

CORRELATION BETWEEN TEACHER'S CHARACTER WITH STUDENTS' LEARNING MOTIVATION IN TEACHING AND LEARNING PROCESS

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Abstract

This study aimed at knowing the correlation between the character of English teacher with the students' learning motivation in teaching and learning process of eighth grade students of MTs NW Kalijaga. This study was designed as descriptive quantitative research and in collecting the data in this investigating the researcher used the non-test technique (questionnaire). The instrument (questionnaire) of data collection about the character of teacher and students' motivation in teaching and learning process by using the scale which was prepared five answers alternatives are: score 5 for the students who answer solid (sangat setuju: SS), score 4 for the students who answer agree (setuju: St), score 3 for the students who answers uncertain (ragu-ragu: RG), score 2 for the students who answers disagree (tidak setuju: TS), score 1 for the students who answers really disagree (sangat tidak setuju: STS). The result of the correlation computation by correlation between teacher's character and students' motivation in teaching learning process. The score obtained from the data analysis = 0,461, the score refer that the correlation was sufficient.

Keywords: Teacher's Character and Students' Motivation

Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara karakter guru bahasa Inggris dengan motivasi belajar siswa dalam proses belajar mengajar siswa kelas VIII MTs NW Kalijaga. Penelitian ini dirancang sebagai penelitian deskriptif kuantitatif dan dalam pengumpulan data dalam penelitian ini peneliti menggunakan teknik non tes (kuesioner). Instrumen (angket) pengumpulan data tentang karakter guru dan motivasi belajar siswa dalam proses belajar mengajar dengan menggunakan skala yang telah disiapkan lima alternatif jawaban yaitu: skor 5 untuk siswa yang menjawab sangat setuju (SS), skor 4 untuk siswa yang menjawab setuju (St), skor 3 untuk siswa yang menjawab ragu-ragu (RG), skor 2 untuk siswa yang menjawab tidak setuju (TS), skor 1 untuk siswa yang menjawab jawaban sangat tidak setuju (STS). Hasil perhitungan korelasi dengan korelasi antara karakter guru dan motivasi siswa dalam proses belajar mengajar. Skor yang diperoleh dari analisis data = 0,461, skor tersebut menunjukkan korelasi cukup baik.

Kata kunci: Karakter Guru dan Motivasi Siswa

INTRODUCTION

In all process of education, learning and teaching processes are the most important, because the process of education aims will be reach in the form of good behavior of students, the rule of National education system number 20 verse 3 in the year 2003 stated that: the national education aims are to develop the students' potential in order to be good human, believe of Allah almighty, good attitude, health, creative and become the responsible and democratic of Indonesia society. Learning

is a complex activity. The result of learning is capability of students. After learning the students will have skill, knowledge, behavior, and value.

According to the statement above, it is found two positions of subject, the teacher as a person who teaches and the students as people who are taught. Briefly means that the learning and teaching process is an interaction process between teachers and students basically related to education system.

The teacher as one of the mainly element in the learning and teaching process has multifunction; the teacher is not only meaning to transfer the knowledge to the students but also means to guide the students in learning. It means that the teacher has a complex role and responsibility toward achievement of education, he/she is not only mastery the knowledge and a set of teaching preposition but also should has a good character in order to be guided by students. The character is influenced factor toward teacher successful. Education national standard (Mentri Pendidikan Nasioanl and Kementrian Agama, 2011) stated that: character is a good individual ability, stable, adult, wise, be a guider by the students and also good behavior. Character will decide what he/she will be a destroyer to the future of the students.

The teacher should be able to create a situation that develops the students' learning motivation. Rogers (in Dimiyati, Mudjiono, 2006) state that: (1) the teacher encourages students in order to learn regularly, (2) the teacher and students make a learning contract, (3) the teacher applies discovery learning, (4) the teacher becomes motivator and guider learning toward the students.

Base on the description above, the teachers' character has strongly influenced toward motivation of students even positive or not. It means that a positive character that appeared by the teacher will motivate the students in teaching. In fact, many appearances of the teacher do not motivate the students in learning at all. For the example, the teacher often come late, using an unavailable method, unsystematically material, impolite, even he/she does not give opportunity to the students to express their ideas, so the are not interested in learning the lesson. Briefly, the motivations of students are very low. A low motivation of students are determined by some factors such as skip class, come late, do not do

homework, irregularly learning and showing unusual attitude such as in obey, and many else.

