

<https://journal.ypidathu.or.id/index.php/jete/>

P - ISSN: 3025-0668

E - ISSN: 3025-0676

The Impact of Teachers' Personality Competence and Students' Attitudes on the Quality of Learning

Ach. Baidowi¹, Wan Khairul Aiman Wan Mokhtar²,
Muhammad Haris³, Mohd Ziaolhaq Qazi Zada⁴,
Mega Suteki⁵

¹Sekolah Tinggi Agama Islam Publisistik Thawalib Jakarta, Indonesia

²Universiti Sultan Zainal Abidin Terengganu, Malaysia

³Institut Pesantren Sunan Drajat Lamongan, Indonesia

⁴University of Wollongong, Australia

⁵Universitas Musamus, Indonesia

ABSTRACT

Background. The quality of education in Indonesia is still stagnant, as evidenced by students' achievements, which have not shown significant changes. This is influenced by the competence of teachers, who are not yet fully professional.

Purpose. This research aims to reveal the impact of teachers' personality competence and students' attitudes on the quality of learning, both partially and simultaneously.

Method. This study employs a quantitative method with a correlational approach, involving 57 students from SDN Pangilen 3 Sampang in grades 4, 5, and 6. The sampling technique used is saturated sampling. Data was collected through a questionnaire with a Likert scale ranging from strongly agree (5) to strongly disagree (1). Data processing includes descriptive statistical analysis, prerequisite tests such as normality and linearity, as well as validity and reliability testing. Hypothesis testing is conducted through multiple regression analysis, including simultaneous testing (F test) and partial testing (t test) to analyze the contributions between variables.

Results. It shows that teachers' personality competence and students' attitudes have a significant impact on the quality of learning, with Sig. values of 0.000 and 0.004, respectively. The simultaneous test confirms the collective influence of both variables, with teachers' competence contributing 34.1% and students' attitudes contributing 19.5%. The dominance of teachers' competence in affecting the quality of learning is evident from its relative contribution of 63.6%.

Conclusion. This research emphasizes the importance of enhancing teachers' personality competence to improve the quality of learning in schools.

KEYWORDS

Competence Teacher, Teachers' Personality, Quantitative Method

Citation: Baidowi, A., Mokhtar, W, A, K, W., Haris, M., Zada, Q, Z, M., & Suteki, M. (2024). The Impact of Teachers' Personality Competence and Students' Attitudes on the Quality of Learning. *Journal Emerging Technologies in Education*, 2(4), 310–317.

<https://doi.org/10.70177/jete.v2i4.1502>

Correspondence:

Ach. Baidowi,
ach_baidowi@staithawalib.ac.id

Received: August 4, 2024

Accepted: August 16, 2024

Published: August 29, 2024



INTRODUCTION

The issues surrounding the quality of education in Indonesia reflect the lack of professionalism among teachers, which negatively impacts student performance. Meanwhile, the results of the 2022 PISA survey indicate stagnation in learning quality, despite revealing a strong correlation between teacher quality and student learning

outcomes. Enhancing teachers' competencies contributes significantly to improving the quality of education (Sartika et al., 2023; Napitupulu, 2023). The correlation between students' perceptions of teacher personality competencies is weak, yet there is a positive significant relationship with student learning outcomes, highlighting the need for teachers to enhance their personal behavior quality (Efgivia et al., 2021).

Positive teacher attitudes and behaviors significantly boost students' self-esteem, motivation, and social development, while negative behaviors diminish enthusiasm and hinder overall growth, affecting both learning and interpersonal skills (Kashan et al., 2023; Sarwono et al., 2020; Kahveci, 2023). Understanding teacher attitudes towards inclusion is vital for effective inclusive education, as positive attitudes create better learning environments, and systemic support is essential for teachers (Boyle et al., 2020).

Teacher behavior plays a crucial role in influencing students' self-regulation and motivation than honest relationships, modeling, respect, and support from teachers enhance self-regulative behavior and academic performance, underscoring the necessity for improved teacher conduct and support systems in education (Shahmohammadi, 2014; Zaffar et al., 2021). Teacher behavior is crucial for changing student outcomes and motivation during classroom interactions, necessitating consistent effort and effective practices that enhance learning experiences in Indonesia's elementary classrooms (Cooper, 2019; Leoanak & Amalo, 2018).

