

English teacher personality and professionalism on tenth-grade student motivation at vocational schools

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Abstract

This study aims to explore three main objectives: to assess the personality of English teachers involved in teaching and learning activities for tenth-grade students at vocational school in Pasuruan, East Java, to evaluate the professionalism of these teachers, and to measure the motivation of the students in the same context. The study focuses on all tenth-grade students at vocational school in Pasuruan, comprising 109 students across four classes. A quantitative descriptive method was employed to collect data using questionnaires. The instruments included a 26-item Teacher Personality Questionnaire and a 20-item Teacher Professionalism Questionnaire, both serving as independent variables, and a 26-item Student Motivation Questionnaire as the dependent variable. Multiple regression analysis was performed using SPSS Windows 25.0 to determine the influence of teacher personality and professionalism on student learning motivation. The results revealed that teacher personality had a more significant impact on student motivation (61.77%) compared to teacher professionalism (35.76%). Together, English teacher personality and professionalism accounted for 66% of the variance in student motivation, with the remaining 34% attributed to other factors. The study concludes that both English teacher personality and professionalism significantly influence student learning motivation. It is recommended that teachers not only focus on teaching and educating but also enhance their roles as motivators and supporters to better address and understand student needs.

Keywords: Teacher Personality, Teacher Professionalism, Learning Motivation, Teaching and Learning Activities

INTRODUCTION

Education is a crucial aspect in developing human resources with faith, piety, and skills in science and technology. Simply put, education can be defined as human efforts to broaden perspectives and cultivate personality within a social and cultural environment. This lifelong process occurs not only within formal educational institutions (kindergarten, elementary, junior high, high school, and higher education) but also within the family and community. Consequently, education is a shared responsibility among family, community, and government. In essence, personality refers to the fundamental nature of an individual as reflected in their attitudes and actions, distinguishing them from others. McLeod defines personality as a characteristic trait that a person possesses. Related terms closely associated with personality include character and identity (Syah, 2011).

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According to psychological perspectives, personality fundamentally represents an arrangement or unity between mental aspects (such as thoughts and feelings) and behavioral aspects (such as actions). These aspects functionally interact within an individual, leading them to exhibit specific and consistent behaviors (Reber, 1988; Syah, 2011). Thus, personality can be understood as the set of characteristics, traits, or styles that an individual displays, distinguishing them from others. Furthermore, personality encompasses a person's psychological tendencies towards certain social behaviors, including feelings, thoughts, attitudes, and will. It is a significant factor influencing a teacher's success in developing human resources, and prospective teachers are expected to understand how their personality traits are crucial as role models for their students (Syah, 2011: 225). From this, it is clear that personality traits are complex psychophysical or spiritual-physical characteristics, evident in typical behaviors. Teachers, as individuals, also possess distinctive traits. Riduwan (2005) notes that the teacher's personality has a direct and cumulative influence on the lives and learning habits of students, including their knowledge, skills, ideals, attitudes, and perceptions of others. Furthermore, teachers who are preferred by students often exhibit traits such as being democratic, cooperative, kind, patient, fair, consistent, open, helpful, friendly, humorous, having diverse interests, mastering study materials, being flexible, and showing genuine interest in students.

Kusnandar (2007) suggests that the teaching profession is a specialized expertise and authority in the fields of education, teaching, and training pursued as a livelihood to meet life's needs. Being a teacher as a profession means that it is a job requiring competence (expertise and authority) in education and learning to perform effectively and efficiently. According to Uno (2007), the professional abilities of teachers include a set of skills necessary for fulfilling teaching duties, such as planning, implementing, and evaluating the learning system, as well as developing the learning system. Suyanto and Jihad (2013) argue that the term professional competence serves as an umbrella covering all other competencies, with mastery of teaching materials being more accurately referred to as expertise in the field of study. Riduwan (2005) differentiates between motive and motivation. Motive is the energy that drives individuals to act to achieve goals, whereas motivation is the condition created to stimulate or enhance motives. Riduwan (2005) explains that motive is the internal force that drives a person to undertake certain activities to achieve goals, while motivation is the activation of this driving force. Motivation can also be described as a series of efforts to create conditions that encourage a person to engage in specific activities.

