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## TEACHER PERSONALITY AND PERFORMANCE ON STUDENT LEARNING MOTIVATION AT ENSINO SECUNDÁRIO GERAL LICEU 04 DE SETEMBRO VIQUEQUE

Fernando Xavier, Policarpo Ornai Neto, Anna Maria de Rosari, Agostinho dos Santos Gonçalves\*, Ilidio Ximenes Moreira  
*Chemistry Teaching Department, Faculty of Education, Arts and Humanities ISC*

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### ABSTRACT

Teacher performance will be good if teachers have high loyalty and commitment to teaching tasks, master and develop lesson materials, discipline and other tasks, creativity in teaching implementation, cooperation with all school members. The main factor for a teacher is his personality, that personality will determine whether he is a good motivator for his students. The teacher's behavior or morals are generally the appearances of his personality. The objectives to be achieved in this study are (1) To determine whether there is an influence between the teacher's personality on students' learning motivation at Ensino Secundário Geral Liceu 04 de Setembro Viqueque (2) To determine whether there is an influence of a teacher's performance on student learning motivation at Ensino Secundário Geral Liceu 04 de Setembro Viqueque (3) To determine whether there is a simultaneous influence between personality and teacher performance on the learning motivation of third-grade students of Ciências Naturais at Ensino Secundário Geral Liceu 04 de Setembro Viqueque. Based on the results of the study, it shows that the teacher's personality and teacher performance simultaneously have a significant effect on student motivation at Ensino Secundário Geral Liceu 04 de Setembro Viqueque, where the value of F-count = 20.106 > from Ftable = 3.20 with a probability value of 0.000. In addition, to partially affect students' learning motivation (Y) where, the teacher's personality variable value t-count = 3.744 > t-table = 1.6787 and teacher performance variable t-count = 3.230 > t-table = 1.6787. Thus it can be said that the teacher's personality (X1) has the most influence on learning motivation (Y) where the correlation coefficient of the teacher's

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\* Corresponding author.

E-mail addresses: [santosagostinho@yahoo.com](mailto:santosagostinho@yahoo.com) (Agostinho dos Santos Gonçalves)

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personality is = 0.588 > the correlation coefficient of teacher performance (X2) is = 0.551. For multiple linear regression prices  $Y = 24.109 + 0.0344X1 + 0.318X2$ . While the correlation coefficient of the two independent variables on learning motivation is 0.683 with an R square value of 0.466 or 46.6% and the remaining 53.4% is influenced by other factors not carried out in this study.

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## INTRODUCTION

Education is a very important requirement for human life in the competition of science and technology in the era of globalization which is growing rapidly. Education itself is a conscious effort to prepare students through guidance, teaching, and training activities for their role in the future. Good quality education is the key to competition in the global era. In improving the quality of education, teachers are one of the most decisive components in the education system as a whole, which must receive major attention. Teachers also determine the success of students, because teachers are the most influential component in the creation of quality educational processes and outcomes.

Therefore, any improvement efforts made to improve the quality of education will not make a significant contribution without the support of professional and qualified teachers. Professional and qualified teachers are teachers who have competence. Competencies that must be possessed by a teacher include pedagogic competence, personality competence, social competence, and professional competence obtained through professional education. Mastery of these four competencies absolutely must be possessed by every teacher to become professional educators as required by the teacher and lecturer law, (Sudrajat in Rudien, 2010)

Teacher competence can be defined as the unanimity of knowledge, skills, and attitudes that are displayed in the form of intelligent and responsible behavior that a teacher has in carrying out his profession. Without intending to ignore one of the competencies that must be possessed by a teacher, personality competencies should get more attention. This is because this competency will be related to idealism and the ability to understand oneself in the capacity of an educator. The appearance of the teacher's personality will more influence the interest and enthusiasm of children in participating in learning activities. Personal teachers who are polite, respectful of students, honest, sincere and exemplary, have a significant influence on success in learning which directly affects their learning motivation.