Then, in context with learning, the most important is haw to make the condition or process to guide the students to do learning activity. In this case, the role of teacher is very important, how the teachers' efforts to encourages students' motivation in learning so that they do a good learning activity. To be able to study well we need a process and good motivation. To give a motivation to the students, it means that actuate students to do a thing. Finally, considering the above phenomena belong to seriously problem in education that should attempt to analyze the problem of "*Correlation Between Teacher's Character with Students' Learning Motivation in Teaching and Learning Process*". The problem in this study is elaborated into a question that is: is there any correlation between teacher's character with students' learning motivation in teaching and learning process? To avoid wider description of this study, the researcher limits study on cases; (1) the study is conducted to investigate the correlation between teachers' character with students' learning motivation; (2) the teachers is analyzed limited on the English teachers; (3) the object of this study is the eighth grade student of MTs NW Kalijaga. This study is aimed at knowing the correlation between the character of English teacher with students' learning motivation in teaching learning process of eighth grade students of MTs NW Kalijaga.

Teachers' Character

Character is personality that forming from the result of internalization as benefaction that is certain and used as anvil thinking, attitude, and act (Kementrian pendiknas badan penelitian pengembangan pusat kurikulum 2010). Whereas, mendiknas ditjendiknas

direktoratpembinaan SMP 2011 states that, character is behavior that base on norm of religion, culture, constitution, mores and aesthetics. On the other hand, teachers' character is a good individual ability, stable, wise, adult, be a guider by the students and also good behavior, (Education national standard in Mulyasa 2007). The character intended by the researcher in this study is the individual behavior when learning and teaching process occurred in the classroom.

The character is influenced factor toward a teacher successful. Character will decide what he/she will be an educator and a good guider to the students, or he/she will be a destroyer to the future of the students. Base on above description, the teacher's character has strongly influenced toward motivation of students even positive or not. It means that a positive character that appeared by the teacher will motivate the students in teaching. One other characteristic of teacher that seems to bear some relationship to teach success in connecting with particular components of a school is the gender of teacher. Also, the socioeconomic background of the teacher warrants brief attention.

Students' Motivation

It is accepted for most fields of learning that motivation is essential to success that we have to want to do something to succeed on it. Without such motivation we will almost certainly fail to make the necessary effort. If motivation is so important, therefore, it makes sense to try and develop our understanding of it. Are all students motivated in the same way? What is the teacher's role in students' motivation? How can motivation be sustained?

Definition of Motivation

Motivation is change of energy in one self that is signed by appearing a feeling and preceded with reaction concerning a purpose

(Mc. Donal in Sardiman 2011). Students' motivation is the whole of momentum in students that appear activity to learn that assure of directness learning activity and give direction to the learning activity, so that the aim of study is accessibility (Sudirman, 2011).

Moreover heckhausen (2008) define that motivation is a product of person and situation. An individual motivation to achieve a certain goal is influenced by person factors and by situation factors, including the anticipated outcomes. In learning is recognized two kinds of motivation are looked from source of that motivation come from, that are extrinsic and intrinsic motivation, that are motivation which comes from outside and from inside (Abdorrakman, 2010). External motivation is strongly correlated with instrumental orientation, identified regulation, while internal motivation is correlated with travel, friendship and knowledge orientation (Noels in Wang 2008).

External Motivation

External motivation is motifs that active and its function because of any stimulate from outside (Sardiman, 2011). For example, the need to pass an exam, the hope of financial reward, or the possibility of future travel. Meanwhile, those belong to the students' external motivation or the situation factor are the students' environment, facilities, parents support, and also their teacher or peer support.

Internal Motivation

Internal motivation is motifs that become active or has function without any incentive, because in ivery single person has any incentive to do something. (Sardiman, 2011). Students internal motivation belongs to person factor. Iternal motivation or internal factor is based on the students' emotions and achievement-related goals. Specifically, the motivations which is greatly influenced by

achievement-related goals are called achievement Motivation. Internal motivation, results in high- quality learning and creativity (Deci and Ryan, 2000)

Sources of Motivation

The motivation that brings students to the task of learning English can be affected and influenced by the attitude of people. It is worth considering what and who these influences come from part of the world around students' feeling and engagement with the learning process. There are some sources of motivation that can awaken the students' motivation in learning and teaching process.

- **The society we live in:** outside any classroom there are attitudes to language learning and the English language in particular. How important is the learning of English considered to be in the society? In a school situation, for example. Is the language learning part of the curriculum of high or low status? If school students were offered the choice of two languages to learn, which one would they choose and why? Are the culture images associated with English positive or negative?

