



The Effect of Teacher Personality Competence in High School Students' Learning Motivation

Fega Priti Mardelita¹, Mutathahirin², Anggi Afrina Rambe³, Nasbin Panyahatan¹, Defrinal¹, Rizal Tri Bimantoro⁴

¹STAI-YDI Lubuk Sikaping Pasaman Sumatera Barat, Indonesia

²University College of Yayasan Pahang, Malaysia

³Universitas Pendidikan Indonesia, Indonesia

⁴Universitas Negeri Semarang, Indonesia

✉ fegapriti1703@gmail.com*

Article Information:

Received February 5, 2023

Revised March 8, 2023

Accepted April 9, 2023

Keywords: *Teacher personality competencies, Islamic education, learning motivation*

Abstract

The personality competence of teachers plays a crucial role in shaping students' learning experiences and motivation. This study aims to analyze the personality competence of Islamic religious education teachers at Senior High Schools and its correlation with student learning motivation. This research is field research with a quantitative method that uses a correlational approach, aiming to determine whether there is a relationship between two variables. The sample in this study consisted of 176 students, with 25% of the population 44 students selected through simple random sampling to ensure equal opportunity for all students to be sampled. Based on the results of data analysis obtained using descriptive statistics, the personality competence of Islamic education teachers is in the quite high category, at 34.1%. Furthermore, a correlation exists between the personality competence of Islamic education teachers and student learning motivation, assessed using the Pearson product moment correlation test. The correlation value is 0.312. These results indicate that the correlation between the personality competence of Islamic education teachers and student learning motivation is significant, as the calculated "r" value is greater than the table "r" value ($0.312 > 0.297$), thus rejecting the null hypothesis (H_0). Therefore, the study concludes that there is a positive influence of the personality competence of Islamic education teachers on the learning motivation of students.

INTRODUCTION

Motivation is the driving force or driving force to do something, which usually comes from within oneself and also from outside (Arianti, 2016; Laka et al., 2020; Lase, 2016; Matondang, 2018; Oktiani, 2017). Motivation is a very important aspect in the learning process (Emda, 2018; Farida, 2022; Sudibyo et al., 2016). It often happens that students who do not achieve well are not because their thinking ability is lacking, but because they lack motivation to learn so that they do not try to use all their abilities.

This motivational element is sometimes forgotten by teachers, teachers often force students to accept the lesson material they present (Safarina et al., 2023). The importance of the subject matter provided is often only seen from the teacher's point

How to cite:

Mardelita, F. P., Mutathahirin, M., Rambe, A. A., Panyahatan, N., Defrinal, D., Bimantoro, R. T. (2023). The Effect of Teacher Personality Competence in High School Students' Learning Motivation. *Suluh Pasaman*, 1(1), 7-13.

E-ISSN:

2986-8467

Published by:

The Institute for Research and Community Service

of view, not from the point of view of the students who are the learning subjects. As a result, students learn as little as possible without any motivation. This method is certainly very unprofitable, because students' learning will not be optimal, which means the learning objectives will not be optimal either.

The modern view of the learning process places motivation as an important aspect (Cahyono et al., 2022; Miftahussaadah & Subiyantoro, 2021; Ratnawati & Asniawati, 2020). Teachers must be able to make students motivated to learn so that they use all their abilities in the learning process (Febriyanti & Irawan, 2017; Sari & Suhaili, 2020). One of the teacher's efforts to increase student learning motivation is starting from a teacher who can model the importance of motivation in learning (Anggraini, 2019; Awe & Bengel, 2017). One important aspect that can increase student learning motivation is the personality of a teacher. One of the verses in the Quran that explains what the personality of an educator should be, as found in surah Ar-Rahman verses 1-4.

الرَّحْمَنُ(1) عَلَّمَ الْقُرْآنَ(2) خَلَقَ الْإِنْسَانَ(3) عَلَّمَهُ الْبَيَانَ(4)

Meaning: “(Allah) is most merciful. Who has taught the Quran. He created humans. Teach him to be good at speaking” (QS. Ar-Rahman: 1-4)

The teacher's personality competency has an influence on student learning motivation because the teacher is a figure who has a very determining role in the learning process (Rahman, 2022; Sasmita & Arqam, 2022; Zola & Mudjiran, 2020). Teachers are not the only determinant of success. However, the position and role are very important to take into account. Therefore, to realize success in the learning process, teachers must equip themselves with various aspects that support success, especially success in arousing students' motivation when they are teaching (Buchari, 2018; Maryance, 2020).