Nur (2001) defines motivation as an internal process that can activate, guide, and sustain behavior over time. Djamarah (2011) describes motivation as a change in energy within a person characterized by affective responses aimed at achieving goals. From these definitions, it can be concluded that a motive is the effort that prompts someone to act, whereas motivation represents the drive or strength within individuals to exceed ordinary efforts in reaching specific goals. Lasmiati (2010: 27) defines learning motivation as the forces that encourage learning activities. According to Lasmiati (2010), learning motivation is the overall driving force in children, capable of generating enthusiasm for their learning. Thus, learning motivation is the internal drive or strength in students that directs their activities and learning efforts towards achieving their desired goals. The purpose of this study is to understand how the personality and professionalism of English teachers influence student motivation in a vocational setting. This research sheds light on effective

teaching practices by emphasizing how teacher qualities impact student engagement and motivation. The findings indicate that improving teacher personality and professionalism can greatly boost student motivation. This has practical implications for developing teacher training programs and educational practices, helping create a more engaging and supportive learning environment.

Teaching and Learning Process

The teaching and learning process are fundamentally an integrated activity where teachers and students engage in reciprocal interactions within educational settings. According to Shah (2011), teaching-learning process involves a dynamic relationship between teachers and students in instructional environments, emphasizing the mutual exchange that characterizes effective teaching. Suryosubroto (2009) describes this process as a series of teacher-student actions based on mutual relationships aimed at achieving educational goals. Similarly, Ridwan (2005) highlights that interaction is central to teaching-learning process, involving a broad educational interaction where both teachers and students actively engage with the content to derive meaningful outcomes. Teachers are responsible for creating conducive learning conditions, directing resources, and employing diverse strategies, while students are expected to actively participate and strive for optimal learning outcomes.

According to the 2003 National Education System Law, Article 40, paragraph 2a, students engage in learning activities through interaction with teachers' instructional efforts. Modern teaching emphasizes not only reciprocal interaction but also multidirectional communication to foster a creative, dynamic, and dialogical educational atmosphere. This approach supports interactions not just between teachers and students, but also among students themselves. Teaching-learning process activities should be viewed as a system where students, as inputs, are motivated to learn through effective teaching. The desired outcome is to produce students who exhibit positive changes in their knowledge, attitudes, and skills, contributing to the development of quality human resources. Riduwan (2005) describes this process as a continuous, integrated sequence of activities characterized by the interaction of various components within teaching-learning process. Learning, according to Riduwan (2005), is an individual process leading to behavioral change through interaction with the environment. Teaching, on the other hand, involves organizing and guiding students to facilitate their learning experiences, as noted by Djamarah and Zain (2006). Effective teaching requires moral and professional commitment from teachers, whose success in education significantly impacts student outcomes.

Teachers in the Teaching and Learning Process

In the context of teaching-learning process, teachers play a critical role in facilitating and guiding the educational experience. Shah (2008) asserts that teachers hold authority in the field of education, with responsibilities extending beyond merely delivering knowledge. Teachers are tasked with imparting skills, attitudes, and values to students, aiming to foster their overall development. The roles of teachers in teaching-learning process are multifaceted: they act as learning leaders, facilitators, moderators, motivators, and evaluators. According to Hamzah (2009), teachers are responsible for planning, organizing, implementing, and overseeing learning policies. They facilitate learning by creating supportive environments, moderating student interactions, motivating students to engage in learning activities, and evaluating student performance comprehensively. This multifaceted role underscores the importance of

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teachers' qualities and competencies in enhancing the teaching and learning process, ultimately leading to the successful achievement of educational objectives.

The school organizes teaching and learning activities to achieve educational goals. The person responsible for teaching-learning process activities in the classroom is the teacher, as it is the teacher who directly facilitates an effective learning process for students. This underscores the importance of the teacher's presence in teaching-learning process. Additionally, the role of teachers in teaching-learning process is equally significant. The objectives and outcomes that teachers must achieve through teaching-learning process include fostering student learning activities. Through these activities, students are expected to improve their behavior in more advanced and positive directions. From the above explanation, it is evident that teachers in teaching-learning process have multiple roles. They are not only educators who transfer knowledge but also mentors who impart values and guide students in their learning process. Teachers are required to possess qualities that align with their duties and roles. According to Hamzah (2009), the position and roles of teachers in the learning process include:

1. Learning leaders, as teachers are responsible for planning, organizing, implementing, and overseeing student learning policies.
2. Learning facilitators, in the sense that teachers provide support to students in carrying out their learning activities through various forms of assistance.
3. Learning moderators, where the teacher regulates the flow of student learning activities and works with students to draw conclusions or solve problems based on discussed and proposed ideas.
4. Learning motivators, where teachers stimulate students to engage in learning activities, both individually and in groups, by creating conducive classroom conditions. Additionally, teachers act as evaluators, objectively assessing and monitoring both the learning process and outcomes achieved by students.