Then, teacher behaviors like resistance to change, unpreparedness, and absenteeism can create an unpleasant school climate and hinder student learning significantly (OECD, 2018). Teachers' behavior in managing learning encourages students' critical thinking skills, but it's not yet optimal, often leading to confusion and low engagement in drawing conclusions and generalizing learned concepts (Saragih & Zuhri, 2019). This is evidenced by most relationships between teacher behavior and student well-being supported the hypotheses, showing negative teaching behavior correlated with less positive affect, while socio-emotional behavior linked to more unexpected negative affect in students (Pössel, 2014).

The aim of this research is to partially assess the influence of teachers' personality competence on the quality of learning and the effect of students' attitudes on the quality of learning. Additionally, the study seeks to examine the simultaneous impact of both teachers' personality and students' attitudes on the quality of learning together. Furthermore, this research aims to determine the extent of the contribution of teachers' personality competence to students' attitudes and the quality of learning, based on the relative and effective contributions among the variables. The competence of teachers' personalities influences students' moral attitudes, while both teachers' and students' personalities and attitudes significantly impact performance, helping employers and educational authorities to effectively place teachers in roles that enhance their chances of success (Siagian et al., 2022; Dost & Hafshejani, 2017).

RESEARCH METHODOLOGY

The research method used is quantitative with a correlational approach, involving a population of 57 students, consisting of 16 students from grade 4, 22 students from grade 5, and 19 students from grade 6 at SDN Pangilen 3 Sampang. The sampling technique employed is saturated sampling, including all 57 students. Data collection was conducted through a questionnaire using an interval Likert scale with the following score criteria: SS (Strongly Agree) with a score of 5; S (Agree) with a score of 4; N (Neutral) with a score of 3; TS (Disagree) with a score of 2; and STS (Strongly Disagree) with a score of 1.

Data processing includes: descriptive statistical analysis, prerequisite tests (normality, linearity, multicollinearity), validity testing, and reliability testing. Hypothesis testing is performed using multiple regression analysis, including simultaneous testing (F test), partial testing (t test), and examining both effective contributions and relative contributions among variables. The research instruments for the three variables are as follows:

Tabel 1. Research Instrument for the Variable of Teachers' Personality Competence

Variables	Indikators	Questions
The Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers, teacher's personality competence includes, believe and fear to God, noble character, wise, democratic, solid, mature, sportive, and being a good role model.	believe and fear	The teacher invites students to pray before starting the lesson
	noble character	The teacher never yells at student during lesson
	wise	The teacher separates students who are fighting and does not take sides
	democratic	The teacher gives students the opportunity to speak and express their opinions in class
	solid	The teacher explains the lesson clearly and in a way that is easy for students to understand
	mature	The teacher is not too strict when teaching
	sportive	The teacher treats students fairly
being a good role model.	being a good role model	The teacher always behaves kindly towards the students

Tabel 2. Research Instrument for the Variable of Students' Attitudes

Variables	Indikators	Questions
Attitude towards learning refers to students reactions during the learning process, their experiences, beliefs, and values. Student's learning attitudes are related to the success of their education (Zhao, 2015; Gardner from Ahmed, 2015).	Students reaction	Student have courage to ask question during learning process
	experience	students gain new experience/knowledge during learning process
	belief	students learn enthusiastically in the classroom
	value	students appreciate their friends opinions when answering questions from the teacher
	learning attitude	students able to finish their homework well and on time

Tabel 3. Research Instrument for the Variable of Learning Quality

Variables	Indikators	Questions
There are three dimensions of learning quality: Cognitive activation, Supportive climate, dan Classroom management (Fauth et al., 2014; Baumert et al., 2010; Klieme et al., 2009)	Cognitive Activation	Teachers often give question to students to answer during learning process
		Students are invited to discuss with the teachers and other students to complete learning assignment
	Supportive Climate	The teacher able to make student give opinion in front of other students
		Teachers give praise and encouragement to students in class
	Classroom Management	The teacher ask students not to disturb peers during learning process
		Teacher able to arrange and ask students to sit in their seats while studying