The role of the teacher as a motivator is important in increasing enthusiasm and developing student learning activities (Hero & Nalu, 2022; Zulkarnain, 2019). Teachers must be able to stimulate and provide encouragement as well as reinforcement to dynamize student potential, foster activity and creativity (creativity) so that there will be dynamics in the teaching and learning process (Salsabilah et al., 2021). The role of the teacher as a motivator is very important in teaching and learning interactions because it involves personalized performance in the sense of personality abilities (personality competencies).

METHODS

This type of research is field research with a quantitative method that uses a correlational approach, namely research that aims to determine whether there is a relationship between two variables. Correlational research is research that uses statistics to determine whether there is a relationship and the level of relationship between two or more variables (Hafid, 2017; Pujianto et al., 2020; Sutisna, 2016). Quantitative descriptive research methods can be interpreted as research methods used to research certain populations or samples that describe the population being studied and consist of variables. Data collection uses statistical data analysis research instruments with the aim of testing predetermined hypotheses.

The sample in this study was more than 100 students, namely 176 people, so the sample taken was 25% of the existing population, namely 44 students from class to determine the research sample, the author used techniques of simple random sampling which gives the population an equal opportunity to be sampled. The number of samples in this study was 44 students taken randomly.

Table 1. Number of Research Samples

Class	Number of Samples
XI IPA 1	8
XI IPA 2	8
XI IPA 3	7
XI IPS 1	7
XI IPS 2	7
XI IPS 3	7
Total	44

The research data that the author uses is questionnaire data from respondents that the author has collected, so the next step is analyzing the research data, namely first editing, at this stage the author checks the data obtained from the questionnaire that has been filled in by students. The questionnaire will be examined one by one regarding the completeness of filling in, clarity of writing and correctness of filling out the questionnaire so as to avoid mistakes and mistakes (Aithail & Aithail, 2020; Einola & Alvesson, 2021). Second, scoring, namely, the next stage is giving a score to each item of the statement that has been identified. So in giving the score there are four assessments taking into account the type of data available. Third, tabulating, the final stage is to describe the respondent's answer data in a certain way, such as entering the data in table form, then finding out the results and adding up the overall score of the statements. Finally, sort the answer scores starting from the highest score to the lowest score.

RESULT AND DISCUSSION

Personality Competencies of Islamic Education Teachers

This research was carried out by distributing questionnaires to 44 class XI students. The questionnaire distributed to respondents consisted of the personality competency variable for Islamic education teachers, where this variable consisted of 5 indicators and from these indicators 20 questions were created. The questionnaire distributed has 4 alternative answers with a score range of 1 to 4, namely the statement strongly agrees gets a score of 4, the statement agrees gets a score 3, the statement disagrees gets a score 2, and the statement strongly disagrees gets a score 1 and vice versa.

Based on the data obtained regarding the personality competency of Islamic education teachers at State High School , it was collected from 44 classes in the quite high category was 34.1%, in the high category it was 22.7% and in the very high category it was 9.2%. From the explanation above, it can be concluded that the personality competency of Islamic education teachers at State Senior High School is included in the quite high category, namely 34.1%.

Regarding the personality competency of Islamic education teachers at State High School, there are no significant problems. The Islamic education teacher at State High School is categorized as quite good because the Islamic education teacher has a personality that is in accordance with religious norms, social norms and legal norms. Not only that, Islamic education teachers also have honest personalities, noble morals and can be role models for students. In teaching Islamic education teachers have individuals who are mature, steady, stable, wise and wise. So that Islamic education teachers know what they will do in acting and making decisions. The Islamic education Teacher at State High School has a high responsibility as a teacher and always complies with the rules and regulations that apply at the school.

Based on students' answers via the questionnaire, it can be concluded that the personality of Islamic education teachers that students like is teachers who have a disciplined and responsible personality, so that they can be used as role models for students. In learning activities, students like teachers who have broad insight, are fun

and humorous, and when giving punishment, teachers give educational punishment. Apart from that, students also like teachers who are professional and confident when teaching.

