

A Quantitative Study On Teacher's Personality Effect Towards Students' Learning Motivation

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Abstract. *This study aims to understand the degree of correlation between teacher character and student learning motivation in the teaching and learning process of first year students at SMP Negeri 3 Terara. The sample of this study is that of all students of the SMP Tererara, a total of 60 students, and is divided into two groups: 30 students 1a and 30 students 1b. In this study, researchers used non-test technology by using a questionnaire-related instrument to collect data to express data about teachers' characteristics in the teaching process towards the motivation of students to learn. The analysis results showed that the maximum score was 46, the minimum score was 6, the average score was 23 and the standard deviation was 10.46, and 15 students received scores between 24-29. Based on the analysis of the teacher's character and the motivation of the students, r-count was found at 0.337 and the significant rank of 5% (5%) at 30, it was found at 0.361. The results of the teacher's hypothesis character showed that there was no correlation between the teacher's personality and the teaching of students.*

Keywords: *Teacher's Personality, Students' Learning Motivation, EFL Students.*

Abstrak. Penelitian ini bertujuan untuk mengetahui tingkat korelasi antara karakter guru dan motivasi belajar siswa dalam proses belajar mengajar siswa tahun pertama di SMP Negeri 3 Terara. Sampel dari penelitian ini adalah seluruh siswa SMP Negeri 3 Terara yang berjumlah 60 siswa, dan dibagi menjadi dua kelompok yaitu 30 siswa kelas 1a dan 30 siswa kelas 1b. Dalam penelitian ini, peneliti menggunakan teknik non-tes dengan menggunakan instrumen berupa kuesioner untuk mengumpulkan data yang bertujuan untuk mengungkap data tentang karakteristik guru dalam proses mengajar terhadap motivasi belajar siswa. Hasil analisis menunjukkan bahwa skor maksimum adalah 46, skor minimum 6, skor rata-rata 23 dan standar deviasi 10,46, dan 15 siswa menerima skor antara 24-29. Berdasarkan analisis karakter guru dan motivasi siswa, r-hitung ditemukan sebesar 0,337 dan taraf signifikan 5% (5%) pada 30, ditemukan sebesar 0,361. Hasil hipotesis karakter guru menunjukkan bahwa tidak ada korelasi antara kepribadian guru dengan pengajaran siswa.

Kata kunci: Karakter Guru, Motivasi Belajar Siswa, Siswa EFL.

INTRODUCTION

Teacher as one of the mainly elements in the learning and teaching processes has multifunction, the teacher is not only means to transfer the knowledge to the students but also means to guide the students in learning. It means that the teacher has a complex role and responsibility toward achievement of education aims, he / she is not only mastery the knowledge and a set of teaching preposition but also should has a good character in order to be guided by students. The character is influenced factor toward a teacher successful. Education National Standard (in Mulyasa, 2007: 117) stated that: Character is a good individual ability, stable, adult, wise, be a guider by the students' and also good behavior. Character will decide what he / she will be an educator and a good guider to the students, or he / she will be a destroyer to the future of the students.

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Teacher should be able to create a situation that develops the students in learning and also to grow the learning motivation of students. Rogers (in Dimiyati, Mudjiono, 2006: 17) stated that: (1) The teacher giving a believe ness in order to learn regularly, (2) The teacher and students make a learning contract, (3) The teacher applies discovery learning, (4) The teacher as a motivator and guider learning toward the students.

Based on above description, the teacher character has strongly influenced toward motivation of students even positive or not. It means that a positive character that appeared by the teacher will motivate the students in teaching. In fact, many appearances of the teacher do not motivate the students in learning at all. As the examples, the teacher often come to the class late, using an unavailable method, unsystematically material, impolite, even he/she does not give opportunity to the students in expressing their ideas, so they are not interest to learn the lesson, briefly the motivation of students are very low, a low motivation of students are determined by some factors are skip class, come late, do not do the homework, irregularly learning and showing unusual attitude such as in obey, and many else.

Finally, considering the above phenomena belong to seriously problem in education institution that should attempt to analyze the problems of "The correlation between teacher character with the students' learning motivation in teaching process. This study is aimed at knowing the level degree of the correlation between the character of teacher with students' learning motivation in teaching and learning process of the first-year students' at SMP Negeri 3 Terara.