RESULT AND DISCUSSION

Data Processing

Based on data analysis using SPSS version 24, descriptive statistics were obtained for teachers' personality competence, with 57 respondents showing a mean of 33.32, a standard deviation of 4.11, and a variance of 16.86. Students' attitudes had a mean of 19.09, a standard deviation of 3.34, and a variance of 11.15. The quality of learning had a mean of 25.11, a standard deviation of 3.15, and a variance of 9.95, with all data being valid. The normality prerequisite test indicated a Sig. value from the Kolmogorov-Smirnov test of 0.012 for teachers' personality competence, 0.198 for students' attitudes, and 0.021 for the quality of learning. The data on students' attitudes was normally distributed, while the other two were not.

Furthermore, the linearity prerequisite test showed a Sig. value for linearity of 0.000, indicating that the data is linear, with a significant deviation from linearity at 0.005. Finally, the multicollinearity test revealed no signs of multicollinearity, as evidenced by the Tolerance values for teachers' personality competence and students' attitudes being 0.723, and the VIF value being 1.384, indicating good results for this analysis. Therefore, the data can proceed to further processing and hypothesis testing.

The validity test using SPSS version 24 indicated a significant relationship between the variables, with a Pearson Correlation value of 0.527 for teachers' personality competence and 0.677 for the quality of learning. All Sig. values were below 0.05 (0.000), indicating that the data is valid. Additionally, the reliability test showed a Cronbach's Alpha value of 0.809 for the three items, which is greater than 0.70, indicating that the data is reliable. This demonstrates good consistency in measuring the tested variables, ensuring that the instruments used are dependable.

Hypothesis Testing

The partial hypothesis test (T test) using SPSS version 24 showed significant results for the tested variables. According to the analysis, the Sig. value for teachers' personality competence is 0.000, which is less than 0.05, indicating that teachers' competence has a significant impact on the quality of learning. This means that when teachers exhibit friendliness and fairness, invite students to pray, refrain from yelling, separate students who are fighting, provide opportunities for students to speak, and explain lessons clearly and understandably, it positively influences their ability to ask questions, facilitate discussions, encourage student opinions, give praise, create a safe learning environment free from disruptions, and manage the classroom effectively during lessons. There is a high level of teacher personality and teaching competence, a very positive school climate, and significant relationships between teachers' personality, teaching competence, and school climate, with partial mediation of school climate in these relationships. (Maunes & Apostol, 2024).

Additionally, the Sig. value for students' attitudes is 0.004, which is also less than 0.05, indicating that students' attitudes have a significant impact on the quality of learning. This means that when students raise their hands to ask questions, acquire new knowledge, learn with enthusiasm, respect their peers' opinions, and strive to complete their homework well and on time, it positively influences teachers in asking questions, facilitating discussions, encouraging student opinions, giving praise, creating a safe learning environment free from disruptions, and managing the classroom effectively during lessons. Attitudes towards learning influence goal setting, problem-solving skills, beliefs, and both internal and external motivations, all of which impact students' overall academic performance (Sen, 2013). Students expressed positive attitudes towards in learning, benefiting from easy access to resources, improved communication with peers and instructors, and skill development, highlighting its importance for enhancing overall educational quality (Pham & Truong, 2023).

In the regression model, the unstandardized coefficient for teachers' competence is 0.387, with a t value of 4.622, while for students' attitudes, the coefficient is 0.311 with a t value of 3.015. This indicates that the variables of teachers' personality competence and students' attitudes contribute positively and significantly to the improvement of the quality of learning, with teachers' personality competence having a greater influence compared to students' attitudes in the context of this research. Discussing teacher personality and its impact on learning efficiency, it's essential to understand the necessary characteristics,

such as active interaction, listening skills, and pedagogical talent, so that teachers can build trust and effective communication with students and parents (Jurczak & Jurczak, 2015).

The simultaneous hypothesis test (F test) using SPSS version 24 indicated a significant influence of teachers' personality competence and students' attitudes on the quality of learning together. This is reflected in the ANOVA analysis results, where the Sig. value for regression is 0.000, which is less than 0.05, indicating that the regression model as a whole is significant. The F value of 31.229 shows that the independent variables, namely teachers' personality competence and students' attitudes, have a significant contribution to the variation in the quality of learning. With a total sum of squares of 557.368 and a residual of 258.445, these results indicate that both predictor variables collectively explain the variation occurring in the quality of learning. Therefore, it can be concluded that enhancing teachers' personality competence and students' attitudes can positively contribute to the improvement of the quality of learning in educational environments.

