



THE INFLUENCE OF TEACHER PERSONALITY ON STUDENTS' INTEREST IN ENGLISH CLASS AT SMK TEKNOLOGI INDUSTRI MAKASSAR

(Pengaruh Kepribadian Guru Terhadap Minat Bahasa Inggris di SMK Teknologi Industri Makassar)

Nisma Widya Rasyid, Iskandar, Sahril
Universitas Negeri makassar, Sulawesi Selatan
Email: nismawidyarasyid@gmail.com

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Abstract

Receiving a good quality of education is an important cornerstone in the life of every individual. It is imperative that students have the tools they need to be successful—which include interest and engagement. A Strong and positive teacher and students' interaction heavily depends on teacher personalities. The research intends to find out what personality that the teachers' belong to base on big five personality theory. This research also explored the impact of teacher personality on students' interest more heavily. Besides, the researcher also aims to find out which types of the big five personalities, i.e., extraversion, agreeableness, openness, conscientiousness and neuroticism, that actually affect students' interest. This research was conducted at SMK Teknologi Industri Makasar. The sample was taken from one of English teacher called Mrs. HT and 60 students of her. Based on the result of findings and interpretation, it is found that the result of pearson calculated in teacher personality and students' interest was 0.000 this value showed that the positive correlation between teacher personality and students' interest in learning English. In fact, based on interpretation, H_1 is accepted. It showed that teacher personality and students' interest were significantly correlated. Furthermore, based on the regression analysis found out that the teacher personality gives contributed as much 0.359% or 35% to students' interest. The last, the researcher found that the most influence personality to students interest is agreeableness and openness personality.

Keywords: teachers' personality, interest

Abstrak

Untuk mendapatkan kualitas pendidikan yang baik merupakan landasan penting dalam kehidupan setiap individu. Sangat penting bahwa siswa memiliki alat yang mereka butuhkan untuk menjadi sukses—yang mencakup minat dan keterlibatan. Interaksi guru dan siswa yang kuat dan positif sangat bergantung pada kepribadian guru. Penelitian ini bertujuan untuk mengetahui kepribadian apa yang dimiliki guru berdasarkan teori kepribadian lima besar. Penelitian ini juga lebih banyak mengeksplorasi dampak kepribadian guru terhadap minat siswa. Selain itu, peneliti juga bertujuan untuk mengetahui tipe kepribadian lima besar, yaitu extraversion, agreeableness, openness, conscientiousness dan neuroticism, yang benar-benar mempengaruhi minat siswa. Penelitian ini dilakukan di SMK Teknologi Industri Makasar. Sampel diambil dari salah satu guru bahasa Inggris bernama Bu HT dan 60 siswanya. Berdasarkan hasil temuan dan interpretasi didapatkan hasil perhitungan pearson dalam kepribadian guru dan minat siswa adalah 0,000 nilai ini menunjukkan bahwa ada hubungan positif antara kepribadian guru dengan minat belajar bahasa Inggris siswa. Padahal, berdasarkan interpretasi, H_1 diterima. Hal ini menunjukkan bahwa kepribadian guru dan minat siswa berkorelasi secara signifikan. Selanjutnya berdasarkan analisis regresi diketahui bahwa kepribadian guru memberikan kontribusi sebesar 0,359% atau 35% terhadap minat siswa. Terakhir, peneliti menemukan bahwa kepribadian yang paling berpengaruh terhadap minat siswa adalah kepribadian agreeableness dan openness.

Kata kunci: personal guru, minat

INTRODUCTION

Teachers spend an incredible amount of time with their students over the course of the year, it is a teacher's responsibility to foster an inclination for learning. The relationship between teachers and students can have a lasting effect on the students' development. Teachers with strong bonds with their students are more effective in their teaching roles. In addition to lowering levels of behavioral problems, teachers with strong classroom bonds are also able to achieve higher levels of academic success among students. Yet, when students are interested in an academic topic, they are more likely to go to class, pay attention, become engaged, take more courses, as well as process information effectively and ultimately perform well (Hidi & Harackiewicz, 2000).