All these views of language learning will affect the student's attitude to the language being studied, and the nature and strength of this attitude will in its turn have a profound effect on the degree of motivation the student brings to class and whether or not that motivation continues. Even where adult students have made their own decision to a class to study English, they will bring with them attitudes from the society they live in, developed over years, whether these attitudes are thoroughly positive or somewhat negative.

- **Other significant:** apart from the culture of the world around student's their attitude to language learning will be greatly affected by the influence of people who are close to

them. The attitude of parents and older sibling will be crucial. Do they think that math and reading are what count, and clearly show that they are more concerned with those subjects than with the student's success in English? The attitude of a student's peers is also crucial. If they are **critical** of the subject or activity, the student's own motivation may suffer. If they are enthusiastic learners, however, they may take the student along with them.

- **The teacher:** clearly a major factor in the continuance of a student's motivation is the teacher. Although we will be discussing the role of the teacher in the other explanation, here it is worth pointing out that his or her attitude to the language and the task of learning will be vital. An obvious enthusiasm for English and English learning, in this case, would seem to be prerequisites for a positive classroom atmosphere.

The method: it is vital that both teacher and students have some confidence in the way teaching and learning take place. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success is much more likely. (Jeremi Harmer, 2002).

Teacher and student in teaching learning process

Generally, teaching and learning process is the main process consists of integral activity between the students who learn and the teachers who teach. Sadirman, (2011) notes that : teaching and learning process defined as a interaction process between two element humans those are students as part who learn and teachers as a part who teaches with student as his main subject.

The relationship between teaching and learning, what and how teachers teach, and

how and what learners learn has long been a subject of controversy. Teaching and learning can best be seen as a preparation for the next. (Encarta dictionary: 2004). Learning is acquiring new, or modifying existing, knowledge, behaviors, skills, values, or preferences, and may involve synthesizing, different types of information. Human learning may occur as part of education, personal development, schooling, or training. It may be goal-oriented and may be aided by motivation. The study of how learning occurs is part of neuropsychology, educational psychology, learning theory, and pedagogy. Learning may occur as a result of habituation or classical conditioning; learning may occur consciously or without conscious awareness.

Teacher in teaching learning process

The teachers use many metaphors to describe what they do. Sometimes they say they are like actors because we are always on the stage. Other think they are like orchestral conductor because in direct conversation and set the pace and tone, yet others feel like gardeners, because we plant the seeds and then watch them grow.

There are many kinds of definition about teaching, in interaction and motivation teaching learning, (Sardiman, 2011) states that teaching is deliver knowledge to protégé, whereas the Encarta library (2004) suggest that it mean systematic presentation of fact, ideas, skills, and techniques to students. It is because views are somewhat mixes as to what teachers are and because different functions are ascribed to teach, that we need to examine the teacher's role not only in education generally, but in the classroom itself.

Role such as prompter, resource or tutor may well fulfill this concept. Yet in one sense any role which the teacher adopts and which is designed to help students learn is to some extent facilitative.

METHODS

This study is designed as descriptive research. Quantitative research is research method that base on positivism philosophy and its used to research in certain population or sample. (Sugiono, 2014). There are some steps are applied in the process of descriptive study. First of all, the researcher formulated the study due to the correlation between the character of teachers with students' learning motivation in teaching and learning process of the eighth grades students at MTs NW Kalijaga.

In collecting the data in this investigating, the researcher used the non-test technique, but by using the instrument of collecting the data which is belong to questionnaire to express the data about:

- 1) The character of teacher in teaching learning process. In this case the character of teacher is measured by the perception of the students themselves which is designed references which is belonging to this investigating.
- 2) The students' learning motivation here, the instrument is developed by themselves base on indicator of learning motivation.

The populations of this study are all of the eight grade students of MTs NW Kalijaga. The total numbers of the population are 83 students. The researcher took some of them as sample by using sampling systematic. From 83 students, only 41 students has been taken as the sample of this research. Population as stated by Arikunto (2010) is the whole of the subject research. She also states that population is a set all elements possessing on or more attribute of interest. Whereas she also suggests that sample is a part of representative of population that will be examined or investigated.

The data of research

This research is aimed at expressing the correlation between the character of teacher

with students' learning motivation in teaching and learning processes of the eighth grades of MTs NW Kalijaga. The instrument used to collect the data is questionnaire which is organized and developed by the research himself. The first instrument is about the teachers' character in teaching and learning process and the second is about the students' learning motivation.