Today the good name of the teacher is in an unfavorable position, sinks fall for various reasons. Various cases have occurred because the teacher's personality is not stable, less stable, and immature. Sometimes we hear in the news, both in electronic and print media, that a teacher commits unprofessional, disgraceful actions that damage the image and dignity of the teacher. In reality, the world of education is currently faced with the problem of teacher professionalism.

The main factor for a teacher is his personality, that personality will determine whether he is a good motivator for students or will be a destroyer or destroyer for the future of his students. The behavior or morals of the teacher, in general, is the appearance of his personality, for example in his actions, speech, way of getting along, how to dress, the performance and attitude of the teacher in dealing with

every problem. Sometimes some teachers always neglect their main task as a teacher or motivator for students. Some of the teacher's attitudes that do not motivate students include frequent truancy, being lazy to go to class to teach, always leaving notes, prioritizing personal problems, like scolding or beating students in class, inappropriate dressing, and lots of accessories. Because for students, teachers are examples and role models that are very important in their growth. The teacher is the first person after parents, who influences the personality development of students. If the behavior or character of the teacher is not good, in general, the morals of students will be damaged by it, because children are easily influenced by people they admire, or it can also cause a lack of motivation to learn like to skip school, like to be restless, anxious, or involved in other problems because he found an example that was different or opposite to the example he had received at home from his parents.

The performance or work performance is work achieved by a person in carrying out the tasks assigned to him based on skills, experience, and sincerity, and time (Hasibuan, 2001: 94). Teacher performance will be good if the teacher has carried out elements consisting of high loyalty and commitment to teaching tasks, mastering and developing lesson materials, discipline in teaching and other tasks, creativity in teaching implementation, cooperation with all school members, leadership that becomes role models for students, good personality, honest and objective in guiding students, and responsibility for their duties.

In terms of student motivation and achievement, the personality of a teacher such as being open, sympathetic and attractive, flexible, authoritative, wise, fair, wise, and simple is the main highlight that can create a calm and pleasant atmosphere needed by students, which finally encourage students' enjoyment (motivation) on the teacher's subjects. The importance of the personality quality of a teacher in the teaching and learning process in the hope of encouraging students to learn and to increase learning motivation to the maximum, so it is necessary to do research on the influence of personality competence and teacher performance on student learning motivation, although it is not something easy to measure and assess aspects -aspects of the teacher's personality, at least the effort to reveal the competence of the teacher's personality through student responses is one of the efforts to get a picture of the teacher's personality that students expect.

Based on the description above, there is also a reality that occurred in Liceu 04 de Setembro Viqueque high school, through the observations that the author made, that there are teachers in this school who do not approach their students less, teachers always come late to teach, like to skip classes at school. during class hours so most leave notes to be recorded, prioritizing personal interests, some teachers like to scold or beat their students for no definite reason so that when teaching and learning activities take place students tend to be afraid of the teacher concerned. This causes the motivation of students to take lessons well to be less, and in the end, the achievement obtained by students also decreases. This fact is reinforced by interviews that the author conducted with class III CN/A students who said that there were teachers who had a lot of activities outside of school so they didn't go to school, even though they just came and sat for a while and then left notes and just left, sometimes they went to class. but only did a little explanation then rushed out of the classroom and there was no question and answer, he said he had some business.

Seeing this, we also sometimes skip class during class time and often feel bored with some subjects, so that our motivation to attend lessons decreases and in the end, our learning achievement decreases.

## **THEORETICAL REVIEW**

### **Teacher**

According to Syaiful Bahari Djamarah (2005; 31) teachers are people who provide knowledge to students. In the community's view, teachers are people who carry out education in certain places, not necessarily informal educational institutions but can also be at home and so on.

Sudarwan Danin (2010; 17) states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education.

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating means measuring success from planning to success.

From the opinions of the experts above, it can be concluded that the teacher is a professional person who has the ability and perfect mastery to convey knowledge to others, in this case, students.