According to Harackiewicz et al., (2016), he described that interest is a powerful motivational process that energizes learning, guides academic and career trajectories, and is essential to academic success. Interest is both a psychological state of attention and affect toward a particular object or topic, and an enduring predisposition to reengage over time. Integrating these two definitions, the four-phase model of interest development guides interventions that promote interest and capitalize on existing interests.

In addition, Slameto (2010) states interest is persisting tendency to pay attention to and enjoy some activity and content. Students who have an interest will pay attention and feel enjoy to something and get satisfaction from that. Interest will rise if get a stimulus from the outside and feel pleasure trough something. This feels arising from the environment or from the object of interest. It can be seen, if a teacher want to success in doing teaching and learning activities should be able to provide stimulus to the students, so that they are interested in participating in the learning process.

According Slameto (2010: 180) the concept of interest is categorized into several indicators that determine one's interest in something. First is enjoyment, understood as positive impression due to positive stimuli, or otherwise feeling of satisfaction, is an indispensable element of a balanced life. If a student has an enjoyment about particular lesson then there will be no sense of learning. The second is student engagement which refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.

The third is existence of attention which is the concentration or activity of one's soul towards observation, understanding, and so on to the exclusion of others. The last is students' participation where students can show their skill in every discussion based on their ideas. They are not only listen to the teacher but must create the ideas through activity. The students will active in any discussion, asking a questions about the material and participate in answering a questions from the teacher.

The interest of students in learning became a task for every teacher, and can be influenced by the personality of the teacher. When teachers build positive relationships with students, the classroom becomes a safe learning-friendly environment where students feel more confident taking risks and pushing their intellect to higher levels. Knowing how students think and what they like also give teachers a chance to individualize instruction and build the most meaningful curriculum for them. Then teachers can use that knowledge to find ways to help students understand the material. Students who perceive their teachers as more supportive have better achievement outcomes (Boynton & Boynton, 2005).

Markley (2004) adduced that good and qualified teachers are essential for efficient functioning of educational systems and for

enhancing the quality of learning. Learning with interest would be better than learning without interest. Interest is a tendency to seek out and participate in any learning activities. In everyday life the words of the interest and attention cannot be distinguished in fact. The attention and interest do have a close relationship which can be influence by the teacher personality.

Personality comes from the Latin word "persona", which refers to a theatrical mask, worn by performers in order to either project different roles or disguise their identities. According to Paunonen & Ashton (2001), the Big Five personality dimensions of neuroticism, extroversion, agreeableness, openness to experience and conscientious have been studied extensively and have been associated with a variety of work, attitude and behavior.

According to Harris & Fleming (2005), the Five Factor Model has enjoyed widespread popularity in the field. Neuroticism indicates the individual tendency over emotional stability, including anxiety, jealousy, fear, insecurity etc. it also includes the level of difficulty an individual face while coping with threats and stress. Extraversion tells about how much the individual is social, enthusiastic and talkative while meeting with other people. Openness to experience refers to the individual degree of active imagination (fantasy), intellectual curiosity, preference for variety etc., Agreeableness tells about the individual behavior towards other whether he/she is helpful, friendly, cooperative, and tactful. Conscientiousness is the personality trait which tells about how much the individual is achievement oriented, careful and organized. Evidence shows that personality and motivation both.

Markley (2004) adduced that good and qualified teachers are essential for efficient functioning of educational systems and for enhancing the quality of learning. A prior study by Rockoff (2004) supported this notion that a good teacher does actions to

play his part in the classroom and requires effective and efficient competency in teaching EFL. Teachers also have a fundamental role in their learners' academic achievement, and their quality can highly influence the students' outcomes, (Rockoff, 2004).