Learning Motivation of Class

This research was carried out by distributing questionnaires to 44 class XI students. The questionnaire distributed to respondents consisted of students' learning motivation variables, where these variables consisted of 6 indicators and from these indicators 24 questions were created. The questionnaire distributed has 4 alternative answers with a score range of 1 to 4, namely the statement strongly agrees gets a score of 4, the statement agrees gets a score 3, the statement disagrees gets a score 2, and the statement strongly disagrees gets a score 1 and vice versa.

Based on the data obtained regarding the learning motivation of students at State Senior High School, it was collected from 44 students in class in the quite high category it was 34%, in the high category it was 29.4% and in the very high category it was 18.3%. From the explanation above, it can be concluded that the learning motivation of students at State Senior High School is in the quite high category, namely 34%. Based on the description of the results above, students at State High School have quite high motivation to learn. The thing that makes students motivated to study is that students want to achieve their goals. By studying diligently, students can get good grades and get scholarships. Islamic education Teachers always give advice to students to be enthusiastic about learning, as well as reward students if students are active when studying, then using varied methods can also increase students' learning motivation, a conducive classroom atmosphere is also a supporting factor for students to be enthusiastic about following learning.

The Influence of the Personality Competence of Islamic Education Teachers on the Learning Motivation of Class

In this study, researchers used several tests to determine the influence of teacher personality competence on the learning motivation of class Based on a simple regression test, this test is to determine whether there is a significant influence between these two variables. The results of the simple regression test obtained a significance value of 0.039, where this value is smaller than 0.05 so it can be concluded that H_0 is rejected. So, there is a significant influence between the personality competence of Islamic education teachers on the learning motivation of class.

Meanwhile, to find out how big the correlation is between the personality competence of Islamic education teachers and students' Islamic education learning motivation, use the Person Product Moment correlation test. The result is that the correlation value is 0.312, which shows that the correlation between the personality competence of Islamic education teachers and students' Islamic education learning motivation is significant. This is proven by the calculated "r" value being greater than the "r" table. Namely $N_{44} = 0.297$ with a significance level of 5%. The influence of the personality competence of Islamic education teachers on student learning motivation is 27.6%.

The competencies possessed by Islamic education Teachers influence student learning motivation. Students will be motivated to learn if the Islamic education teacher gives awards to students when they are active in learning. The teacher's personality is pleasant and makes the class atmosphere conducive, especially as Islamic education teachers use varied methods when teaching, which also increases students' motivation to learn. An Islamic education teacher who has a disciplined and responsible personality will also be a good example for students so that this personality can be used as a role model for students' daily lives. Apart from that, students also like teachers who are professional and confident when teaching. From all the descriptions above, it can be concluded that the personality competence of Islamic education teachers influences student learning motivation.

CONCLUSION

There is a significant influence of the personality competency of Islamic education teachers on students' Islamic education learning motivation with a significance result of $0.039 < 0.05$, so it can be concluded that there is a significant influence of the personality competency of Islamic education teachers on the learning motivation of class XI students at Senior High Schools. Meanwhile, the correlation between the personality competence of Islamic education teachers and learning motivation uses the Person Product Moment correlation test. The result is that the correlation value is 0.312, which shows that the correlation between the personality competence of Islamic education teachers and student learning motivation is significant. This is proven by the calculated "r" value being greater than the "r" table. Namely $N_{44} = 0.297$ with a significance level of 5%. The magnitude of the influence between the personality competences of Islamic education teachers on student learning motivation is 26.7%. There is an influence between the personality competences of Islamic education teachers on students' learning motivation. This is influential because teachers who have good and pleasant personalities will make students enthusiastic and motivated when learning. Teachers who can create a comfortable and conducive classroom atmosphere will also be able to direct students to learn so that students focus on listening to the directions the teacher gives. Then, students also like teachers who when teaching use new methods so that students do not become bored with Islamic education lessons.