Sudirman Danim and Kahiril (2010:44) say that: the teacher is a lesson planner, namely for certain administrative tasks the teacher can play himself as an administrator. When being an administrator, the teacher's task is to plan, organize, mobilize, supervise and evaluate program activities in the short, medium, and long term which are the priority of school goals. The teacher as a teacher is that since life has existed, since then the teacher has carried out learning, and indeed this is the first and foremost duty and responsibility. Teachers help students who are developing to learn something they don't know, form competencies, and understand the material being studied.

According to Syaiful Bahari Djamarah (2005:36) that the teacher is the figure of a leader. In addition, the teacher is an architectural figure who can shape the soul and character of students. The teacher has the power to shape and build the personality of students into someone useful for religion, nation, and state.

Furthermore, he stated that teachers are tasked with preparing capable humans (students) and can be expected to build themselves to be useful and become human resources to build the nation and state. According to Syaiful B. Djamarah (2005; 37) that the task of the teacher as a profession requires teachers to develop their professionalism according to the development of science and technology. The task of the teacher as a profession is to educate, teach and train students. Where the task of the teacher as an educator means to continue and develop science and technology for students. The teacher's job as a trainer means developing skills and applying them in life for the future of students.

Furthermore, he stated that one part of a teacher's job is a humanitarian task. This site cannot be ignored by the teacher, because the teacher must be involved with life in society with social interaction, so the teacher must instill human values in students.

According to Roestiyah NK (in Djamarah, 2005; 38) that the task of the teacher is to educate children, namely: Submitting culture to students in the form of intelligence, skills, and experience, Forming a harmonious child's personality, Preparing children to become good citizens, As an intermediary in learning, As a mentor to bring students into adulthood, As a liaison between schools and the community, As a discipline enforcer, As administrator and manager, As a profession, curriculum planner, As a leader (Guidance worker), and As a sponsor in children's activities.

So, the task of the teacher is to educate, teach and train as well as a humanitarian task to develop knowledge, skills and instill human values in students so that students can benefit their families, communities, and countries. Mulyasa (2009;26) argues that competence is the ability to carry out something (task) that is obtained through education. Furthermore, according to Spencer & Spencer (1993; 9), they argue that: Competency is an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation.

### **Teacher's Personality**

Personality is familiar in our daily conversations. Even so, not infrequently among us who do not understand correctly about the notion of personality both in language and the opinion of several experts. His English personality is "personality" which comes from the Greek "per" and "sconare" which means mask, but also comes from the word "personae" which means showman, that is, the player who wears the mask. In the big Indonesian dictionary, personality is defined as an essential trait that is reflected in the attitude of a person or a nation that distinguishes itself from other people or nations. According to Gordon (2008) that Personality is the dynamic organization within the individual of those psychophysical systems, that determines his unique adjustment to his environment. Personality is a dynamic organization of the individual's psychophysical system that gives a distinctive pattern in the way he adapts to his environment.

According to Gibbson (in Yuliastuty, 2013), that personality is a stable set of characteristics and tendencies and determines the general nature and differences in a person's behavior. Meanwhile, according to Robbins (2006), personality is the overall way in which a person interacts with other individuals. Sukmadinata (2005) mentions four meanings of the personality formulation, namely: Personality is an organization, Personality is dynamic, Personality includes physical and spiritual aspects, and Personality of individuals is always in a unique adjustment to the environment.

So, personality in principle is the arrangement or unity between aspects of mental behavior (thoughts, feelings, and so on) with aspects of behavioral behavior (real actions). These aspects are related functionally in an individual, thus making him behave distinctively and permanently.

Personality is a very influential factor in the success of a teacher as a human resource developer. A teacher must have a steady, stable, mature, wise, and authoritative personality and the teacher must be able to be an example for his students and also have a noble character, because the teacher's personality has a very large contribution to the success of education, especially in learning and in the

formation of the personality of the students. Teachers who have personality competencies are teachers who have the following characteristics (Mulyasa, 2007).

Discipline can mean obedience (obedience) to the rules, regulations, and so on. According to the Commander of the Armed Forces, discipline is something that lies in a person's soul that encourages the person concerned to do something or not to do something as determined by applicable norms and regulations. Whereas in education generally what is meant by discipline is a state of calm or regularity of attitude or regularity of action. Discipline is one of the tools to achieve educational goals.

