

The Influence of Teacher Personality on Students English Learning Competencies

Uci Dwi Cahya*¹, Weni Astari¹, Wiwin Apriani¹, Evi Zulida²

¹Universitas Sains Cut Nyak Dhien, Langsa, Indonesia

²Universitas Samudra, Langsa, Indonesia

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*Corresponding author. E-mail: uciedwica88@gmail.com.

Abstract

English teacher's personality competency in improving students' English language skills at Unggul Cut Nyak Dhien High School, Langsa City, is quite good. However, although the teacher's personality is good, namely attitude and learning methods, it still needs to be improved in terms of using innovative learning media according to current developments because the teacher's attitude and personality greatly influence students' interest in learning. The method used in this research is descriptive qualitative. Data collection techniques use observation, interviews, and documentation, while data analysis uses Miles and Huberman's theory through data reduction, data presentation, and data conclusions. The research results found that the personality competence of English teachers is very good, thereby increasing students' competence in English; this can be seen through teacher discipline, good communication with students, fellow teachers, and the surrounding environment, and carrying out their duties as teachers well. The hope is that the results of this research can be used as a reading reference or increase knowledge.

Keywords: Competence; Personality; English Learning.

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1. INTRODUCTION

Education increases students' potential to become human beings who believe in and are devoted to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and democratic, and responsible citizens. Whether educational goals are achieved or not really depends on teachers, who play an important role in carrying out learning tasks in formal institutions (Arifin & Munir, 2024).

Learning is a process of interaction between teachers and students that is carried out in a planned and conscious manner and is carried out in the classroom to improve students' abilities (Cahya et al., 2023). To welcome society 5.0 in the world of education, it is hoped that all teachers will be able to become facilitators and motivators for their students to be able to compete with developments in the world of education by applying creativity, critical thinking, communication, and collaboration. This is following Law no. 23 of 2003 in Article 1, paragraph 1 concerning National Education Goals can be implemented smoothly and completely. Education is a conscious and planned effort to create an active learning atmosphere and process for students so that they can develop their potential, such as religious and spiritual strength, self-control, personality, intelligence, noble morals, and skills for themselves in society, Nation, and State. It is felt that religious education and character education need to be

applied to educate the younger generation not only at home, in the school environment, but also in the community (Sukatin et al., 2022).

The other way around learning is a series of activities that involve various components that interact with each other. The teacher must utilize these components in the activity process to achieve the planned goals (Latif & Sulistiawati, 2023).

The teacher is a profession in education that has ups and downs; teachers are considered sacred professions and proud. This was seen when a teacher proudly. However, this time, the teacher is allegedly marginalized as a profession. It is evident from the many generations that few aspire to be teachers because teachers do not have a large income, such as doctors, engineers, pilots, and so forth (Situmorang, 2019). Personality is an individual characteristic that differentiates one individual from another. The characteristics referred to as internal, in other words, related to emotions, feelings, and disposition, influence individual behavior. So far, teachers have not been aware of this. The personality they show in front of their students is very influential on the character development of the students themselves (Sutrisna & Artajaya, 2022). Teachers have a big responsibility for a sustainable learning process at school. Whether you realize it or not, aside from devices and everything related to teaching and the success of educational goals, the teacher's personality is something that really determines the success of learning (Huda, 2017).

A teacher must be able to become a student's learning partner and display a good personality, as well as be a role model for students (Sartina et al., 2023). Teachers are the pioneers in instilling discipline in learners. At least the teacher must first start applying discipline to himself to have a disciplined, wise, and authoritative personality (Animah et al., 2020). The teacher should have many abilities to push students to develop cognitive aptitude, interest, and emotion, which generates the perfect human after getting science on the bench school. Therefore, a teacher must be professional (Wakhidah et al., 2023).

Law of the Republic of Indonesia Number 20 of 2003, article 3 also explains efforts to instill good morals in the nation (Kurniawan et al., 2023). Teachers who have personality competencies such as maturity, independent, wise, stable, and authoritative able to overcome all problems/problems that will arise during the learning process are able to deal with them calmly, in a balanced and objective manner, and understand the actions of students by their mental development. This way, teaching completeness will be achieved following "Mastery Learning." Another purpose of thorough learning is to increase learning efficiency, interest in learning, and positive student attitudes toward the subject matter they are studying (Zulisyanto, 2018).

