikbud in Rahmi, 2020: 20)

Correlation between teachers' personality and students' motivation in learning English

The collected data were analyzed using SPSS (Statistical Product and Service Solution) 25 analysis.

4. Findings

In this section, the researcher presents data collected from four classes taught by 4 English teachers at MAN 1 Makassar City class of 2022.

4. 1. The ideal teachers' personality as perceived by students

To answer this research question, the researcher distributed questionnaires to the 149 students. Based on the result of the questionnaire, the researcher found that the ideal teacher' personality as perceived by students such as care or empathetic, patient, friendly, interesting, good teaching skill or ability, cheerful, creative, polite, sincere, and organized.

Table 3. Teachers' Personalities Based on the Questionnaire

No	Personalities	Response of Students				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Polite	50.33%	42,95%	4,69%	1,34%	0,67%
2.	Friendly	40,26%	53,69%	6,04	-	-
3.	Sincere	52,35%	40,94%	6,04%	0,67%	
4.	Creative	24,16%	57,72%	16,78%	0,67%	0,67%
5.	Good Teaching Skill/Ability	44,97%	46,98%	8,05%	-	-
6.	Interesting	24,83%	56,38%	17,45%	1,34%	
7.	Organized	38,93	50,34	8,05%	2,01%	0,67%
8.	Care	22,82%	61,07%	11,41%	4,03%	0,67%
9.	Patient	39,60%	53,02%	6,04%	1,34%	
10.	Cheerful	28,18%	55,03%	16,11%	0,67	

After distributing the questionnaire, the researcher got the result as the table above. It shows that students' perception generally agree that the ideal teachers' personality were very important in teaching English.

However, according to the students' perception, there was one personality that strongly agrees, which is friendly with 93.95% positive choice, sincere (93.29%), polite (93.28%), patient (92.62%), good teaching skill or ability (91.95% students), organized (89.27%), care or empathy (83.89%), cheerful (83.21%), creative (81.88%) and interesting (81.21%).

4. 2. What is the students' motivation in learning English taught by teachers who has this ideal teachers' personality?

To answer this research question, the researcher gave the questionnaires, interview, and observation to students as instruments for collecting data. Based on the data from

instruments, the researcher found that some students who learn English were motivated by 10 ideal teachers' personality.

Table 4. The Ideal Teacher Personality On Students' Motivation

Category	Score	Score Result		The ideal teachers' personality
		Frequency	Percentage	
Very High	84-100	65	43.6%	Friendly, organized, cheerful, creative, patient, and good teaching skill or ability
High	67-83	68	45.6 %	Interesting, cheerful, good teaching skill or ability, and patient
Moderate	50-66	16	10.8%	Friendly, sincere, care, creative, polite and cheerful
Low	33-49	-	-	-
Very Low	20-32	-	-	-
Total		149	100%	

The table above shows every student's motivation level. It shows that 65 students (43.6%) are very high from the questionnaire data, they are motivated because their teachers' personality were friendly cheerful, creative, patient, good teaching skill or ability and organized. In addition, there are 68 students (45.6 %) were high and they were motivated because of their teachers' personality such as Interesting, cheerful, good teaching skills or ability, and patient. There are also 16 students (10.8%) in the moderate level, they are motivated because their teachers' personality were Friendly, sincere, care, creative, polite and cheerful. Fortunately there was no student with low and strongly very low level.

Friendly

This personality gets a high score in the questionnaire because there are no students who disagree with this personality. Moderate motivated students don't like teachers' personality like this, maybe they prefer teachers were cool and quiet. Students tend to be more open with their teachers when they are inside and outside the classroom. When students are comfortable with their teacher then they share more opinions with teachers. This statement is supported by interviews with very highly motivated students.
Student 1 - 19/11/2022- Very High

The teacher is very friendly to his students and makes material that is very interesting, cheerful, creative and sincere in teaching his students and friendly to his students.

Good Teaching Skill/Ability

According to students, teachers must convey the subject delivered in a way that can be understood by every student. The material of the subject was delivered as simple as possible so all students could understand. Yet there were some students gave negative response on this personality. However, organized is a personality that is not liked by students who are currently motivated to learn English, maybe they understand more quickly when their teacher explains briefly. This statement is supported by interviews with very highly motivated students.

Student 3 - 16/11/2022- Very High
In my opinion, the ideal teacher can explain or explain well so that the students explained easily understand….the ideal teacher's system varies and is not monotonous from year to year, and the teacher is able to adapt himself and his students.