There are many theories that highlight the conception of each personality which might affect student's achievement and interest. For instance, Rushton (2007) found that cross-culture comparison of teacher personalities between other countries revealed further insight as to what characteristics better support the education of the future generation. Rushton mentioned that teacher who had a specific teaching skills and strategies as well as their interactions with students to better inform the profession as to the specific traits that made them effective teachers. This study shares the same viewpoint as the present study, when a teacher has good teaching skills with a good teacher-student interaction will give a significant impact on students' interest. However, in the present study, the teacher comes from the same background culture. In addition, the present stud highlights teacher personalities in their impact on student' interest.

Focused on the context, the researchers classified the research questions as follows:

1. Find out what types of personality demonstrated by the English teacher at SMK Teknologi Industri Makassar.
2. Find out the students interest in learning English based on teacher personality.
3. Find out the influence of teacher personality on students' interest in the English Class at SMK Teknologi Industri Makassar

RESEARCH METHOD

This study used non experimental design in form Ex Post Facto as a research design used used quantitative method to gain the data. The researcher chose Mrs. HT as the sample by purposive sampling because she has been rewarded as a best teacher for two periods and also the oldest English teacher. Therefore to select the students sample, the researcher selected 60 sample from a population of around 192 students who are taught by Mrs. HT.

There were two kinds of questionnaire which have distributed, a big five personality questionnaire which filled by the teacher and the students as their perception about their teacher personality. The second questionnaire is questionnaire of students' interest. Questionnaire of big five personality consist of a series of statement about personality which consist of 40 statements. Here the researcher will use a questionnaire based on big five personality theory which published by John, O. P., & Srivastava, S. (1999).

Table 1 : Blue Print Big – Five Inventory

No.	Indicator of Personality	Number of positive question	Number of negative question
1	Extraversion Gregariousness (sociable) Assertiveness (forceful) Activity (energetic) Excitement-seeking (adventurous) Positive emotions (enthusiastic) Warmth (Outgoing)	1. I am a talkative person in the class. 5. I can make my students enthusiastic in my class. 9. I am assertive through the students. 13. I am outgoing and sociable to my students.	17. I am reserved. 21. I don't enjoy the teaching process. 25. I am sometimes shy in my class. 29. I tend to be quiet in learning process.

2	Agreeableness Trust (Forgiving) Altruism (warm) Compliance (not stubborn) Modesty (not show-off) Tender-mindedness (sympathetic)	2. I am helpful and unselfish with others. 6. I forgive my students' mistakes. 10. I like to help my students if they don't understand the materials. 14. I am considerate and kind to my students.	18. I tend to find the fault of my students. 22. I sometimes start a quarrel with others. 26. I don't like to talk with students or other teachers. 30. I am sometimes rude to the students.
3	Conscientiousness Competence (efficient) Order (Organized) Dutifulness (not careless) Achievement striving (thorough) Self-discipline (not lazy) Deliberation (not self-confident)	31. I do my job thoroughly. 34. I am a reliable worker. 37. I prepare the material before teaching the class. 40. I make lesson plans and follow through with them accordingly.	3. I sometimes don't prepare my class. 7. I sometimes don't make a lesson plan. 16. I tend to be lazy to prepare learning media. 35. I am easily distracted during learning process.
4	Neuroticism Anxiety (tense) Angry hostility (irritable) Depression (not contented)	39. I get nervous easily. 36. I sometimes worry about my students' achievement. 27. I can be tense if the students got	11. I never yell to my student. 20. I have a stable emotion, not easily get upset. 15. I remain calm in tense situations

	Self-Consciousness (shy) Impulsiveness (moody) Vulnerability (not self-confident)	a low score. 23. I am sometimes depressed through the students mistakes	8. I can relax if my students don't follow my instruction.
5	Openness Ideas (curious) Fantasy (imaginative) Aesthetics (artistic) Action (wide interest) Feelings (excitable) Values (unconventional)	4. I like to use a new method in teaching process. 12. I am curious about new media to support my teaching process. 28. I like to design my teaching method. 19. I prefer work that is routine.	28. I use a conventional method in teaching. 32. I prefer work that is routine. 33. I have few artistic interests for Love and Compassion to my 24. I prefer work that is routine.