The personality of the teacher is very important because the personality of a teacher is always seen by his students. This is supported by Febri Nilasari (2011), that a solid personality of a teacher will set a good example for students and the community so that the teacher will appear as a figure who deserves to be obeyed (his advice/speech/orders) and imitated (his attitude and behavior). ). According to Surakhmad (in Febri, 2011) who argues that the teacher's personality is a characteristic of each educator who is steady, stable, mature, wise, authoritative, being an example for students and the community, able to evaluate their performance and sustainably develop themselves.

So, the teacher's personality is the most important factor for the success of students. Because personality is something that is visible and can be imitated by the students themselves so that each teacher has their personality according to their characteristics to appear as a pleasant person for students, to encourage them to learn, all of which will affect their learning achievement. Regarding the importance of the teacher's personality competence.

### **Teacher Performance**

The term performance comes from the word job performance or actual performance which is defined as work performance or actual achievement achieved by someone. Mangkuneraga (in Guterres, 2011: 33), explains that performance is the result of work in quality and quantity achieved by an employee in carrying out his duties following the responsibilities given to him.

Nawawi (in Guterres, 2011), asserts that the performance termed as work is the result of carrying out a job, both physical/material and non-material. According to August W. Smith (in Rachmawati, 2013: 120) performance, is Performance is output derives from processes, human otherwise, meaning that performance is the result of a process carried out by humans. Meanwhile, according to Rachmawati (2013), performance is a form of behavior of a person or organization with achievement orientation.

According to Prawirosentono (in Guterres; 2011), performance is the result achieved by a person or group of people in an organization with their respective authorities and responsibilities, to achieve the goals of the organization concerned legally, not violating the law and following morals or ethics.

Another view put forward by King is that performance is a person's activity in carrying out the main tasks assigned to him. Referring to this view, it can be interpreted that a person's performance is related to the routine tasks he does. As a teacher, for example, his routine task is to carry out the teaching and learning process in schools. The optimal result achieved from the teaching task is the performance of a teacher.

Performance can be explained as a form of success achieved by a person or organization following their duties and functions which is the realization of a combination of abilities, motivations, and perceptions about the field of profession or work they have.

Many factors affect a person's performance, both from within and from outside. Mangkunegara (in Guterres, 2011) states that there are three (three) kinds of factors that can affect a person's performance, namely:

1. Individual Factor

Factors that include attitudes, personality traits, physical traits, desires or motivations, age, gender, education, work experience, cultural background, and other personal variables.

2. Situational Factors

Social and organizational factors, including organizational policies, types of training and supervision, wage system, and social environment.

3. Physical and work factors

Physical and occupational factors include work methods, design, and condition of work tools, arrangement of workspace, and work environment (such as lighting, noise, and ventilation).

## **Motivation To Learn**

Motivation in the learning process of children is very important because the motivation to encourage the spirit of learning and vice versa lack of motivation will weaken the spirit of learning. So, motivation is an absolute requirement in learning, a child who learns without motivation or lacks motivation will not succeed optimally. Motivation is recognized as the most important thing for learning at school. At least the child must have the motivation to study at school or anywhere. Not all small children like going to school, even older children some don't like school, even though they don't hate all forms of learning. On the other hand, it is hoped that children will have the motivation to learn so that they can do something.

Motivation is one of the psychological aspects that influence the achievement of learning achievement. In psychology, the term motive is often distinguished from the term motivation. For more details on what is meant by motive and motivation, the following writer will provide an understanding of the two terms. The word "motive" is defined as an effort that drives someone to do something. Or as Sardiman (1998) said in his book *Psychology Understanding of Human Behavior* quoted by M. Ngalim Purwanto (1998): a motive is a behavior or act of a purpose or a stimulant. While S. Nasution (1995), the motive is all the power that drives someone to do something. Thus the motive is an impulse or strength from within a person that can move him to do something. According to Hasibuan (in Guterres; 2011), motivation is the desire contained in an individual that stimulates him to take action.