The analysis of effective contribution to the quality of learning shows that teachers' personality competence and students' attitudes have a significant influence. The effective contribution (SE) from each variable to the quality of learning is calculated as follows. For the variable of teachers' personality competence (X1), its effective contribution is 34.1%, derived from multiplying the regression beta coefficient of 0.504 by the correlation coefficient of 0.677, and then multiplying by 100%. Meanwhile, for the variable of students' attitudes (X2), the effective contribution is 19.5%, calculated similarly, using a beta regression coefficient of 0.329 multiplied by the correlation coefficient of 0.594, and then multiplied by 100%.

By summing the effective contributions of both variables, the total effective contribution to the quality of learning is 53.6%. This indicates that both teachers' personality competence and students' attitudes collectively provide a significant contribution to improving the quality of learning. Furthermore, the correlation values indicate a strong relationship between teachers' personality competence and the quality of learning (0.677), as well as between students' attitudes and the quality of learning (0.594), with Sig. values for each being below 0.01, indicating that the results are highly significant.

The relative contributions of teachers' personality competence and students' attitudes can be observed from the model analysis. In this model, the R value is 0.732, with an R Square of 0.536 and an Adjusted R Square of 0.519, indicating that approximately 53.6% of the variation in the quality of learning can be explained by these two variables. To calculate the relative contribution (SR) of each variable, the formula $SR_{X1} = SE_{X1} / R \text{ Square} \times 100\%$ is used, resulting in an SR for teachers' personality competence (X1) of 63.6%. Meanwhile, the relative contribution for students' attitudes (X2) is calculated using the formula $SR_{X2} = SE_{X2} / R \text{ Square} \times 100\%$, yielding a value of 36.4%.

These results indicate that teachers' personality competence has a greater relative contribution compared to students' attitudes in influencing the quality of learning, highlighting the dominant role of teachers' personality competence in affecting the quality of learning. This emphasizes the importance of enhancing teachers' personality competence to improve the quality of education in learning environments. This review highlights how findings from personality theories can enhance educational psychology's understanding of teacher personality's role in education, analyzing studies on typologies, behaviors, identity, and proposing a comprehensive theory within school psychology's pedagogical framework (Göncz, 2017).

CONCLUSION

The analysis concludes that both teachers' personality competence and students' attitudes have a significant impact on the quality of learning, with teachers' personality competence contributing more than students' attitudes. Hypothesis testing shows that these two variables together can explain variations in the quality of learning, with very significant results. The effective and relative contributions of each variable reinforce the argument that improvements in teachers' competence greatly influence learning outcomes. Therefore, it is recommended that schools and educational institutions focus more on the development of teachers' personality competence through training and professional development. The personality

competence includes noble character, stability, wisdom, being a role model, good material organization, effective communication, mastery of the subject, a positive attitude, fair grading, flexibility in approach, and good student outcomes (Erina et al., 2016). Additionally, improving students' attitudes should also be a focus, so they can actively participate in the learning process. This is expected to create a better learning environment and enhance the overall quality of education. The attitudes students have towards learning are positively influenced by native speakers, peer groups, parents, teachers, and classroom arrangements, and these attitudes also affect students' internet addiction scores, with positive attitudes supporting the effective and efficient use of information technologies (Getie, 2020; Meral & Agir, 2019).

ACKNOWLEDGEMENT

We extend our heartfelt gratitude to all parties who have contributed to this research on "The Impact of Teachers' Personality Competence and Students' Attitudes on the Quality of Learning." We thank the teachers and students who participated and provided valuable data. We also appreciate the support from educational institutions and those who assisted in data collection. We hope the findings of this research will be beneficial for the development of learning quality and for enhancing teachers' competencies as well as fostering positive attitudes among students.

AUTHORS CONTRIBUTION

Author 1: Conceptualization; Researcher.

Author 2: Writing - original draft, Methodology.

Author 3: Data curation; Writing - review and editing

Author 4: Supervision, Validation.