Technique of the data collection

To find out the data, the researcher needs information that is directly or indirectly obtained from the subject. The data of the study obtained in the regular instruction to subject. The steps that used in finding the data are as follows:

- a) the researcher gives the questionnaire to the students as the sample of the research;
- b) the researcher gives information to the students that refer to researcher need and gives the instruction to answer the questioner;
- c) the students ask to submit their worksheet of questioner;
- d) finally, the researcher continuous the analysis of the students' worksheet to find out individual score of students.

Data Analysis

To analysis the data, researcher used the formula of correlation Pearson product moment and after analyzing the data, so the researcher gives the score for all students' answers based on the settled system. The instrument of data collection about character of teacher and students' motivation in teaching and learning process use the scale which prepares five answers alternative are:

- Score 5 for the students who answer solid agrees (Sangat Setuju: SS)
- Score 4 for the students who answer agrees (Setuju: ST)
- Score 3 for the students who answer uncertain (Ragu-Ragu: RG)

- Score 2 for the students who answer disagrees (Tidak Setuju: TS)
- Score 1 for the students who answer really disagrees (Sangat Tidak Setuju: STS)

Table 1: Criteria of scoring for the items questioner of this research can be seen as follows:

No. Item	Alternative of answer				
	SS	ST	RG	TS	STS
1	5	4	3	2	1

Correlation Pearson product moment is sign as *r*, whereas *r* is not more than value ($-1 \leq r \leq +1$). If $r = -1$, it means that the correlation negative perfect, $r = 0$ it means that there is no correlation, and $r = 1$ it means that the correlation positive perfect (very high). While value of *r* will be consulted by table of interpretation value *r* as follows:

Table 2: Interpretation of the value correlation coefficient *r*:

Correlation Interval	Correlation Degree
0.80-1.000	Very high
0.40-0.599	Sufficient
0.60-0.799	High
0.20-0.399	Low
0.00-0.0.199	Very low (not correlated)

RESULTS AND DISCUSSION

In this research the data that has been collected was presented systematically from beginning until the end. Description of the data has been done very importance and it has benefit to try present the data has been gotten in the location of research that was all of the data that has been gotten must be relevance with the statement of the study and objective of the study that want to researched that is correlation between teacher's character with students' learning motivation for the eighth grade of MTs NW Kalijaga.

To analysis the data that has been gotten in the location of research has been done by using statistic formula, based on research that

has been done that was quantitative research which was the data analyzed by numeral. The

data result of questioner can be seen as follows:.

Table 3. result of questioner can be seen as follows

No	instrumen	The total respond per scale				
		SS	ST	RG	TS	STS
1	Guru selalu mengucapkan salam setiap masuk kelas	19	10	9	3	0
2	Guru selalu masuk kelas tepat waktu	16	13	9	3	0
3	Guru menghargai hasil pekerjaan siswa	20	15	4	2	0
4	Guru suka bertanya tentang keadaan kelas	4	8	20	8	1
5	Guru jarang senyum apabila di dalam kelas	9	5	10	12	5
6	Guru mengajak siswa diskusi sebelum memutuskan sesuatu	6	8	17	8	2
7	Guru tidak pernah menegyr siswa yang suka bermain saat belajar sedang berlangsung	4	4	10	14	9
8	Guru selalu memberikan penghargaan kpd siswa yg rajin	14	13	6	8	0
9	Guru suka marah kekals	3	2	14	14	8
10	Guru suka membantu siswa yang mengalami kesulitan dalam hal pelajaran	10	17	11	2	1
11	Dalam mengajar guru mengajak siswa berdiskusi untuk mencari penyeleseannya	8	13	11	7	2
12	Guru suka keluar kelas apabila sedang mengajar di kelas	3	4	15	13	6
13	Guru memberikan kesempatan kpd siswa untuk bertanya tentang materi yang belum dipahami	24	11	6	0	0
14	Guru selalu rapi tiap masuk kelas	24	15	2	0	0
15	Guru menyajikan materi pelajaran secara jelas dan sistematis	17	13	11	0	0
16	Guru bersedia menerima informasi dari siswa	11	14	12	4	0
17	Guru tidak membedakan antara siswa berdasarkan prestasinya	17	19	5	0	0
18	Saya hadir disekolah sebelum bel masuk berbunyi	18	13	8	2	0
19	Saya merasa rugi jika saya tidak masuk sekolah	18	16	6	0	1
20	Jika guru sudah lebih dulu berada dikelas maka saya cenderung memilih tidak masuk kelas	1	4	5	18	13
21	Saya selalu berusaha untuk selalu hadir disekolah	17	15	9	0	0
22	Saya keluar kelas pada saat pelajaran berlangsung	2	4	6	20	9
23	Saya menyimak pelajaran guru dari awal sampai akhir pelajaran	15	10	11	1	0
24	Saya tidak mengikuti pelajaran jika itu merupakan pelajaran yang tidak sy sukai	2	2	14	17	8
25	Saya selalu mengeluarkan pendapat karena guru memberikan kesempatan kpd siswa menyatakan pendapatnya	12	12	15	0	2
26	Saya senang diskusi dikelas karena guru terbuka untuk mengadakan diskusi tentang hal-hal yang berkaitan dengan materi pelajaran	18	15	6	2	0
27	Saya merasa rugi tidak memperhatikan penjelasan karena guru menyajikan materi pelajaran secara jelas dan sistematis	15	17	6	3	0
28	Saya sangat tertarik belajar Bahasa Inggris karena guru menjelaskan materi dengan menggunakan alat peraga agar siswa dapat memahami pelajaran	11	13	11	3	3
29	Saya tidak merasa malu bertanya tentang pelajaran karena guru	11	12	13	2	3