METHOD

This study employed a correlational research design to examine the relationships between teacher personality (X1), teacher professionalism (X2), and student learning motivation (Y) at vocational schools in Pasuruan. A stratified random sampling method was used to select 109 students from various classes, ensuring a representative sample. Data were collected through a structured questionnaire designed to measure teacher personality and professionalism based on indicators such as cognitive properties towards students and learning materials, communication skills, and classroom management. Student learning motivation was assessed using indicators like perseverance, interest, and academic achievement, all rated on a 5-point Likert scale. The data collection instrument utilized questionnaires, including a Teacher Personality Questionnaire with 26 items, a Teacher Professionalism Questionnaire with 20 items, and a Student Motivation Questionnaire with 26 items.

For data analysis, descriptive statistics were used to summarize and interpret the data. Measures such as means, standard deviations, and frequencies were calculated to provide an overview of the responses. This approach allowed for a detailed description of the levels of teacher personality, professionalism, and student motivation, but did not include inferential statistical techniques to examine the relationships between the variables. Moreover, to determine the influence of teacher personality and

professionalism on student learning motivation, multiple regression techniques were applied using the SPSS Windows 25.0 program.

RESULTS AND DISCUSSION

In assessing the descriptive variable of personality, the evaluation was based on five indicators: the teachers' cognitive properties toward students, their cognitive properties toward learning materials and models, their ability to communicate with students, and their capacity for empathy. Table 1 summarize these personality traits.

Table 1. Distribution of Personality Variable

Interval	Category	f	Percentage
84 - 104	Excellent	83	76%
63 - 83	Good	24	22%
42 - 62	Enough	2	2%
21 - 41	Low	0	0%
Total		109	100%

Based on Table 1, the assessment of English teacher personalities from 109 students reveals that 83 students (76%) rated their teachers' personalities as very good, 24 students (22%) rated them as good, and 2 students (2%) rated them as sufficient. No students rated their teachers' personalities as low. This indicates that the majority of teachers at vocational schools in Pasuruan are perceived to have very good personalities. The high ratings reflect the teachers' strong cognitive engagement with students, their effective approach to teaching materials and models, and their ability to communicate and empathize well with students.

Table 2. Professional variable distribution (X2)

Interval	Category	f	Percentage
65 - 80	Excellent	75	69%
49 - 64	Good	33	30%
33 - 48	Enough	1	1%
17 - 32	Low	0	0%
Total		109	100%

In the assessment of English teacher professionalism, seven indicators were used, including mastery of the material, the ability to initiate learning, questioning skills, variability in teaching methods, clarity and presentation of material, class management, and the ability to conclude lessons. According to Table 2, the feedback from 109 students shows that 75 students (69%) rated their teachers' professionalism as very good, 33 students (30%) rated it as good, and 1 student (1%) rated it as sufficient. No students rated their teachers' professionalism as low. This indicates that most teachers at vocational schools in Pasuruan are viewed as having a high level of professionalism. The high ratings suggest that teachers at vocational schools in Pasuruan are proficient in mastering the material, employing varied English teaching methods, and effectively communicating with students.

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Table 3. Distribution of variables Student Learning Motivation (Y)

Interval	Category	f	Percentage
84 - 104	Excellent	64	59%
63 - 83	Good	42	38%
42 - 62	Enough	3	3%
21 - 41	Low	0	0%
Sum		109	100%

In evaluating student learning motivation, five indicators were considered: perseverance in learning, resilience in facing challenges, interest and attention in learning, academic achievement, and overall learning outcomes. According to Table 3, feedback from 109 students shows that 64 students (59%) rated their learning motivation as very good, 42 students (38%) rated it as good, and 3 students (3%) rated it as sufficient. No students rated their learning motivation as poor. This indicates that the majority of students at vocational schools in Pasuruan exhibit a high level of learning motivation. The results suggest that students are notably engaged and persistent in their studies, demonstrate resilience in overcoming difficulties, and achieve well academically.

The partial regression analysis revealed that English teacher personality had a more substantial impact on student learning motivation than teacher professionalism. Specifically, teacher personality accounted for 61.77% of the variance in student motivation, while teacher professionalism explained 35.76%. This indicates that variations in student motivation were more significantly associated with the personality traits of the teachers.

Table 4. Influence of Teacher Personality and Professionalism on Student Motivation

Variable	R-Square (%)	Contribution to Student Motivation (%)
Teacher Personality	61.77	High
Teacher Professionalism	35.76	Moderate
Combined Influence	66.00	Significant

The simultaneous regression analysis demonstrated that the combined effect of English teacher personality and professionalism explained 66% of the variance in student motivation (Table 4). This result underscores the importance of both variables in enhancing student engagement and motivation. The remaining 34% of the variance was attributed to factors not included in the study, suggesting that other variables could also play a role in influencing student motivation.