REFERENCES

- Anggraini, I. S. (2019). Motivasi belajar dan faktor-faktor yang berpengaruh: sebuah kajian pada interaksi pembelajaran mahasiswa. *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran*, 1(02). <https://doi.org/10.25273/pe.v1i02.39>
- Arianti, A. (2016). Peranan guru dalam meningkatkan motivasi belajar siswa. *Didaktika: Jurnal Kependidikan*, 12(2), 117–134. <https://doi.org/10.30863/didaktika.v12i2.181>
- Aithal, A., & Aithal, P. S. (2020). Development and validation of survey questionnaire & experimental data—a systematical review-based statistical approach. *International Journal of Management, Technology, and Social Sciences (IJMTS)*, 5(2), 233–251. <https://dx.doi.org/10.2139/ssrn.3724105>
- Awe, E. Y., & Benge, K. (2017). Hubungan antara minat dan motivasi belajar dengan hasil belajar ipa pada siswa SD. *Journal of Education Technology*, 1(4), 231–238. <https://doi.org/10.23887/jet.v1i4.12859>
- Buchari, A. (2018). Peran guru dalam pengelolaan pembelajaran. *Jurnal Ilmiah Iqra'*, 12(2), 106–124. <https://doi.org/10.30984/jii.v12i2.897>
- Cahyono, D. D., Hamda, M. K., & Prahastiwi, E. D. (2022). Pimikiran abraham maslow tentang motivasi dalam belajar. *TAJDID: Jurnal Pemikiran Keislaman Dan Kemanusiaan*, 6(1), 37–48. <https://doi.org/10.52266/tajdid.v6i1.767>
- Einola, K., & Alvesson, M. (2021). Behind the numbers: Questioning questionnaires. *Journal of Management Inquiry*, 30(1), 102–114. <https://doi.org/10.1177/1056492620938139>
- Emda, A. (2018). Kedudukan motivasi belajar siswa dalam pembelajaran. *Lantanida journal*, 5(2), 172–182. <https://doi.org/10.22373/lj.v5i2.2838>
- Farida, N. (2022). Fungsi dan aplikasi motivasi dalam pembelajaran. *Education and Learning Journal*, 2(2), 118–125. <https://doi.org/10.33096/eljour.v2i2.133>
- Febriyanti, C., & Irawan, A. (2017). Meningkatkan kemampuan pemecahan masalah dengan pembelajaran matematika realistik. *Delta-Pi: Jurnal Matematika Dan Pendidikan Matematika*, 6(1). <https://doi.org/10.33387/dpi.v6i1.350>
- Hafid, M. (2017). Pengaruh motivasi dan kompetensi guru terhadap kinerja guru

