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## THE INFLUENCE OF TEACHER'S PERSONALITY TOWARDS THE LEARNING ACHIEVEMENT

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### A B S T R A C T

Teachers as educators and reformers of the younger generation must be role models inside and outside school because it is the teacher who has to show behavior, character, appearance that can be imitated by the community, especially students because the personality of a teacher in front of his students is very influential and determines in the teaching and learning process. Therefore, it can be seen that a good teacher's personality will cause students' interest to be happy to learn these subjects, therefore interest is very important in achieving a goal / carrying out an activity or activity. The purpose of this study was to determine and analyze the significant influence of the teacher's personality on learning achievement at Ensino Secundário Público Filial de Quelicai. This research is a research with a quantitative approach by using a questionnaire that contains several statements about personality and learning achievement that have been distributed to respondents. The analysis technique used in this study is a simple linear regression analysis technique. The results of the study indicate that there is a significant and positive influence between the teacher's personality on learning achievement so that the alternative hypothesis ( $H_a$ ) is accepted and  $H_0$  rejects where the value of  $t_{count} = 5.201 > t_{table} = 1.692$ . For a simple linear regression line equation, namely:  $Y = 12.792 + 0.672X$  and the correlation coefficient is 0.683 while the coefficient of determination ( $R^2$ ) is 0.466 or 46.6% meaning

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that 46.6% shows the teacher's personality (X) determines the ups and downs Learning achievement at Ensino Secundário Público Filial de Quelicai, Timor Leste.

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## INTRODUCTION

Education is a process to influence students to be able to adapt as well as possible to their environment so that they can cause changes in themselves in social life. The growth and development of students depend on two elements that influence each other, namely talent and environmental influences. Talents that have been possessed by students since birth will grow and develop thanks to the influence of the environment, and conversely, the environment will be more meaningful if it is directed at the talents that already exist, although it cannot be denied that there is a possibility where growth and development are solely caused by talent factor alone or by the environment alone.

The teacher's role in schools is determined by his position as a teacher. In his position as a teacher and educator, the teacher must be able to show proper behavior (can be used as an example by students). Teachers who behave badly will damage his image as a teacher and in turn, will also be able to affect the students entrusted to him. Therefore, if there are students who behave defiantly, it may be caused by the behavior of the teacher who does not set a good example. 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, and the attitude of the teacher in dealing with every problem or problem, both light and heavy. For young students, the teacher is a very important role model in their growth, the teacher is the first person after parents, who influences the personality development of students.

The teacher's personality can be used as an example and can be seen in terms of his physical appearance, if the teacher sees himself as an example for his students, he will pay attention to his good appearance from his actions, speech, ways of getting along and actions as well as the attitude of educating and guiding students as well as when teaching. so that it can attract students' attention and interest to the teacher during the teaching and learning process, both inside and outside the classroom.

The success or failure of students in learning at school, one of which depends on the teacher. The role of the teacher as an educator is very decisive on student achievement. This shows that the teaching and learning process at the upper secondary level is a process of interaction between teachers and students to achieve educational goals. According to Sudjana in Kuntoro (2008:06), that the teacher is one of the dominant factors that affect the quality of learning. The teacher has a role as the holder of responsibility for the achievement of student learning. Teachers are not only required to be smart in terms of knowledge but are also required to have competence in terms of personality and have good teaching professionalism that can provide student learning motivation.

The personality of a good teacher is a professional teacher who requires a high self-concept. Such teachers in teaching will be more likely to provide broad opportunities for students to be creative. Teachers who have good personalities and professionalism are expected to produce student achievement.

## REVIEW LITERATURE

### *Personality*

Personality is all the patterns of behavior and individual habits that are collected in him and used to react and adapt to all stimuli both from outside and from within. This pattern of behavior and habits is a functional unit that is unique to a person. Personality development is dynamic, meaning that as long as individuals are still increasing their knowledge and willing to learn and add experience and skills, they will be more mature and stable in their personality (Ministry of Health, 1992). Personality is a characteristic, characteristic, style, or trait that is uniquely associated with us. It can be said that personality comes from the formations that we receive from the environment, for example, the formation of the family in our childhood as well as those that we are born with. So what is called personality is a mixture of things that are psychological, psychological, and also physical. The personality of the teacher is a characteristic of each educator who is steady, stable, mature, wise, authoritative, become a role model for students and the community, can evaluate his performance, and develop himself in a sustainable manner (Winarno Surakhmad, 2006).