As for the meaning of motivation in the Big Contemporary Indonesian Dictionary, it is a desire or urge that arises in a person either consciously or unconsciously to do something with a specific purpose.

## **METHOD**

This research was carried out at Ensino Secundário Geral Liceu 04 de Setembro Viqueque. The sample in this study were students of class III at Ensino

Secundário Geral Liceu 04 de Setembro Viqueque, totaling 49 students. Data collection techniques used in this study were observation, stationary and documentation.

The data statistical analysis method used in this study is multiple linear regression analysis, which is an analysis tool for forecasting the value of two or more independent variables on the dependent variable. Then the equation used is  $y = a + b_1X_1 + b_2X_2$ . To determine multiple linear equations, predictors  $b_1$  and  $b_2$  can be found using the following formula.

$$b_1 = \frac{(\sum x_2^2)(\sum x_1y) - (\sum x_1x_2)(\sum x_2y)}{(\sum x_1^2)(\sum x_2^2) - (\sum x_1x_2)^2}$$

$$b_2 = \frac{(\sum x_1^2)(\sum x_2y) - (\sum x_1x_2)(\sum x_1y)}{(\sum x_1^2)(\sum x_2^2) - (\sum x_1x_2)^2}$$

$$a = \frac{\sum Y}{n} - b_1 \left( \frac{\sum X_1}{n} \right) - b_2 \left( \frac{\sum X_2}{n} \right)$$

(Akdon, 2009: 112)

## RESULT

To prove this hypothesis, the F test is used to test the significance of the regression coefficient simultaneously. Based on the results of the F test following the calculation of SPSS for windows version 21.00, it can be seen in the following table.

**Table 1. Simultaneous Hypothesis Testing**

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1073.707	2	536.854	20.106	.000 <sup>b</sup>
	Residual	1228.252	46	26.701		
	Total	2301.959	48			

a. Dependent Variable: Motivasi Belajar

b. Predictors: (Constant), Kinerja Guru, Kepribadian Guru

Based on the description of the data above, it shows that the  $F_{\text{count}}$  value is 20,106 with a significant level of 0.000. From  $F_{\text{table}}$  obtained 3.20 which is smaller than  $F_{\text{count}}$  ( $F_{\text{count}} = 20.106 > 3.20$ ) and a significant value of  $0.000 < 0.05$ , it can be concluded that the two independent variables, namely  $X_1$  and  $X_2$  (teacher's personality and performance) simultaneously have a significant effect on the dependent variable (learning motivation). Thus, it can be said that because  $F_{\text{count}} = 20.106 > F_{\text{table}} = 3.20$  then  $H_0$  is rejected at the 95% confidence level with df numerator 2 and df denominator 46 which means significant, or the significant value of F test is 0.000 which is smaller than an of 5% so that  $H_0$  is rejected and  $H_1$  is accepted.

A partial test is used to test the effect of each variable, namely the independent variable on the dependent variable. The partial test looks at the results of the t-test test which is used to prove the truth of the second hypothesis ( $H_2$ ) which states that it

is suspected that the personality variable ( $X_1$ ) and teacher performance ( $X_2$ ) have a partial effect on learning motivation ( $Y$ ). Furthermore, the partiality of each variable can be seen from the t-value obtained from the t-test in the following table.

**Table 2 t-test**

Model		Coefficients				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.109	6.028		3.999	.000
	Kepribadian Guru	.344	.092	.439	3.744	.001
	Kinerja Guru	.318	.098	.378	3.230	.002

a. Dependent Variable: Motivasi Belajar

Based on the calculation, it is obtained that  $T_{\text{count}}$  is 3.744 > from  $T_{\text{table}}$  of 1.6787, then  $H_2$  is accepted at a significance level of 95%, or the significant value of the t-test is 0.001 greater than an at 5% so that  $H_2$  is accepted and  $H_0$  is rejected, so it can be concluded that partially personality variable ( $X_1$ ) has a significant effect on learning motivation variable ( $Y$ ). Calculations obtained  $T_{\text{count}}$  of 3.230 > from  $T_{\text{table}}$  of 1.6787 then  $H_2$  is accepted at the 95% significance level, or the significant value of the t-test of 0.002 is smaller than an at 5% so that  $H_2$  is accepted and  $H_0$  is rejected, so it can be concluded that partially the variable teacher performance ( $X_2$ ) has a significant effect on the variable of learning motivation ( $Y$ ).