Law of the Republic of Indonesia Number 20 of 2003, article 3 also explains efforts to instill good morals in the nation (Muhtarom & Kurniasih, 2020). Teachers with personality competencies such as maturity, independence, wisdom, stability, and authority can overcome all problems/problems that will arise during the learning process. They can deal with them calmly, in a balanced and objective manner, and understand students' actions following their mental development. This way, teaching completeness will be achieved under "Mastery Learning." Another purpose of thorough learning is to increase learning efficiency, interest in learning, and positive student attitudes toward the subject matter they are studying (Zulisyanto, 2018).

Teachers' personal characteristics play an important role but must also be balanced with professional competence. The better the teacher's personality competence is, the better the learning objectives will be achieved, but vice versa (Afdal et al., 2023). Teacher personality competence greatly influences the formation of students' personalities in the future. Ego Involvement is excessive self-confidence in a person in relation to a task and responsibility for a behavior/action that expects an assessment from the surrounding environment, which can raise a person's honor and dignity.

The formation of the teacher's personality is not instant. Personality is formed through a long and continuous process. Through student development efforts, efforts can be made to establish teacher personality when they are still students. This is important because, at the level of reality, many events are of concern in the world of education, especially related to student delinquency and students who show significant escalation from year to year (Nuridin & Anwar, 2019).

In the world of education, included in the category of extrinsic motivation comes from outside the student because there is a stimulus from outside that can attract the student's body and soul. So that students can be interested and sometimes hypnotize them until they do what the teacher expects them to do without any coercion or punishment that hurts them. Anxiety is a negative emotional state characterized by foreboding and somatic feelings (Shalsadara & Sembiring, 2023).

Teachers have a crucial role in the learning process. They take responsibility for student progress and develop the competencies required. Competency refers to the qualifications that must be possessed by someone to carry out tasks, actions, and results that can be demonstrated (Nelwan et al., 2024).

Learning must begin by connecting students' perceptions and visions to be impressed by the teacher's initial activities. Students are provoked to see and be hypnotized by the interactions that the teacher carries out, and without realizing it, students follow what we instruct. In this way, the situation and conditions in the teaching and English learning process will be well coordinated because an emotional bond has been established between the teacher and students, which is generated through stimulus and response that occurs regularly. An emotional bond that is cultivated continuously will give birth to behavioral habits in the teaching and learning process. The method used in this research is descriptive qualitative. Data collection techniques use observation, interviews, and documentation, while data analysis uses the Miles and Huberman theory through data reduction, data presentation, and data conclusions.

Transforming education through the independent learning policy is one step toward realizing superior Indonesian human resources with a Pancasila Student Profile (Utami et al., 2023). Ideally, teachers in Indonesia have four competencies under the Teacher and Lecturer Law and the following regulations: pedagogical, professional, social, and personality competence (Ananda et al., 2024). For students in physics education study programs, English language skills are an additional advantage and an urgent need. However, they often face challenges learning English, especially since physics has technical terminology and complex concepts. Understanding scientific terms in English and expressing physics concepts requires strong language proficiency (Qamariah & Yuliani, 2024).

In the research conducted, a different method was used to determine students' English competency, namely by knowing the teacher's personality so that learning could be carried out with the expected goals.

2. RESEARCH METHOD

The research method used is a qualitative descriptive method. The data collection techniques were observation, interviews, and literature/documentation studies. Meanwhile, the selection of informants used a purposive sampling technique. In this research, researchers conducted in-depth interviews with Unggul Cut Nyak Dhien Langsa High School teachers. Through this interview, the researcher would know more deeply about the morals and discipline possessed by an English teacher through interviews, so they would know more in-depth things about the participants in interpreting situations and phenomena that occur that cannot be found through observation. Through observation, researchers learn about behavior and the meaning of that behavior. In conducting observations, researchers observed the course of the learning process at Unggul Cut Nyak Dhien Langsa High School using data collection techniques by conducting review studies of books, literature, notes, and reports related to the problem being solved. This technique is used to obtain written basics and opinions by studying various literature related to the studied problem. This is also done to obtain secondary data that would be used to compare theory and practice in the field. Secondary data using this method is obtained by browsing the internet, reading various literature, studying results from previous researchers, taking lecture notes, and reading other relevant sources.