Author 5: Translator

REFERENCES

- Ahmed, S. (2015). Attitudes towards English Language Learning among EFL Learners at UMSKAL. *Journal of Education and Practice*, 6(18), 6-16.
- Ashri, A. F. (2024). *Kasus Video Asusila Guru Dan Murid Di Gorontalo Bukan Suka Sama Suka*. Kompas. <https://www.kompas.id/baca/nusantara/2024/09/27/kasus-video-asusila-guru-dan-murid-di-gorontalo-bukan-suka-sama-suka>
- Baumert, J., Kunter, M., Blum, W., Brunner, M., Voss, T., Jordan, A., & Tsai, Y. M. (2010). Teachers Mathematical Knowledge, Cognitive Activation in The Classroom, And Student Progress. *American Educational Research Journal*, 47(1), 133-180.
- Boyle, C., Anderson, J., & Allen, K-A. (2020). The importance of teacher attitudes to inclusive education. In C. Boyle, J. Anderson, A. Page & S. Mavropoulou (Eds.), *Inclusive education: Global issues & controversies* (pp. 127-146). Brill. http://dx.doi.org/10.1163/9789004431171_008
- Cooper, J. T. (2019). The Importance Of Teacher Behavior In Increasing Student Success: Are Teachers Prepared To Meet The Needs Of Students With Emotional Or Behavioral Disorders? *Kentucky Teacher Education Journal: The Journal of the Teacher Education Division of the Kentucky Council for Exceptional Children*, 6(1), <https://doi.org/10.61611/2995-5904.1016>
- Dost, E. N., & Hafshejani, N. K. (2017). The Impact Of Teachers' Personality On Senior High School EFL Learners General English Achievement. *International Journal of English Literature and Social Sciences (IJELS)*, 2(3), 77-93. <https://dx.doi.org/10.24001/ijels.2.3.9>
- Efgivia, M. G., Khaerudin, M., & Gunadi, R. A. A. (2021). The Relationship Between Student Perceptions About Teacher Personality Competence And Learning Motivation With Science Learning Outcomes Class V at SDN Peusar, Panongan District, Tangerang Regency. *Nat. Volatiles & Essent. Oils*, 8(4), 1670-1684.