DISCUSSION

Personality involves the traits and characteristics that shape how a person behaves and interacts with others. For teachers, a strong and positive personality is crucial because it influences their ability to motivate and engage students effectively. According to the study, 76% of students at vocational schools in Pasuruan rate their teachers' personalities as excellent. This high rating suggests that a teacher's personality plays a significant role in boosting student motivation and improving learning outcomes. Teachers with a positive and engaging personality can create a more stimulating learning environment that encourages students to be more involved in their studies.

However, the study's emphasis on the importance of teacher personality might overlook other critical factors that also influence student motivation. For example, the overall school environment, the resources available, and the

students' individual backgrounds all play essential roles in shaping how motivated students feel. The impact of a teacher's personality could vary depending on these external factors, meaning that the findings from vocational schools in Pasuruan might not be applicable to all educational settings. It would be beneficial to explore how these additional elements interact with teacher personality to gain a more comprehensive understanding of their combined effects on student motivation.

In addition to personality, teacher professionalism is another key factor affecting student motivation. Professionalism includes the skills and knowledge necessary for effective teaching, such as lesson planning, content delivery, and student assessment. The study found that 69% of students rate their teachers' professionalism as excellent, indicating that strong professional skills are important for fostering student motivation. Despite this, the study does not thoroughly investigate why the influence of professionalism on motivation appears to be less significant compared to personality. Professional skills may not be as immediately visible to students as personal traits, which could explain why they are rated differently. Comparing these findings with existing research on teacher professionalism could provide further insights into its role in student motivation. Professionalism might impact motivation more subtly, and its effects could be less direct than the immediate influence of a teacher's personality.

Learning motivation is a crucial aspect of student success and involves various factors, including personal interest, learning goals, and overall engagement with the learning process. The study shows that 59% of students at vocational schools in Pasuruan exhibit very high levels of motivation, which corresponds with the positive assessments of teacher personality and professionalism. However, the discussion could be expanded to explore specific factors at vocational schools in Pasuruan that contribute to this high level of motivation. For example, are there particular teaching methods or school policies that encourage students to stay motivated? The study's focus on a single school may limit the broader applicability of its findings. To gain a more detailed understanding, future research should consider how different variables, such as the classroom environment and student-teacher relationships, impact learning motivation in various educational contexts.

The study also highlights that both teacher personality and professionalism have a combined effect of 66% on student motivation, emphasizing the importance of both factors. However, it is crucial to examine why personality appears to have a stronger impact on motivation compared to professionalism. Exploring why personality is more influential could provide valuable insights into how these factors interact and affect student outcomes. Comparing these results with those from other studies might help determine if this trend is consistent across different educational settings. Additionally, identifying specific strategies or professional development opportunities that can enhance both personality and professionalism could offer practical implications for improving teaching practices and student motivation. While the study provides valuable insights into the role of teacher personality and professionalism in influencing student motivation, it also has some limitations. The findings highlight the importance of a positive teacher personality in boosting motivation but may not fully account for other contributing factors such as the school environment and student backgrounds. Similarly, while teacher professionalism is recognized as important, its impact on motivation may be less direct than that of personality. Future research should aim to

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explore how various factors, including teaching methods and classroom dynamics, interact with teacher characteristics to affect student motivation. By addressing these aspects, educators can develop a more comprehensive understanding of how to enhance student engagement and success in diverse educational contexts.

CONCLUSION

This study examined the influence of teacher personality and professional skills on student learning motivation at vocational schools in Pasuruan. It was found that teachers who demonstrate positive traits, such as effective communication, empathy, and a motivating attitude, significantly boost student motivation. Additionally, teachers with strong professional competencies, including in-depth knowledge and effective teaching methods, also enhance student engagement in learning activities. The research indicates that both teacher personality and professional skills are crucial in motivating students. Teachers who excel in these areas create a more stimulating learning environment, which in turn fosters greater student involvement and enthusiasm for learning. The results highlight the importance of focusing on these aspects to improve educational outcomes. For future improvements, it is recommended that vocational schools in Pasuruan continue to develop teachers' interpersonal skills and professional expertise. Enhancing these qualities can lead to a more dynamic and supportive learning atmosphere, benefiting overall student motivation. Future studies should explore a broader range of factors and involve larger samples to further validate these findings and provide deeper insights.

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Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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