3. FINDINGS AND DISCUSSION

If an emotional bond has occurred properly, there will be no fights between teachers and students or other irregularities because if students' emotional ties cannot be united with the teacher's perception, they can lose their sense of self-confidence (Ego-involvement) in individual figures who can be used as figures. The teacher must be able to make himself an ideal example for his students to create new generations born to be leaders of the universe

and who can bring happiness both in this world and in the hereafter. later.

Apart from that, there are other factors, such as excessive permissiveness. When the English Language teacher teaches, it can also create classroom conditions when learning takes place where there is chaos and uncontrollability. Some students are free to say and act as they please, making meaning of learning is blurry and inefficient. Ultimately, this creates uncomfortable learning situations and conditions for other students. Therefore, it is hoped that a teacher will be able to provide firmness in the initial commitment and can also provide a reward or punishment as one of the tricks to avoid students frequently asking permission to leave the classroom because, besides making the classroom atmosphere uncomfortable, it also creates a disconnect in the knowledge information conveyed by the teacher from reaching the students.

A factor that is no less important is the use of varied media/visual aids when a teacher teaches. The use of varied media/visual aids can attract the interest and learning styles of students who are individually different. Learning media are tools or infrastructure that teachers can use to convey messages to students easily so that learning objectives can be achieved in accordance with the provisions that have been prepared.

This learning media can be classified into three groups: using original equipment as spontaneous and factual knowledge. Second: using imagery or duplicates of original items to convey artificial and non-spontaneous knowledge. Third: Use of language, both verbal and nonverbal. The benefits of using learning media are that it is very effective, efficient, and communicative when used by teachers in the teaching and learning process, which can make students hypnotized.

Effectiveness greatly impacts students' learning outcomes, while efficiency saves money, time, and space and is easy, simple, and affordable. Using a variety of learning media can also shorten the learning time completed, make it easier to understand the material, raise students' learning focus, motivate students to be active in learning, and make a deep impression on students' memories.

According to Rowntree, the use of varied learning media will generate stimulus for students, make it easier to remember learning material, make students active in responding to existing responses, allow students to immediately know the results of learning, and stimulate students to put into practice the results of their work either individually or in groups without the presence of coercion or fear of being wrong. English learning variety method diagram can be seen in Figure 1.

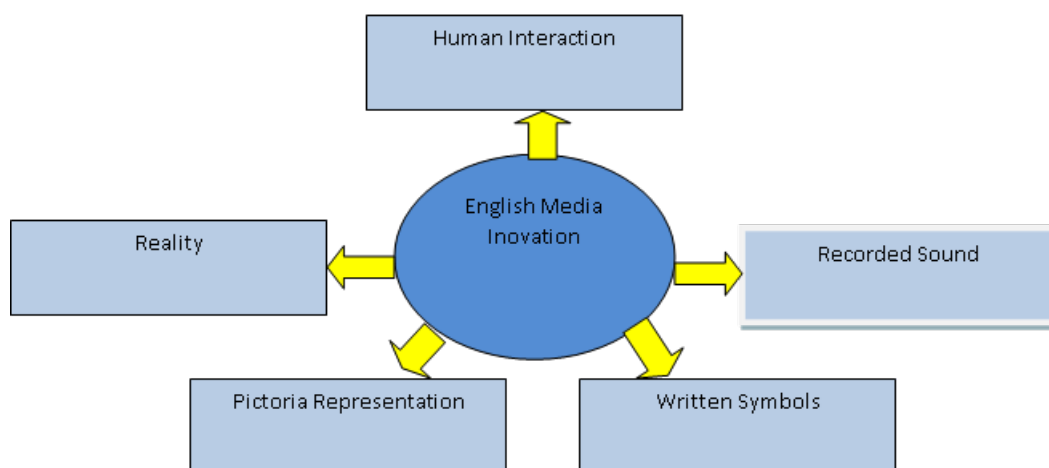


Figure 1. Variety of English learning method diagram

Human Interaction is the stimulation of interaction between humans experienced when two or more people are aware of each other's presence and begin to respond to each other's messages in one community. Realia are stimuli that include real objects, real animals, and so on experienced by children earlier than through human interaction stimuli. Pictorial Representation is an image that represents real objects and events. Written symbols can be presented in various media, such as books, slides, films, etc. Recorded sound is stimulation or stimuli in the