Organized

The teacher gradually conveys the subject matter and does not move from one material to

another. The teacher explains the material first. This statement is supported by interviews with very highly motivated students.

Student 7 - (14/11/2022) – Very High
Usually there is also a teacher asking first, what is the example of the material or so on, I don't like it because I don't understand.

Care

Students are happy if the teacher can understand their needs and conditions in class. The teacher asks students' opinions before giving assignments, whether they understand or not. These positive judgments made students respect the teacher. However, this personality is not liked by very high But students have very high and high motivation. They do not like the personality of this ideal teacher. This statement is supported by interviews with very highly motivated students.

Student 8 - (14/11/2022) – Moderate
In my opinion, the ideal teacher can explain or explain well so that the students explained easily understand. The ideal teacher should pay attention to the needs and problems faced by his students. The ideal teacher also needs to have good knowledge and how to convey material clearly and easily understood.

Patient

The students said that their teacher spoke softly and didn't get angry easily when they made a mistake and usually the teacher gave advice so they wouldn't do it again. Although students like if their teacher are patient, but they emphasize that they do not like their teachers were too patient. This statement is supported by interviews with very highly motivated students.

Student 9 - (16/11/2022) - Very High
The ideal teacher is patient with us in different conditions.
Cheerful

Teachers can bring joy in class so that students do not get bored learning and students will be enthusiastic about learning in class. Teachers who are enthusiastic about teaching will motivate students to learn English. This statement is supported by interviews with very highly motivated students.

Student 11 – (19/11/2022)- Very High
The ideal teacher is a cheerful teacher because I will be happy too if the teacher is cheerful, patient, creative and makes me comfortable studying.

Polite

According to the questionnaire, Students gave positive response when the teachers were polite outfit in the class. The teacher is an example for all students not to wear inappropriate clothes and not to speak rudely in class. They feel they can learn well and feel comfortable in class. This personality is only chosen by moderately motivated students but very highly and high motivated students do not choose this personality. This is also strengthened by the following extracts.

Student 7 - (16/11/2022) – Moderate
If you don't understand ma'am can be found at the office, her clothes are neat and very polite sis, she never gets angry in class and always smiles when she meets me at school.

Creative

Teachers used a lot of media in teaching to make students excited in class such as PPT, pictures and others. The material explained will not make students feel boring. But this personality is not liked by high motivation students. This statement is supported by interviews with moderate motivated students.

Student 10 - (14/11/2022) – Moderate
In my opinion, the ideal teacher is when explaining in a different way, the method may be more creative and doesn't give a lot of assignments.

Interesting

This personality is only chosen by high motivated students. This is also strengthened by the following extracts.

Student 16 - (16/11/2022) – High
The teacher has very interesting teaching materials so that students quickly understand it and also the teacher has extensive experience so that students are very interested what is taught.

Sincere

Students seemed to very appreciate when the teachers gave them advice about academic achievement and courage students. However, this personality is not liked by very high and high motivated students. When the students have obstacle in learning, the teachers used their free time to help students in learning.

Therefore the material was difficult, it won't stop students because their teachers would help them. Teachers are very sincere in teaching students, they are willing to take their time to share the knowledge they have. This is also strengthened by the following extracts.

Student 7 - (14/11/2022) – Moderate
I think the ideal teacher is sincere in teaching in class, also if you don't understand ma'am can be found at the office.

4. 3. Is there a correlation between teachers' personality perceived by students and students' learning motivation?

This research was conducted in order to find out the correlation between teachers' personality and students' motivation. The researcher analyzed the data by using SPSS. The following tables show the computation result of the two variables.

Table 5. r value of product moment

		X	Y
X	Pearson Correlation	1	.561**
	Sig. (2-tailed)		.000
	N	149	149
Y	Pearson Correlation	.561**	1
	Sig. (2-tailed)	.000	
	N	149	149

To investigate whether this r- value (Pearson correlation) is significant or not, the research used standard significance of 0,05 (5%) with sample (N)=149.

Based on the calculation of the data, the result of the r (person correlation) was 0,561. Meanwhile, the r-table with 0,05 (5 %) significance and the degree of freedom (df) 149 was 0,16. It means that the r (person correlation) was higher than r- table. Thus, the alternative hypothesis was accepted. In the other hand the null hypothesis was rejected.