The researcher analyzed questionnaires with Likert scale from very inaccurate to very accurate. According to Sugiyono, Likert scale is used to measure attitudes, opinions, and perceptions of a person or groups of people about social phenomena.

Table 2 : Likert Scale Score

	<i>Favorable (F)</i>	<i>Unfavorable (UF)</i>
Strongly Disagree	1	5
Disagree	2	4
Neutral	3	3
Agree	4	2
Strongly Agree	5	1

(Gay-et al 2010)

Then, the data obtained from the questionnaires analyzed by using the percentage formula:

Where :

$$P = \frac{F}{N} \times 100\%$$

P = Rate percentage

F = Frequency of the correct answer

N = Total number of the students

(Sudjana, 2015:28)

The researcher calculated the mean score, standard deviation, and significant difference, both experimental and control group used SPSS22.0 application. To find out the correlation between teacher personality and students interest, the researcher adopted Pearson Rank Correlation. The researcher used Regression analysis as the next step up after correlation. Regression analysis is a set of statistical methods used for the estimation of relationships between a dependent variable and one or more independent variables.

RESULTS AND DISCUSSION

The English Teacher Personality based on Big Five Personality

Mrs. HT is the English teacher who has been achieve as the best teacher of the year for two times. Mrs. HT also the longest English teacher and has willingness to contribute to this research. The result of the questionnaire is presented in the tables.

Table 4.1 Extraversion Personality

Indicator of Extraversion	Statement of the questionnaire	HT
Gregariousness (sociable)	I am a talkative person in the class.	70%
	I can make	

Assertiveness (forceful) Activity (energetic) Excitement-seeking(adventurous) Positive emotions (enthusiastic) Warmth (Outgoing)	my students enthusiastic in my class.
	I am assertive through the students.
	I am outgoing and sociable to my students.
	I am reserved.
	I don't enjoy the teaching process.
	I am sometimes shy in my class.
	I tend to be quiet in learning process.

The conclusion of this findings about Mrs. HT personalities are the students looked that the most prominent personality of their teacher in sequence are agreeableness, extraversion and conscientiousness, then followed with openness and the last was neuroticism.

This finding conclude that the dominant character of Mrs. HT is Agreeableness, where agreeableness noticed by Graziano, Jensen-Campbell, & Hair (1996) that individuals who are high in agreeable may generate more positive attributions to other provocative behavior. This can be assume that agreeableness personality have positive impact.

Having a supported personality in teaching process is important because it's need by the students. This seems to correspond with the findings about essential teacher qualities expected by students Ni (2015), that there was a positive influence or significance, with a high category among teachers' personality competence towards

Table 4.2 Openness Personality

Indicator of Conscientiousness	Statement of the questionnaire
Ideas (curious) Fantasy (imaginative) Aesthetics (artistic) Action (wide interest) Feelings (excitable) Values (unconventional)	I like to use a new method in teaching process.
	I am curious about new media to support my teaching process.
	I like to design my teaching method.
	I prefer work that is routine.
	I use a conventional method in teaching.
	I prefer work that is routine.
	I have few artistic interests for Love and Compassion to my students.
I prefer work that is routine.	

students' learning interest in civic education subject. This finding also relevant with a prior study by Rockoff (2004) that a good teacher does actions to play his part in the classroom and requires effective and efficient competency in teaching EFL. Teachers also have a fundamental role in their learners' academic achievement, and their quality can highly influence the students' outcomes.

Students interest in learning English

After found the analysis those data, the researcher continued to find a data about the students' interest in learning processes.

Table 4.6 Students' interest in learning English

N	Variable	Ver	Good	Fair	Poor	Very Poor	Total
0		y	d	r	o	o	

1	Enjoyment	11	40	9	-	-	60
2	Engagement	16	36	8			60
3	Attention	17	38	5			60
4	Active learning	13	44	3			60
	Total score	24%	65%	11%			100%

The second data is students' interest in learning English. Here were four elements which organized the interest of the students. They are enjoyment, engagement, attention, and active learning. The researcher calculated the questionnaire of students' interest and found a data that teacher personality made 23 % students have a very good interest in learning, 66% students have good interest in learning English, 11% have fair interest in learning English and there are no students have poor and very poor interest in learning English.