form of recorded sound, which can help control reality, remembering that sound is always ongoing or ongoing. It can never be stopped to be observed.

So, based on the above, it is expected that a teacher must have high personality competence. So that it can carry out its duties and functions as a creation for future generations. If the printer is good, the results it prints will be good. Therefore, in English, language lessons are also taught to shape students into human beings with complete character so that teachers can make themselves models who are loved and whose presence they hope to teach. This happens when a teacher's modeling character can arouse Ego-Involvement in students.

Unggul Cut Nyak Dhien Langsa High School is an institution that is the hope of society to be able to make students English competent so that they can obtain various kinds of knowledge that can guide these students in behaving morally and ethically through the personality competence of a good teacher. naturally. Based on the results of an interview with one of the respondents, who is the Head of Curriculum at Unggul Cut Nyak Dhien Langsa High School, it was stated that the English teacher's personality is very good, both in terms of communicating with the madrasah environment and the surrounding environment and also seen from the perspective of discipline and dressing following regulations, which the madrasah has determined. However, let's look at it in terms of competence in teaching. There is still a need for improvement, such as the use of learning media and learning methods, which still need to be more varied so that students will be more interested in participating in English learning.

Based on the discussion of the results of qualitative research to analyze and find out the strategies of English teachers in increasing students taking English lessons at Unggul Cut Nyak Dhien High School, Langsa City, it shows that, in fact, the English teacher has also carried out an increase in students' competence in several learning methods and the use of learning media such as using Digital education, posters, discussions, questions and answers and lectures. However, all of this is still conservative for one reason or another, and there are also implementations. giving rewards to students who can answer questions correctly, behave well in following social and religious norms, comply with class rules, and actively participate in the English language teaching and learning process. The rewards applied by the English teacher include providing snacks and school equipment.

Where now is the 5.0 era, which links learning with digitalization. The aim is to link learning with digitalization so that students can be independent, master IT, be able to compete with the outside world, and not be left behind by current developments. Meanwhile, based on observations in the classroom, there is a class atmosphere that is less energetic or the aura of enthusiasm for learning is very weak, communication between students and the English teacher is not warm enough, and the English teacher has too much of a primitive attitude towards students. This happens due to several factors, namely the lack of use of learning media and less varied learning methods, as well as excessive affection and trust towards students. A process of teaching and learning activities is created in such a way.

The research supports previous research that discussed the relationship between teacher personality competence and student discipline. Therefore, researchers are interested in returning to research with more specific problems related to learning, namely to find out whether they are teachers' personality relationship with students' English abilities. In this way, it is hoped that teachers can improve the quality of competent personality so that students are more disciplined in learning English increase.

4. CONCLUSION

The English teacher's personality competency in improving students' English language skills at Unggul Cut Nyak Dhien High School, Langsa City, is quite good. However, the teacher's personality is good, namely attitude; learning methods still need to be improved in terms of using innovative learning media following current developments because the attitude and teacher's personality greatly influence students' interest in learning. The method used in this research is descriptive qualitative. Data collection techniques use observation, interviews, and documentation, while data analysis uses Miles and Huberman's theory through data reduction, data presentation, and data conclusions. The research results found that the personality competence of English teachers is very

good, thereby increasing students' competence in English; this can be seen through teacher discipline, good communication with students, fellow teachers, and the surrounding environment, and carrying out their duties as teachers.

The hope is that the results of this research can be used as a reading reference or increase knowledge. Hopefully, this research can be used as reference material so that development can be carried out using other personality type tests, so that it does not only focus on the teacher's personality to determine students' English learning abilities.

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