From the description above, it can be concluded that the second hypothesis which states that the personality variable ( $X_1$ ) and teacher performance ( $X_2$ ) partially affects learning motivation ( $Y$ ) in Class III students at Ensino Secundário Geral Liceu 04 de Setembro Viqueque is proven true, namely  $T_{\text{count}}$  of personality variable is greater than  $T_{\text{table}}$  ( $T_{\text{count}} = 3.744 > t_{\text{table}} = 1.6787$ ) while the teacher's performance is  $T_{\text{count}}$  greater than  $T_{\text{table}}$  ( $T_{\text{count}} = 3.230 > 1.6787$ ).

At this stage, we will analyze the relationship between the two variables  $X_1$  (teachers' personality) and Variable  $X_2$  (teacher's performance) to the  $Y$  variable (learning motivation) to find out how big the relationship of each independent variable ( $X_1$  and  $X_2$ ) to learning motivation ( $Y$ ). Class III students Ciências Naturais at Ensino Secundário Geral Liceu 04 de Setembro Viqueque, can be seen in the following table.

**Table 3 Correlation of  $X_1$  and  $X_2$  to  $Y$**

		Correlations		
		Motivasi Belajar	Kepribadian Guru	Kinerja Guru
Pearson Correlation	Motivasi Belajar	1.000	.588	.551
	Kepribadian Guru	.588	1.000	.394
	Kinerja Guru			1.000

Sig. (1-tailed)	Kinerja Guru	.551	.394	1.000
	Motivasi Belajar	.	.000	.000
	Kepribadian Guru	.000	.	.003
N	Kinerja Guru	.000	.003	.
	Motivasi Belajar	49	49	49
	Kepribadian Guru	49	49	49
	Kinerja Guru	49	49	49

Based on the description in the table above, shows that the two independent variables (personality and teacher performance) have a significant and direct relationship to the dependent variable (learning motivation). Where, the teacher's personality variable ( $X_1$ ) on learning motivation ( $Y$ ) is 0.588 at a significance level of 0.000, which is a unidirectional relationship and is quite strong. Meanwhile, the teacher's performance variable ( $X_2$ ) on the learning motivation variable ( $Y$ ) is 0.551 at a significance level of 0.003 which is a unidirectional relationship and is quite strong. So, the third hypothesis shows that of the two variables, namely the teacher's personality variable ( $X_1$ ) and the teacher's performance variable ( $X_2$ ), the most dominant significant effect on learning motivation ( $Y$ ) at Ensino Secundário Geral Liceu 04 de Setembro Viqueque is the teacher's personality ( $X_1$ ).

Multiple linear regression analysis was used to determine the relationship and influence of two or more independent variables  $X_1$  and  $X_2$  on the dependent variable  $Y$  (teacher's personality and performance on learning motivation). Multiple linear regression analysis in this study was to determine the model of the relationship between the independent variables consisting of the teacher's personality ( $X_1$ ) and teacher performance ( $X_2$ ) on learning motivation ( $Y$ ). The following is the calculation of the adjusted R square value or the coefficient of determining the teacher's personality and teacher performance on learning motivation as follows.

**Table 4 Goodnes of Fit-test**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.683 <sup>a</sup>	.466	.443	5.167
a. Predictors: (Constant), Kinerja Guru, Kepribadian Guru				
b. Dependent Variable: Motivasi Belajar				

Based on the data above, it shows that the R-value (correlation coefficient) is 0.683 which indicates a very close correlation between the independent variables and the dependent variable. The value of the R square of 0.466 indicates that 46.6% of learning motivation is influenced by the teacher's personality and teacher performance. Meanwhile, the remaining 53.4% is influenced by other factors outside the model used.