LITERATURE REVIEW

In general, teaching and learning process is the main process in the education institution, the process consists of integral activity between the students who learn and the teacher who teach. In this case, it corresponds to a teaching process of interaction between teacher and students, Freire (In Mulyasa, 2007: 76) notes that: Teaching and learning process defined as a correlation between teacher and students in all levels identically by telling character.

Teachers with strong communication and interpersonal skills are able to effectively connect with their students. They listen actively, provide constructive feedback, and foster positive relationships with their students (Stronge, 2007). This enables them to create a supportive and nurturing learning environment where students feel comfortable asking questions and seeking help.

Effective teachers possess a deep understanding of the subject matter they teach. They have a strong knowledge base and are able to convey complex concepts in a clear and concise

manner (Stronge, 2007). This expertise allows them to provide accurate and relevant information to their students, fostering a deeper understanding of the subject.

Thus, a feedback interaction between teacher and students has wide meaning, the interaction is not only between teacher and the students and also education interaction, where both of them act actively to achieve information or the material in order to get meaningful from each action. The teacher tries to create a conducive condition in order to make a learning experience of students (Brauch et al., 2013).

Meanwhile, traditionally learning can be defined as in creating and collecting a view of knowledge (Zainal Aqib, 2002: 42). On the other hand, Hilgard in Zainal Arib, 2002: 43) in this book "Theories of learning" stated that: "Learning is the process by which an activity originates or is changed through training procedures (whether in the laboratory or in the natural environment) as distinguished from changes by factors not attributable to training".

In this case, a person who learns will have a change in behavior than before. So, learning is not only about transferring the knowledge but the important one is about the students' behavior. Then, modern education expert stated that learning is a form of a change in someone that is feared by a new behavior act as the effect of experience and training (Higbee et al., 2020).

The relevance of this study in other investigations is the investigation which is taken by M. Yasin Yasri (2004) entitled "the study correlation between teachers' competence and the achievement of the students influence the achievement of the students in the learning and teaching process at MTs Hizbul Wathan NW Semaya." The problems of his research are to what extent is the teacher's competence influence the achievement of the students in the learning and teaching process at MTs Hizbul Wathan NW Semaya and to what extent is the achievement of the students in learning and teaching process of the first-year students at MTs Hizbul Wathan NW Semaya?

In illustrating the theoretical framework, the researcher starts to think based on the assumption in teaching and learning process, especially in English, many problems and activities faced by the students and students. The success of the students in learning English is mostly determined by both teachers and students. The English teacher should master some methods and techniques how to present the materials. He must also be a qualified person, such as dedication, patience, and love. Lacking of these factors may be eliminated the possibility of success in the English teaching (Kay & Kibble, 2016).

In other instances, the students often get fail in their English learning. Because of many factors such as confuse or uninterested in teaching and learning situation. Based on the

condition, English teacher should be able to overcome the teaching and learning problems, especially teaching and learning process one way, a teacher instructs in variation techniques, strategies and their behavior especially their character to make the students interests to them in the teaching and learning process. Hopefully, the students would be attractive in English to receive the subjects or information and avoid understanding. Therefore, the researcher thinks in the teaching and learning process will be better to improve their ability.

RESEARCH METHODS

This study is quantitative research. Here, the technique use in this investigation is descriptive technique. In collecting the data in this investigation, the researcher used the non-test technique by using the instrument of collecting the data which is belong to questionnaire to express the data about the teacher's character in teaching learning process towards students' learning motivation. To conduct the study, the researcher prepared the instruments, try-out of the test and give the test to the samples and finally 3, and analyzing the data. The sample of this study is all of the first students of *SMP Negeri 3 Terara* comprising 60 students in total and falls into two groups: 30 students of 1a and 30 students of 1b. The instrument used to collect the data is questioner which is organized and developed by the researcher himself. The first instrument is about the teachers' character in teaching and learning process and the second is about the students' learning motivation.

RESULTS AND DISCUSSION

This chapter presents the description of the data, the teacher's character, students' motivation in teaching and learning process, correlation between teacher's character and students' motivation in teaching and learning process, hypothesis testing and discussion.