5. Discussions

a. The ideal teachers' personality as perceived by students. The questionnaire showed that students gave a positive response when their teachers are care or empathy, patient, friendly, interesting, good teaching skill or ability, cheerful, creative, polite, sincere, and organized. Yet there was the most approved personality, it was friendly (table 1). According to the data questionnaire, the

teachers possess the ten qualities of ideal teachers' personality generally.

b. What is the students' motivation in learning English taught by teachers who have the ideal teachers' personality? Based from the previous research and finding of this research, it can be seen how much influence the teachers' personality has on student motivation in learning. They will be motivated to take the English class. In other words, teachers should have a good personality, be able to master the material, and manage the material of their subject and then build good interpersonal relationship with students.

c. There is significant correlation between teachers' personality and students' motivation in learning English. Teachers' personality and students' motivation in academic activities have a significant relationship (Mohammad, Abraham, & Singh, 2011). So, there is an impact of teachers' personalities on student motivation. This research is also supported by previous research by Jahangiri (2016), he stated that there was a correlation between teachers' personality with students' motivation

6. Conclusions

In terms of the findings, the researcher concludes the result of the research as follows:

a. Students of MAN 1 Makassar City gave a positive response to the ideal teachers' personality, especially friendly, and good teaching skill or ability.

b. Most of the motivation of students from MAN 1 Makassar City has motivation between very high, high and medium levels and were motivated by 10 different ideal teacher personality such as friendly, caring, organized and so on. On the other hand, there are still some students who have a negative assessment of their teacher.

c. Teacher's personality and students' motivation in learning English have a significant correlation. Students were very

motivated to learn and will be active again when they like and love their teacher who has a good personality in educating students, when students like and love their teacher, they will also love their learning which can then generate motivation in students to try to study hard because their interest in someone.

References

Arikunto, S. (2006). Prosedur Penelitian: Suatu Pendekatan Praktek, Jakarta : PT. Rineka Cipta.

ASHFIYA, L. N. (2018). STUDENTS'PERCEPTION ON THE PERSONALITY COMPETENCE OF NATIVE SPEAKER AND NON NATIVE SPEAKER TEACHER.

Brewer, E. W., & Burgess, D. N. (2005). Professor's role in motivating students to attend class. Journal of Industrial Teacher Education, 42(3), 24.

Chiang, C. F, & Jang, S. C. (2008). An Expectancy Theory Model for Hotel Employee Motivation. International Journal of Hospitality Management, 27(2):313-322.

Dollah, S., Sehuddin, M., & Sakkir, G. (2021). Motivating EFL Learners to Write Using Padlet Application. *ELT Worldwide*, *8*(2), 240-254.

Gay, L. R., Mills, G. E & Airasian, P. W. (2006). Educational Research Competencies for Analysis and Applications. 10th Edition. Late Florida International University.

Hardianti, H., Dollah, S., & Sakkir, G. (2023). Retelling Story through Picture Series to Improve Speaking Skill the Eleventh Grade Students of SMAN 6 Pangkep. *Journal of Excellence in English Language Education*, *2*(1), 109-115.

Heckman, J. J., & Kautz, T. (2014). Achievement tests and the role of character in American life., The myth of achievement tests: The GED and the role of character in American life (pp. 3– 54).

Jahangiri, M. (2016). Teacher' personality and students' learning motivation. Academic. Journal of Psychological Studies,5(3), 208-214. Ajps.worldofresearches.com

Mohammad, A., Abraham, B., & Singh, J. (2011). Attitude of college students towards physical education and sports. *International Journal of Physical Education, 4*(1), 45-52.

Nikitana. L., & Furouka, F. (2009). Teacher-Student Relationship and the Good Language Teacher. Does Culture Matter. Asian EFL Journal, 11(2):163-187

Pervin, L. A., Cervone, D., & John, O. P. (2005). Personality: Theory and Research (9th ed). Hoboken, NH: John Wiley & Sons.

Quinn, R. E., Heynoski, K., Thomas, M., & Spreitzer, G. M. (2014). The best teacher in You: How to accelerate learning and change lives. California: Berrett-Koehler Publishers, Inc.

Sakkir, G., Dollah, S., & Ahmad, J. (2021). Characteristics of a Good Efl Teacher: Indonesian Efl Students Perspectives. *Jurnal Nalar Pendidikan*, *9*(1), 52-59.

Wardana, M. W. (2020). The Ideal Lecturer's Personality Stimulating Students' Learning Motivation. State University of Makassar

Williams, C. (2007). Self-improvement. http://www.lsft.org.