The following are the results and model of the relationship between the independent variable and the dependent variable based on the results of the analysis using SPSS software version 21.00 for windows.

**Table 5 Results of Multiple Linear Regression Analysis Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	24.109	6.028		3.999	.000
1 Kepribadian Guru	.344	.092	.439	3.744	.001
Kinerja Guru	.318	.098	.378	3.230	.002

a. Dependent Variable: Motivasi Belajar

Based on the results of the calculations above, the multiple linear regression model obtained is  $Y = 24.109 + 0.344 X_1 + 0.318 X_2$ . Based on the results of the multiple linear regression calculation above, the interpretation of the model is: The constant value of 24.109 indicates that, if the value of the independent variable consisting of the teacher's personality ( $X_1$ ) and teacher performance ( $X_2$ ) is 0 (zero), then the magnitude of the motivation learning amounted to 24,109. The teacher's personality coefficient ( $X_1$ ) is 0.344. Where the coefficient is positive, it explains that the influence of the teacher's personality on learning motivation is unidirectional, meaning that the higher the teacher's personality, the higher the motivation to learn at Ensino Secundário Geral Liceu 04 de Setembro Viqueque. The value of this coefficient can be concluded that, if the teacher's personality increases by one unit, then the amount of learning motivation will increase by 0.344 units. The value of the teacher's performance coefficient ( $X_2$ ) is 0.318. It can be explained that the influence of teacher performance on learning motivation is unidirectional, meaning that the higher the work performance, the greater the learning motivation at Ensino Secundário Geral Liceu 04 de Setembro Viqueque. The coefficient value in the model above explains that if the teacher's performance increases by one unit, the learning motivation will also increase by 0.318 units.

## DISCUSSION

Based on the results of calculations using multiple linear regression analysis of the values obtained through the regression equation, it is known that the teacher's personality variable ( $X_1$ ) shows a positive regression coefficient value (unidirectional) with a fairly strong category, namely 0.588. This shows that there is a positive direction or a fairly strong and unidirectional relationship between the teacher's personality variables and learning motivation. This can be interpreted that if the teacher's personality increases, the learning motivation will increase, and vice versa if the teacher's personality decreases, the learning motivation will decrease.

The teacher's personality variable partially has a significant effect on learning motivation, with a significance value of 0.001, when compared with a significance

level of (a) 5%, the Asymp value. Sig. (2-sided) is greater than a by 5% so that  $H_2$  is accepted and  $H_0$  is rejected, or it can be said that the teacher's personality has a significant influence on learning motivation at Ensino Secundário Geral Liceu 04 de Setembro Viqueque. Where, the results of the calculation of  $T_{\text{count}}$  obtained are 3,744 greater than  $T_{\text{table}}$  of 1.6787 at a significance level of 95%, or a significant value of t-test of 0.001 greater than an at 5% so that  $H_2$  is accepted and  $H_0$  is rejected.

The results of statistical calculations show the number of multiple linear regression coefficients from the acquisition value of the model regression equation, it is known that the work performance variable ( $X_2$ ) shows a positive regression coefficient value (unidirectional) with a value of 0.551. This shows a positive or unidirectional relationship with a fairly strong category of teacher performance variables on learning motivation. This can be interpreted that if the teacher's performance increases, the learning motivation will be higher and vice versa, if the teacher's performance decreases, the learning motivation will decrease.

The teacher performance variable ( $X_2$ ) has a significant effect on learning motivation, with a significance value of 0.003, when compared to a significance level of (a) 5%, the Asymp value. Sig. (2-sided) is smaller than a by 5% so that  $H_2$  is rejected and  $H_0$  is accepted, or it can be said that teacher performance influences learning motivation at Ensino Secundário Geral Liceu 04 de Setembro Viqueque. Where, the calculation results obtained  $T_{\text{count}}$  of 3.230 > from  $T_{\text{table}}$  of 1.6787 then  $H_2$  is accepted at a significance level of 95%, or the significant value of t-test of 0.002 is smaller than an of 5% so that  $H_2$  is accepted and  $H_0$  is rejected, so it can be concluded that the teacher performance variable ( $X_2$ ) affects the learning motivation variable ( $Y$ ).