This findings conclude that students in SMK Teknologi Industri Makassar have a good interesting in learning English. Students with good interesting are important to the influence of learning process. This supported with the concept of Mangal (2007) that interest is the central force that drives the whole machinery of the teaching learning process.

The influence of teacher personalities toward students' interest in learning English

To find out the influence of teacher personality on students' interest, the researcher chose Mrs. HT as the object of this analysis based on several reasons. The 60 students filled a questionnaire about Mrs. HT personality. The result of the

questionnaire is presented in the table 4.1 about Mrs. HT personalities.

Table 4.7 Correlational Test Teacher Personalities Element on Students' Interest

Element	Correlational Coefficient	Sig.
Extraversion	.573**	.000
Agreeableness	.452**	.000
Conscientiousness	.508**	.000
Neuroticism	-.074	.577
Openness	.339**	.008

Hypothesis 1 :

H1 : Extraversion personality influences students' interest in learning English.

H2 : Agreeableness personality influences students' interest in learning English.

H3 : Conscientiousness personality influences students' interest in learning English.

H4 : Neuroticism personality not influences students' interest in learning English.

H5 : Openness personality influences students' interest in learning English.

Criteria

Hyphothesis is accepted if p value (<0.05)

Based on the data above, the gain of significant is 0.00 which is less from 0,05 that can be found in appendix. From this result, it can be concluded that extraversion, agreeableness, conscientiousness and openness is influence students' interest, while neuroticism personality is not influence students' interest.

The result showed in R square

column extraversion element is 0.329 (0.329x100%) or 33%, in agreeableness is 0.230 (0.230x100%) or 23%, in conscientiousness is 0.283 (0.283x100%) or 28%, in neuroticism is 0.004 (0.004x100%) or 0.04% and the last is openness is 0.101 (0.101x100%) or 10%. The complete can be seen in table below:

Table 4.8 Regression analysis of Teacher Personalities Element on Students' Interest

Element	R	R Square
Extraversion	.573	.329
Agreeableness	.480	.230
Conscientiousness	.532	.283
Neuroticism	.064	.004
Openness	.318	.101

The researcher further analyzed all dimension of teacher personality to find the impact on students' interest using regression analysis and found that R square is .359 (0.359 x 100%) means that 35% of students interest was influence by teacher personality. teacher interactions with students in the context of English learning (Gibbons, 2003). This shows that if English teachers are passionate about their students' learning and well-being (i.e., active participants) they are able to produce students who are proficient in English. This finding also seems to correspond with the findings of Ashari (2017) about Competence personality include personality that is constant, stable, wise, and mature, a role model for students, and a noble character.

This several findings of the present study can guide educators and further researchers their personality and attitude in their performance in learning process. These findings about the impact of personality and attitude differences help teachers to maximize the learning process's quality. The more suitable personality belong by the teachers, the better interest will growth in students learning process. The students'

interest in learning will guide the students to gained higher achievement.

Based on the research findings, this study gives the following implications and some ideas to EFL teachers. The findings of this study suggested that teachers' personality had significant contributions to students' interest in learning English. The findings of this study contribute teachers. (a) Being sociable, gregarious, talkative, assertive, adventurous, active, energetic and ambitious to the students (b) Being helpful trusting, warm, close and communicative to the students,(c) Being responsible and hardworking to serve a meaningful learning process to the students, (d) Being calm and even-tempered about the students' achievement , and (e) Being curious, challenging and interesting for new media or method to use in learning process.

CLOSING

Based on the result of findings and interpretation, it is found that the result of Spearman rank calculated in teacher personality and students' interest was 0.000 this value showed that the positive correlation between teacher personality and students' interest in learning English. In fact, based on interpretation, H₁ is accepted. It showed that teacher personality and students' interest were significantly correlated. Furthermore, based on the regression analysis found out that the teacher personality gives contributed as much 0.359% or 35% to students' interest.

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