	mau diajak berdialog oleh siswa kapanpun waktunya					
30	Saya selalu aktif di kelas guru selalu membimbing siswa dalam diskusi kelompok	12	10	16	1	2
31	Jika guru sudah lebih dulu berada di kelas, maka saya cenderung memilih tidak masuk kelas	2	3	8	14	14
32	Saya mengikuti pelajaran disekolah sampai jam mata pelajaran berakhir	21	13	7	0	0
33	Saya sering bolos karna guru jarang ngisi jam pelajaran	4	3	1	18	15
34	Saya merasa perlu untuk belajar Kembali dirumah karena guru suka bertanya tentang materi yang sudah lewat	15	15	7	3	1

Refer to the questioner above it was analyzed by correlation product moment formula to determine correlation between teacher's character with students' learning motivation for the eighth grade of MTs NW Kalijaga, but before analyze that data the researcher looked for the score each statement that has been chosen by responding in that questionnaire by multiplying each item score with scale score. Based on the result of computation data gained, the lowest score for character of the teacher was 47 the highest score was 76, the lowest score for students' learning motivation was 48 the highest score was 71.

Based on the stipulation value of correlation person product moment, so from the result of computation correlation that is 0,461, so there was correlation between teacher's character with students' learning motivation at MTs NW Kalijaga, it was category positive sufficient. After consulting the result above by the interpretation of the value correlation coefficient, it was positive sufficient, for character of teacher and students motivation were includes sufficient

Table 4. The calculation of data mocomputation can be seen on the table below:

variable	N	$\sum XY =$	Max	Min
Teacher's character	41	2496	46	6
Students' motivation	41	2445	25	7

The result of the correlation computation showed that was any correlation between teacher's character and the students' motivation in teaching learning process. The score obtained from the data analysis = 0,461, the score refers that the correlation was sufficient. The correlation was sufficient because the score was interpreted to the scores with the degree of significant level of five percent (5%) based on the number (n=41) in the r-table (rt) was found 0,308. Based on these description $r_h = 0,461$ higher than $r_t = 0,308$, so that, it could be concluded that there was significant correlation between teacher's character and students' motivation in teaching and learning process.

The result of assumption testing Teacher's character

The first research question proposed in the statement of the problem was "is there any correlation between teacher's character with the students' learning motivation in teaching and learning process of the eighth-grade students at MTs NW Kalijaga. To answer the question and achieve the objectives of the study, the result of the analysis tells us that maximum score was 76, whereas the minimum score was 47 and the result of correlation computation was 0,461. Based on the result above, it it indicated that the teacher's character of the eighth grade students at MTs NW Kalijaga was any correlated and sufficient influence category.

The students' motivation

The second research question proposed in the statement of the problem was "is there any correlation between the character of teacher with students' learning motivation in teaching and learning process of the eighth grade students at MTs NW Kalijaga". To answer the question and to achieves the objectives of the study, the result of the analysis tell us that the maximum score was 71 and the minimum score was 48, based on the result of correlation product moment calculate, it is indicated that the students' motivation of the eighth grade students at MTs NW Kalijaga was sufficient influence category.

CONCLUSION

Based on computation of correlation person product moment, there was correlation between teacher's character with students' learning motivation of the eighth grade at MTs NW Kalijaga and it was on sufficient category based on into the standard category. The correlation between teacher's character with students' motivation was significant, it was found out from stipulation stated that, if r-test higher than t-table it's mean that the correlation was significant, and in this research t-test higher (0,461) than t-table (0,308).

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