Based on the results of hypothesis testing, it shows that the independent variable consisting of the teacher's personality ( $X_1$ ) and teacher performance ( $X_2$ ) together (simultaneously) has a significant effect on the dependent variable, namely learning motivation ( $Y$ ). This is evidenced by the value of  $F_{\text{count}}$  (20.106) > from  $F_{\text{table}}$  (3.20) with a probability value of 0.000 so that the research hypothesis reads that the teacher's personality variable ( $X_1$ ) and teacher performance ( $X_2$ ) together (simultaneously) has a significant effect. on the variable of learning motivation ( $Y$ ) in Ensino Secundário Geral Liceu 04 de Setembro Viqueque is proven or accepted.

On the other hand, the calculation of the correlation of the two independent variables (teacher personality and teacher performance) to the dependent variable (learning motivation) obtained an R-value of 0.689, the R-value stated the magnitude of the correlation or relationship together (simultaneously) and in the same direction. This means that the teacher's personality ( $X_1$ ) and teacher performance ( $X_2$ ) have a relatively strong and positive relationship to learning motivation ( $Y$ ). The unidirectional (positive) nature explains that if the teacher's personality ( $X_1$ ) and teacher performance ( $X_2$ ) increase, the learning motivation ( $Y$ ) will also increase significantly, where the coefficient of determination (R-square) is obtained at 0.4660. The value of this determinant coefficient states that the magnitude of the two variables, namely the teacher's personality and teacher performance, can affect the dependent variable (learning motivation) which is 0.4660 or 46.6%. This means that the contribution of the teacher's personality variable and teacher performance to learning motivation is 46.6%, while the remaining 53.4% is determined by other

factors not analyzed and examined in this study. For this reason, it can be explained that for the performance of teachers at Ensino Secundário Geral Liceu 04 de Setembro Viqueque for the 2014 academic year to be effective and efficient and achieve expectations, it is necessary to look at the teacher's personality and teacher performance.

## CONCLUSION

Based on the results of the research and the results of the analysis that has been carried out, it is concluded that the teacher's personality and teacher performance simultaneously have a significant effect on learning motivation at Ensino Secundário Geral Liceu 04 de Setembro Viqueque in 2014, where the value of  $F_{\text{count}} (20.106) > F_{\text{table}} (3.20)$  with a significance level of  $0.000 < 0.005$ . With a simultaneous correlation coefficient of 0.689 and a determinant coefficient ( $r^2$ ) of 0.4660 or 46.6%. The teacher's personality variable ( $X_1$ ) and teacher performance variable ( $X_2$ ) partially affect learning motivation ( $Y$ ) at Ensino Secundário Geral Liceu 04 de Setembro Viqueque in the 2014 academic year. The teacher's personality variable obtained a  $T_{\text{count}}$  value of  $3.744 > T_{\text{table}}$  of 1.6787 the significant value of the t-test is 0.002, and the t-test value of the teacher performance variable is  $3.230 >$  from the t-table of 1.6787 at the 95% significance level, or the significant value of the t-test is 0.002. Of the two teacher personality variables ( $X_1$ ) and teacher performance ( $X_2$ ) the most dominant influence on learning motivation ( $Y$ ) at Ensino Secundário Geral Liceu 04 de Setembro Viqueque in the 2014 academic year is variable  $X_2$  (teacher performance) where the correlation coefficient of the teacher's personality variable ( $X_1$ ) on learning motivation ( $Y$ ) of 0.588 at a significance level of 0.000 and teacher performance variable ( $X_2$ ) on learning motivation variable ( $Y$ ) of 0.551 at a significance level of 0.000, with multiple linear regression prices  $Y = 24.109 + 0.344 X_1 + 0.318 X_2$ . Meanwhile, the correlation coefficient of teacher personality and teacher performance on learning motivation is 0.683 with an R square value of 0.466 or 46.6% and the remaining 53.4% is influenced by other factors.

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