- sekolah dan madrasah di lingkungan pondok pesantren salafiyah syafi'iyah Sukorejo. *Jurnal Pendidikan Islam Indonesia*, 1(2), 293–314. <https://doi.org/10.35316/jpii.v1i2.55>
- Hero, H., & Nalu, N. D. (2022). Peran guru sebagai motivator dalam meningkatkan prestasi belajar siswa pada masa pandemi covid-19 di SDI ST. *Yosef Maumere. Jurnal Pendidikan Tambusai*, 6(2), 12928–12936. <https://doi.org/10.31004/jptam.v6i2.4510>
- Laka, B. M., Burdam, J., & Kafiar, E. (2020). Role of parents in improving geography learning motivation in immanuel agung samofa high school. *Jurnal Inovasi Penelitian*, 1(2), 69–74. <https://doi.org/10.47492/jip.v1i2.51>
- Lase, A. (2016). Hubungan Antara Motivasi Belajar Dengan Disiplin Belajar. *Warta Dharmawangsa*. <https://doi.org/10.46576/wdw.v0i48.190>
- Maryance, M. (2020). Pelaksanaan keterampilan dasar mengajar guru dalam pembelajaran pendidikan agama Islam di SMP Negeri 17 Palembang. *Realita: Jurnal Bimbingan dan Konseling*, 2(2). <https://doi.org/10.33394/realita.v2i2.760>
- Matondang, A. (2018). Pengaruh Antara Minat Dan Motivasi Dengan Prestasi Belajar. *Bahastra: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 2(2), 24–32. <https://doi.org/10.30743/bahastra.v2i2.1215>
- Miftahussaadah, M., & Subiyantoro, S. (2021). Paradigma pembelajaran dan motivasi belajar siswa. *ISLAMIKA*, 3(1), 97–107. <https://doi.org/10.36088/islamika.v3i1.1008>
- Oktiani, I. (2017). Kreativitas guru dalam meningkatkan motivasi belajar peserta didik. *Jurnal kependidikan*, 5(2), 216–232. <https://doi.org/10.24090/jk.v5i2.1939>
- Pujianto, P., Arafat, Y., & Setiawan, A. A. (2020). Pengaruh supervisi akademik kepala sekolah dan lingkungan kerja terhadap kinerja guru Sekolah Dasar Negeri Air Salek. *Journal of Education Research*, 1(2), 106–113. <https://doi.org/10.37985/joe.v1i2.8>
- Rahman, A. (2022). Analisis Pentingnya Pengembangan Kompetensi Guru. *Jurnal Pendidikan Tambusai*, 6(1), 8455–8466. <https://doi.org/10.31004/jptam.v6i1.3726>
- Ratnawati, E., & Asniawati, A. (2020). Pemberian Motivasi Melalui Cerita Dan Games Untuk Menumbuhkan Minat Belajar Anak Usia SD Dan SMP. *Dimasejati: Jurnal Pengabdian Kepada Masyarakat*, 2(2), 204–213. <https://doi.org/10.24235/dimasejati.v2i2.7286>
- Safarina, N. A., Astuti, W., Amalia, I., Munizar, M., & Mullah, I. (2023). Psikoedukasi Pada Siswa SMPN 2 Dewantara Untuk Meningkatkan Motivasi Belajar Siswa. *Society: Jurnal Pengabdian Masyarakat*, 2(4), 185–190. <https://doi.org/10.55824/jpm.v2i4.324>
- Salsabilah, A. S., Dewi, D. A., & Furnamasari, Y. F. (2021). Peran guru dalam mewujudkan pendidikan karakter. *Jurnal Pendidikan Tambusai*, 5(3), 7158–7163. <https://doi.org/10.31004/jptam.v5i3.2106>
- Sari, R. S., & Suhaili, N. Y. (2020). Bakat Terhadap Motivasi Belajar Siswa Dalam Proses Belajar Dan Pembelajaran. *Ensiklopedia of Journal*, 3(1), 140–147. <https://doi.org/10.33559/eoj.v2i5.583>
- Sasmita, R., & Arqam, M. L. (2022). Kompetensi Kepribadian Guru Dalam Perpektif Muhammadiyah. *TA'DIBUNA: Jurnal Pendidikan Agama Islam*, 5(1), 21–31. <https://doi.org/10.30659/jpai.5.1.21-31>
- Sudibyoy, E., Jatmiko, B., & Widodo, W. (2016). Pengembangan instrumen motivasi belajar fisika: angket. *JPPIPA (Jurnal Penelitian Pendidikan IPA)*, 1(1), 13–21. <https://doi.org/10.26740/jppipa.v1n1.p13-21>
- Sutisna, U. (2016). Pengaruh Kewibawaan Guru PAI Terhadap Motivasi Belajar Siswa SMK Al Kautsar. *Faktor: Jurnal Ilmiah Kependidikan*, 3(2), 172–184. <https://doi.org/10.30998/fjik.v3i2.783>
- Zola, N., & Mudjiran, M. (2020). Analisis urgensi kompetensi kepribadian guru. *Jurnal*

- EDUCATIO: Jurnal Pendidikan Indonesia*, 6(2), 88–93.
<https://doi.org/10.29210/120202701>
- Zulkarnain, D. (2019). Peran Guru Dalam Pelaksanaan Pendidikan Karakter Pada Siswa Kelas X Di Sekolah Menengah Atas Negeri 1 Palangka Raya. *Jurnal Civic Education: Media Kajian Pancasila Dan Kewarganegaraan*, 3(1), 27–36.
<https://doi.org/10.36412/ce.v3i1.905>

Copyright holder:

© Mardelita, F. P., Mutathahirin, M., Rambe, A. A., Panyahatan, N., Defrinal, D. Bimantoro, R. T.

First publication right:

Suluah Pasaman

This article is licensed under:

CC-BY-SA