Based on the data gained, the lowest score for character of the teacher was 46 the highest score was 6. While, the character of teacher and the students' motivation in teaching and learning process was categories as. Furthermore, mean score which is obtained in this investigation for teacher's character a was 23 While, in students' motivation the mean score was 18. After consulting with the above standard categories, for character of teacher and students' motivation were includes high. The calculation of mean score and standard deviation can be seen on the table bellow:

Table 1. The Calculation of Mean Score and Standard Deviation.

Variable	N	Mean	SD	Min	Max
Teacher's character	30	23	10.46	6	46
Students' motivation	30	17.95	5.29	7	25

Source: Researcher's Analysis (2022)

Teacher's Character

The first research question proposed in the statement of the problem was to what extent is the level of the correlation between the character of teacher with students' learning motivation in teaching and learning process of the first-year students' at SMP Negeri 3 Terara? To answer the question and to achieve the objectives of the study, the result of the analysis was presented in appendix 03 The result of the analysis tells us that maximum score was 46, whereas the minimum score was 6. the mean score was 23 and the standard deviation was 10.46.

Based on the result above, it is indicated that the teacher' character of the first-year students' at SMP Negeri 3 Terara was average influence.

The Students' Motivation in Teaching Learning Process

The second search question proposed in the statement of the problem was to what extent is the level of the correlation between the character of teacher with students' learning motivation in teaching and learning process of the first-year students' at SMP Negeri 3 Terara? To answer the question and to achieve the objectives of the study, the result of the analysis was presented in appendix 02 the result of the analysis tells us that the maximum score was 46 and the minimum score was 6, while the mean score was 23 and standard deviation was 10.46 there were 15 students got score between 24-29. It is indicated that the students' motivation in teaching learning process of the first-year students' at SMP Negeri 3 Terara was strong influence.

Correlation Between Teacher's Character and Students' Motivation in Teaching and Learning Process

The result of the correlation computation showed that there was no correlation between teacher's character and the students' motivation in teaching learning process. The score obtained from the data analysis or $r_o = 0,337$, the core refers that the correlation was weak. The correlation was weak because the score was interpreted to the scores with the degree of significant level of five percent (5%) based on the number ($n=30$) in the r-table (r_t) was found 0,361. So that, it could be concluded that there was no significant correlation between teacher's character and students' motivation in teaching and learning process.

Hypothesis Testing

Based on the result analysis of teacher's character and the students' motivation, it was found that r-count was 0,337 and r-table in the degree of significant rank of five percent (5%) with the number was 30, it was found 0,361.

This character indicated that r-test was lower than r-table. It means that, the tasted hypothesis (Ho) was accepted and the alternative hypothesis (Ha) was rejected. It's mean that "there is no correlation between teacher's character and students' motivation in teaching and learning process of the first-year students' at SMP Negeri 3 Terara.

Discussion

The data found indicated that the students' motivation in teaching learning process of the first-year students' at SMP Negeri 3 Terara was average category. It could be seen from the sum of standard categories. It was indicated that the students who got the score in the range 6-11, they were 10 students, while the mean score of their motivation in teaching and learning process 23 and the standard deviation was 10. While teachers' character of SMPN 3 Terara was average category to. It could be seen from the number of students who got the score in the range of 24-29, they were 15 students. Thus, the means core of teacher' character was 23 and the standard deviation was 10.46.

The result of the hypothesis character of the teacher, it indicated that there is no correlation between teacher's character and students' motivation in teaching and learning process of the first-year students' at SMP Negeri 3 Terara. The correlation of the two variables indicated that weak correlation. It could be proved from the result of the computation. The r-test was lower than r-table. It was indicated that null hypothesis (Ho) accepted and alternative hypothesis (Ha) was rejected.

CONCLUSION

This study was designed to determine the effect of teacher's character towards students' learning motivation in SMP 3 Terara and the it concluded that; a) teacher's character was on strong enough it's based on calculating into the standard category, b) students' motivation in teaching and learning process of the first-year students was on high influence, and c) there is no correlation between teacher's character and students' motivation in teaching and learning. It was found out that the value of correlation was 0,337 which means that the correlation was weak. Based on the conclusion above, it was clear that the first-year students at SMP Negeri 3 Terara have strong influence categories in motivation in teaching and learning process.

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