- Eriana, Y., Erlina, & Syafe'i, I. (2016). Analysis Of Personality Competence Of Islamic Religious Education Teachers In Improving Students' Moral. *EDUCATIO: Journal of Education*, 1(2), 271-281.
- Fauth, B., Decristan, J., Rieser, S., Klieme, E., & Büttner, G. (2014). Student Ratings of Teaching Quality in Primary School: Dimensions and Prediction of Student Outcomes. *Learning and Instruction*, 29, 1-9.
- Getie, A. S. (2020). Factors Affecting The Attitudes Of Students Towards Learning English As A Foreign Language. *Cogent Education*, 7, 1738184. <https://doi.org/10.1080/2331186X.2020.1738184>
- Göncz, L. (2017). Teacher Personality: A Review Of Psychological Research And Guidelines For A More Comprehensive Theory In Educational Psychology. *Open Review of Educational Research*, 4(1), 75–95. <https://doi.org/10.1080/23265507.2017.1339572>
- Jurczak, I., & Jurczak, E. (2015). Personality Of The Teacher As An Important Element In The Educational Process Of The Child. *Pedagogika Rodziny. Family Pedagogy*, 5(2), 79–88. <https://doi.org/10.1515/fampe-2015-0020>
- Kahveci, H. (2023). The Positive And Negative Effects Of Teacher Attitudes And Behaviors On Student Progress. *Journal of Pedagogical Research*, 7(1). <https://doi.org/10.33902/JPR.202319128>
- Kashan, K., Dahar, M. A., & Parveen, Q. (2023). Impact Of Teachers' Attitude On Self-Esteem Of Undergraduate Students. *Russian Law Journal*, 11(3), 3236–3246.
- Klieme, E., Pauli, C., & Reusser, K. (2009). The Pythagoras Study: Investigating Effects of Teaching and Learning in Swiss and German Mathematics Classrooms. *The Power of Video Studies in Investigating Teaching and Learning in The Classroom*, (137), 160.
- Leoanak, S. P., & Amalo, B. K. (2018). Teacher's Behaviour Towards Students' Motivation Practice. *SHS Web of Conferences*, 42, Article 00078. <https://doi.org/10.1051/shsconf/20184200078>
- Maunes, E. C., & Apostol, R. L. (2024). Teacher's Personality And Science Teaching Competence: The Mediating Effect Of School Climate Among Public School Teachers. *European Journal of Education Studies*, 11(4), 357-379. <https://doi.org/10.46827/ejes.v11i4.5314>
- Meral, & Agir S. (2019). Students Attitudes Towards Learning: A Study On Their Academic Achievement And Internet Addiction. *World Journal of Education*, 9(4), 109-122. <https://doi.org/10.5430/wje.v9n4p109>
- Napitupulu, E. L. (2023). Indonesia Masih Hadapi Tantangan Kualitas Pendidikan. *Kompas*. <https://www.kompas.id/baca/humaniora/2023/12/05/indonesia-hadapi-tantangan-kualitas-pendidikan>
- OECD. (2020). Teacher Behaviour And Student Learning. In *PISA 2018 Results (Volume III): What School Life Means for Students Lives* (pp. [insert page numbers]). OECD Publishing. <https://doi.org/10.1787/db2e5b3b-en>
- Pham, A. T., & Truong, U. T. (2023). Students Attitudes towards Mobile Learning: A Case Study in Higher Education in Vietnam. *International Journal of Emerging Technologies in Learning (iJET)*, 18(07), pp. 62 - 71. <https://doi.org/10.3991/ijet.v18i07.38003>
- Pössel, P., Wooldridge, C., & Black, S. W. (2013). Teaching Behavior And Well-Being In Students: Development And Concurrent Validity Of An Instrument To Measure Student-Reported Teaching Behavior. *The International Journal of Emotional Education*, 5(2), 5-30. Retrieved from <http://www.um.edu.mt/cres/ijee>
- Saragih, S., & Zuhri, D. (2019). Teacher Behavior In Students Critical Thinking Ability Development. *IOP Conference Series: Journal of Physics: Conference Series*, 1320, 012006. <https://doi.org/10.1088/1742-6596/1320/1/012006>
- Sartika, N., Rukiyah, S., & Missriani. (2023). Problematika Rendahnya Mutu Pendidikan Di Indonesia. *Journal Innovation in Education (INOVED)*, 1(4), 57-64. <https://doi.org/10.59841/inoved.v1i3.581>

- Sarwono, A. Y., Murtono, & Widiyanto, E. (2020). The Teacher's Role In Developing Student Social Attitudes. *International Journal of Elementary Education*, 4(3), 384–391. <https://ejournal.undiksha.ac.id/index.php/IJEE>
- Şen, H. (2013). The Attitudes Of University Students Towards Learning. *Procedia - Social and Behavioral Sciences*, 83, 947–953. <https://doi.org/10.1016/j.sbspro.2013.06.177>
- Shahmohammadi, N. (2014). Review On The Impact Of Teachers Behaviour On Students Self-Regulation. *Procedia - Social and Behavioral Sciences*, 114, 130 – 135. <https://doi.org/10.1016/j.sbspro.2013.12.672>
- Siagian, L., Halking, S., Habeahan, S., & Sitorus, N. (2022). The Influence Of The Teachers' Personality Competency On The Students' Moral Attitude In Vocational School. *Jurnal Pendidikan Indonesia*, 11(4), 727-734. <https://doi.org/10.23887/jpiundiksha.v11i4.55254>
- The Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers.
- Zaffar, A., Bhuttah, T. M., Abdullah, M., Mahmood Aasy, M. T., Hassan, M. K., & Khalid, M. F. (2021). Impact Of Teachers Behavior On Students Motivation Towards Learning At Secondary Level. *Webology*, 18(6), 2520-2531.
- Zhao, L. (2015). The Influence of Learners' Motivation and Attitudes On Second Language Teaching. *Theory and Practice in Language Studies*, 5(11), 2333. <http://dx.doi.org/10.17507/tpls.0511.18>

Copyright Holder :

© Ach. Baidowi et.al (2024).

First Publication Right :

© Journal Emerging Technologies in Education

This article is under: