

IDEAL TEACHERS' PERSONALITIES MOTIVATING ENGLISH LEARNERS IN SENIOR HIGH SCHOOL

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ABSTRACT

The objectives of the research are 1) to outline the ideal teachers' personalities as perceived by students; 2) to describe students' motivation in learning English taught by teachers who have these ideal teachers' personalities; and 3) to construe the impact on students' perceptions of the teachers' personalities with their motivation. This research was designed by applying descriptive methods with quantitative approaches. The study participants were 149 students and four teachers from MAN 1 Makassar. They were chosen by random cluster 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 are friendly (93.95%), followed by sincere (93.29%), polite (93.28%), patient (92, 62%), good teaching skill/ability (91,95%), organized (89,27%), care/ empathetic (83,89%), cheerful (83,21%), creative (81,88%) and attractive (81,21%), patient (75%), and cheerful (75%). The findings also show that most students who learn English are motivated by the ideal teachers' personalities. Students tend to be more motivated in learning if teachers have positive behavior and characteristics such as being friendly, organized, cheerful, creative, patient, and having good teaching skills/abilities. This research showed that teachers with good personalities would quickly build relationships with students to improve their motivation to learn. The findings also showed a significant correlation between teachers' personalities and students' motivation to learn English.

Keywords: Student's Learning Motivation, Teacher's Personality

INTRODUCTION

The teacher occupation is regarded as one of contemporary society's most demanding and arduous jobs. Acquiring a comprehensive understanding of the subject matter and curriculum and an enduring enthusiasm for continuous

learning is vital. Effective teachers demonstrate a diverse array of good teaching attributes that facilitate constructive interactions with their students. The fundamental attributes contributing to effective teaching include communication skills, adaptability, empathy, knowledge, enthusiasm, and creativity. Teachers are mandated to possess a range of talents; nonetheless, the following attributes are of utmost importance in defining an effective teacher.

In the educational process that takes place in schools, the duties and responsibilities of teachers are significant. Because a good teacher's personality may drive students to learn, they must have a character conducive to classroom success. A highly motivated person who studies complicated thinking and conduct to quicken and enhance the student's life is considered a good teacher (Quinn et al., 2014). A teacher has to become a learning partner with a student and have a cheerful disposition so that they may serve as a role model for their students. Heckman and Kautz (2014) also explored the compatibility between the teaching techniques and the personality of the individual instructor. It would be helpful to comprehend the compatibility between a teacher's character and teaching style if one knew the teachers' personalities.

Students' enthusiasm to learn is extremely vulnerable to a teacher's characteristics. However, not all educators have caught on to its relevance. According to student reports, their learning motivation was severely damaged by their teachers' bad moods (Hidayat, 2021). In addition to other important supporting aspects, a conducive learning environment may improve students' emotional state as they engage in the teaching-learning process. It must be as easy as feasible to get the most out of the learning process.

According to the Regulation of the Ministry of Education and Culture number 34, the year 2018, regarding Standards for Educators and Educational Staff, the Indonesian government has created and prescribed four primary competencies necessary to be a successful teacher. The first competency is academic competence, which refers to a teacher's ability to manage the learning process by knowing their students, planning, implementing, assessing the learning, and developing their students' potential. The second competency is technological competence, which refers to an individual's ability to use technology to solve problems. The second competency focuses on the instructors' personalities, which are firm, mature, smart, and noble as role models for students (Alrishan et al., 2023; Hidayat, 2021; Lubis & Samsudin, 2021; Muinuddin Dyah, 2022; Murtiningsih, 2017). Another critical competency stated in the rule is social competence. It is believed that instructors must possess and demonstrate specific communication and interpersonal skills to sustain relationships with students and others in their surroundings effectively. However, most EFL teachers must still know their personalities' importance. They focus more on teaching materials than on their personality in the classroom.

Very few researchers in Indonesia have attempted to uncover the characteristics that high school pupils see as constituting an ideal educator's personality. The studies stated above only investigated the interaction between teachers and students, as well as the traits of an ideal instructor that EFL students in the English Department consider to be most important, and this study was only carried out on campus. In truth, researchers have yet to particularly research the characteristics of the perfect teacher, especially in senior high school. As a result, there needs to be more research to support the belief that ideal teachers have certain dispositions, and even fewer studies examine how motivated pupils are to learn. Because of this, the researchers conducted their investigation during their senior year of high school to learn more.

LITERATURE REVIEW

Lubis & Samsudin (2021) posit that the designation of a language teacher as "effective," "good," or "ideal" encompasses a range of attributes that are both possessed and demonstrated by these educators. They proposed developing an onion framework that serves as a visual representation of the various degrees of change concerning the identification of effective teaching practices. The core layer of the onion includes mission, identity, and beliefs, whereas the outermost layer encompasses competencies, behavior, and environment. Their study further claimed that the teachers' discernible attributes and instructional proficiencies are the primary facets of their overall qualities that may be assessed.

In recent studies, the significance of effectively monitoring both academic and social dimensions inside the classroom has been underscored in classroom management research. The management of classroom social settings seems to impact various factors such as student achievement, teaching effectiveness, and teacher satisfaction (Baloğlu, 2009).

The efficacy of teaching is contingent upon the management of the classroom (Afe, 2001). Furthermore, the emotional state of teachers, characterized by merriment, happiness, safety, and optimism, has a good impact on their instructional practices. The emotional states of individuals and their level of relaxation in the classroom have been found to influence their decision-making processes and attitudes within the educational environment. In their study on personality characteristics, Chen and Lin (2009) discovered that desirable traits for EFL teachers include emotional stability, enthusiasm for teaching, and open-mindedness. Conversely, less desirable traits were associated with teachers who prioritize fashion and dress modestly.

RESEARCH METHOD

This research used a descriptive method with a quantitative. This research aims to determine the ideal teachers' personalities as perceived by students and students' motivation in learning English taught by teachers with these ideal personalities. The population of this research is students taught by English teachers at MAN 1 Makassar. There are 1196 students in 33 classes, which consist of 37 or 40 students for each class. The researchers used random cluster sampling to determine the sample in this research. The researchers chose one class taught by four English teachers. In this research, the total number of samples was 149 students from MAN 1 Makassar.

The researchers used two questionnaires, in-person interviews, and observation to compile their data. The questionnaire has 20 questions, each with one of five possible answers. The purpose of this questionnaire was to find out how students felt about the different personalities of their teachers. The second questionnaire's objective was to find out how students are motivated to learn English when taught by a teacher with the personalities described in this ideal scenario. Moreover, the researchers found the impact between students' perceptions of the teachers' personalities and their motivation by analyzing the results of the questionnaire presented earlier. The interview is yet another form of assessment. Through this interview, we hope to gain insight into how today's students conceptualize an ideal teacher based on ten criteria. The researchers gained first-hand insight into these four teachers' respective learning processes through direct observation. The researcher analyzed the activities of teachers through the lens of ten characteristics that define an ideal educator.

For more accurate data, the questionnaires included both positive and negative items. The researcher used a Likert scale with five-point scales to analyze the data. The researcher used descriptive analysis to analyze data from questionnaires in this study to score data from questionnaires. To find out the correlation between teachers' personalities and students' motivation in learning English, the collected data were analyzed using SPSS (Statistical et al.) 25 analysis.

Table 1. Motivation Level Category

Category	Interval
Very High	84-100
High	67-83
Moderate	50-66
Low	33-49
Very Low	20-32

FINDINGS

The current research examined how students perceive their teachers' characteristics and how those perceptions affect their learning motivation. To that end, we present our findings pertinent to the research objective and discuss them in light of relevant prior literature and other empirical research in this section.

In this section, the researcher presents data collected from four classes taught by 4 English teachers at MAN 1 Makassar who enrolled in 2022. The findings are presented based on three research questions:

1. The ideal teachers' personalities as perceived by students

Researchers distributed questionnaires to 149 students. Based on the questionnaire result, the researchers found that students perceive the ideal teacher's personality as caring/empathetic, patient, friendly, interesting, having good teaching skills/ability, cheerful, creative, polite, sincere, and organized.

Table 2. 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 Skills/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 researchers got the results in the table above. It shows that students' perceptions generally agree that the ideal teachers' personalities are very important in teaching English. However, according to the student's perception, there is 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/ability (91,95% students), organized (89,27%), care/empathetic (83,89%), cheerful (83,21%), creative (81,88%) and interesting (81,21%).

The questionnaire showed that students responded positively when their teachers were careful/empathetic, patient, friendly, interesting, had good teaching skills/abilities, cheerful, creative, polite, sincere, and organized. Nevertheless, there was the most approved personality. It was friendly (table 4.1). According to the data questionnaire, the teachers generally possess the ten qualities of ideal teachers' personalities.

2. Students' motivation in learning English taught by ideal teachers' personalities

The researchers applied questionnaires, interviews, and observation as the research instruments. Based on the data from the instrument, the researchers found that most students who learn English are motivated by the ideal teachers' personalities. The researchers elaborated on the answer to research question two as follows:

Table 3. The Ideal Teacher Personality on Students' Motivation

Category	Score	Score Result		The ideal teacher's personality
		Frequency	Percentage	
Very High	84-100	65	43,6%	Friendly, organized, cheerful, creative, patient, and good teaching skills/ability
High	67-83	68	45,6 %	Interesting, cheerful, good teaching skill/ability, and patient
Moderate	50-66	16	10,8%	Friendly, sincere, caring, 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' personalities are friendly, cheerful, creative, patient, have good teaching skills/abilities, and are organized. In addition, 68 students (45.6 %) are highly motivated because of their teachers' personalities, such as Interesting, cheerful, good teaching skills/ability, and patience. There are also 16 students (10.8%) in the moderate level; they are motivated because their teachers' personalities are friendly, sincere, caring, creative, polite, and cheerful. Fortunately, there is no student with low and strongly very low levels.

Friendly

This personality gets a high score in the questionnaire because no students disagree with this personality. However, this personality is not liked by moderate motivation students. They may prefer cool teachers. Students are more open with their teachers inside and outside the classroom. When students are comfortable with their teacher, then they share more opinions with teachers. Interviews with very highly motivated students support this statement:

"Teachers are very friendly to their students, and teachers make very interesting material, and cheerful, creative and sincere in teaching their students and friendly to their students."

Good Teaching Skill

According to students, teachers must convey the subject in a way every student can understand. The subject's material was delivered as simple as possible so all students could understand. Nevertheless, there were some students gave negative responses to this personality. However, this personality is disliked by moderate motivation students. They may prefer it when their teacher explains the point directly. Interviews with very highly motivated students support this statement.

"In my opinion, the ideal teacher can explain or explain well so that the students 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. Interviews with very highly motivated students support this statement.

"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 understands their class needs and conditions. The teacher asks students' opinions before giving assignments whether they understand. These positive judgments made students respect the teacher. However,

this personality is disliked by very high and highly motivated students. Interviews with moderately motivated students support this statement.

"The ideal teacher also pays attention to the needs and problems that his students face; the ideal teacher also has good knowledge and knows how to convey the material'.

Patient

The students said that their teacher spoke softly and did not get angry easily when they made a mistake, and usually, the teacher gave advice so they would not do it again. Although students like it if their teachers are patient, they emphasize that they do not like their teachers being too patient. Interviews with very highly motivated students support this statement.

"The ideal teacher is patient with us in different conditions."

Cheerful

Teachers can bring joy to class so that students do not get bored learning and will be enthusiastic about learning. Teachers who are enthusiastic about teaching will motivate students to learn English. Interviews with very highly motivated students support this statement.

"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 responded positively when the teachers were polite 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 highly motivated students do not choose this personality. The following extracts also strengthen this.

"If you don't understand, ma'am can be found at the office, and 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 use many media to excite students, such as PPTs, pictures, etc. The material explained will not make students feel bored. However, this personality is disliked by low-motivation students. Interviews with moderately motivated students support this statement.

"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 highly motivated students. The following extracts also strengthen this.

"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 in what is taught."

Sincere

Students were very appreciative when the teachers gave them advice about academic achievement and courage students. However, this personality is disliked by very high and highly motivated students. When the students have obstacles in learning, the teachers use their free time to help students in learning. Therefore, the material was difficult; it would continue 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. The following extracts also strengthen this.

"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."

We can observe how much of an impact the instructors' personalities have on the level of motivation that students have to study based on the findings of this research and the research that came before it. Students will have an increased interest in enrolling in the English course. To put it another way, instructors should have a positive personality, be able to handle the content of their topic, and be able to master the content of their subject before going on to develop positive interpersonal relationships with their pupils. Based on the findings of his study, he proposed ten positive attitudes and preferred pupils, such as (1) assisting students with their schoolwork and presenting teachings in a clear and in-depth manner before using beneficial examples while instructing. (2) have an upbeat attitude, a good sense of humor, and be willing to laugh at his jokes. (3) Strive to be approachable and try to identify with the larger group. (4) making an effort to pay attention to and comprehend their pupils. (5) Show no bias or preferential treatment; there is no such thing as a golden pupil or a step-student.

Impact on students' perceptions of the teachers' personalities with their motivation?

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

Table 4. *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, this study used a standard significance of 0.05 (5%) with sample (N) = 149. Based on the data calculation, the *r* (person correlation) result was 0,561. Meanwhile, the *r*-table with 0.05 (5 %) significance and the degree of freedom (df) 149 is 0.16. It means the *r* (person correlation) is higher than the table. Thus, the alternative hypothesis is accepted. On the other hand, the null hypothesis is rejected. This means a significant correlation exists between teachers' personalities and students' motivation to learn English.

DISCUSSION

This investigation seeks to answer questions concerning the personality traits of inspiring high school English teachers. Student responses to questionnaires suggest certain characteristics of faculty members, including but not limited to caring/empathetic, patient, friendly, caring, good teaching skills/ability, cheerful, creative, polite, sincere, and organized. The findings resonate with previous research in other countries, like Jahangiri (2016), Dost et al. (2017), and Alrishan et al. (2023). Jahangiri (2016) stated that there was a correlation between teacher personality and student motivation. He investigated the teacher's personality and students' learning motivation in Bandar Abbas, Iran. Correlation and multiple regression were used to test the hypotheses. The results showed that the relationship between teachers and parents and students' motivation to learn is significant ($p=0/007$), and the relationship between planning and teachers' support and students' motivation to learn is also significant ($p=0/05$).

The relationship between teachers and parents is a significant predictor ($p=0/01$) of students' motivation to learn. The character of teachers (classroom management strategies) is responsible for 27% of students' motivation to learn. So,

how a teacher acts in the classroom affects how motivated students are to learn. The present study also confirms the findings of Dost (2017) that uncovered the results of their study, considering the teachers' personalities as vital criteria that could affect students' language learning. Their study focused on the effects of teachers' personalities on general English Test (GET) achievement among Iranian EFL senior high school students. This study classified teachers into their personalities: introverts and extroverts. There is a big difference between the mean scores of students who had extrovert teachers and those who had introvert teachers. The researcher found that the mean scores of extroverted teachers were significantly higher than those of students who had introverted teachers.

The results of this study are similar to those of a study done by Alrishan et al. (2023). In that study, they looked at how the teacher's personality affected the motivation of government school children in Abha, Saudi Arabia, to learn English. The study's goal was to find out how the teacher's personality affects the motivation of government school children in the city of Abha, Saudi Arabia, to learn English. They showed that the teacher is seen as an important part of the learning process because of his or her effect on the student. The teacher's job is to get the learner more interested in school and improve his or her self-confidence while pushing the learner to be innovative, creative, and persistent. The study's results showed that English language teachers have the right personality traits to teach in high government schools, with an average score of (3.6918), which is a highly-approved score, and that students want to learn English, with an average score of (3.7828), which is also a highly-approved score. The results also showed how the teacher's personality affected the students' desire to learn English. As this study also showed, the results also showed that the teacher's personality can be used to predict how motivated students will be to learn English. To sum up, English students are motivated by their teachers' characters, no matter where they come from.

In addition, Sudarsi et al. (2016) also conducted research to find the effect of a lecturer's personality on students' learning motivation at the English Education Study Program of FKIP UKI Toraja. They explored lecturers' personalities and discovered they are extroverts, sensing, thinking, feeling, and judging. The lecturers' personalities affect students' motivation to learn English at the English Education Study Program of FKIP UKI. These personalities are extrovert, sensing, thinking, feeling, and judging, which can positively and negatively affect students' motivation to learn. Lastly, the lecturers' personalities have good and bad effects on students' motivation to learn.

It is worth noting that these research findings—that teachers' and lecturers' personalities affect students' motivation—are interesting. No matter where you go or how advanced your students are, it is impossible to deny the impact of a teacher's

character on their students' desire to learn. This evidence may encourage EFL educators to reflect on how their character influences their students' drive to study. Teachers of English as a Foreign Language (TEFL) must examine their views more closely. Furthermore, the findings indicate that regulations should be drafted that encourage educators to place equal emphasis on hard and soft skills, such as positive personalities.

CONCLUSION

Students of MAN 1 Makassar City who study English have a positive assessment of the teachers' personalities, or some students agree with the ten ideal teacher personalities based on the completed questionnaire, such as caring/empathetic, patient, friendly, care, good teaching skills/ability, cheerful, creative, polite, sincere, and organized with the ideal personality of the teacher according to students' perception the most favored was friendly (Table 4.1).

The personalities of ideal English teachers who taught grades 1 to 3 students of MAN 1 Makassar made students motivated to learn English because the methods used were interesting and not monotonous. The (mean score table) showed that the students are generally at the motivated level (table 4.2). There is a significant correlation between teachers' personalities and students' motivation to learn English. This shows the impact of teachers' personalities on students' motivation to learn English.

The findings of this study serve as a guide for educators and researchers who wish to continue investigating how personality and attitude can influence the performance of teachers and students in the classroom concerning many areas of education. Despite its shortcomings, this research makes significant contributions to the increasing body of literature on the personalities, attitudes, and teaching abilities of successful English instructors.

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