The teacher's personality has its advantages when applied in the classroom because it will give students different tendencies and pleasures. However, some say that the teacher's personality is difficult to find, its limits are not easy to find and it is also difficult to define in plural and manic way. Personality is also likened to a magnet, electricity, and radio that cannot be known unless after knowing its trace or influence.

Psychologically, 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 to make him behave distinctively and permanently. From the characteristic and permanent psycho-physical behavior (spiritual-physical) emerged nicknames that intended to describe a person's personality.

Teachers as educators whose main task is to teach have personality characteristics that greatly influence the success of human resource development. A solid personality of a teacher will set a good example for students and the community so that the teacher will appear as a person who deserves to be obeyed (his advice/words/orders) and imitated (his attitude and behavior). The teacher's personality is the most important factor for the success of students. In this regard, Zakiah Drajat in Shah (2000; 225-226) asserts that it is the personality that will determine whether he becomes a good educator and coach for his students, or will be a destroyer or destroyer for the future of his students, especially for students who still small and for those who are experiencing a mental shock.

The personality of a teacher is the basic capital for teachers in carrying out their teaching duties professionally because educational activities are the specialty of personnel communication between teachers and students. The essence of the teacher's personality all boils down to the teacher's personal internal. The pedagogical, professional, and social competencies of a teacher in carrying out learning will ultimately be determined more by his personality. 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 regardless of the type of subject. Personality is a very influential factor in the success of a teacher as a human resource developer. Because the teacher acts as a guide, assistant, and at the same time a role model.

According to Muhibbin Syah (2004; 225) that in a simple sense, personality means the individual's intrinsic nature which is reflected in his attitudes and actions that distinguish him from others. Furthermore, McLeod, 1989 in Shah (2004; 225) defines personality as a characteristic that a person has. In this case, other words that are very close in meaning to personality are character and identity. Furthermore, he stated that personality is a very influential factor in the success of a teacher as a human resource developer, in addition to being a mentor and assistant, the teacher also acts as a role model.

According to a psychological review, personality in principle is the arrangement or unity between aspects of mental behavior (thoughts and feelings) with aspects of behavioral behavior (real actions). These aspects are functionally related to an individual, thus making him behave distinctively and permanently (Reber, 1988 in Shah, 2004; 225).

One of the things that play an important role in the success of teaching, is the process of implementing teaching. The implementation of good teaching is greatly influenced by good planning. For the implementation of teaching to run efficiently and effectively, systematic planning is needed, with a teaching and learning process that is more meaningful and activates students and is designed in a clear scenario, (Ibrahim and Nana Syaodih, 2003).

A good teacher will try his best to make his teaching successful. One of the factors that can bring success is that the teacher always makes teaching plans beforehand. The function of teaching planning is to give teachers a clear understanding of the goals of school education and its relationship to the teaching carried out to achieve these goals, to help teachers clarify their thoughts about the contribution of teaching to the achievement of educational goals, to increase teachers' confidence in the values of teaching provided and the procedures used. used, helping teachers to identify student needs, student interests and encouraging learning motivation, reducing trial and error activities in teaching with a better curricular organization, appropriate methods, and saving time, students will respect teachers who sincerely prepare themselves to teach according to their expectations, provide opportunities for teachers to advance their personal and professional development, help teachers maintain enthusiasm for teaching and always provide up-to-date materials to students, (Hamalik, 2001).

The teaching planning prepared by the teacher functions, among others: determining the direction of teaching activities, giving the content and meaning of the goals, determining how to achieve the goals set, measuring how far the goals have been achieved and what actions must be taken if the goals have not been achieved (Nurdin and Basyruddin, 2003).

According to A.M. Sardiman (2004: 1), that personality competence is a personal ability that reflects a personality that is steady, stable, mature, wise, and authoritative, becomes an example for students, and has a noble character. Each of

these personality elements can be broken down into sub-competencies and essential indicators as shown in the following table:

**Table of Sub-Competencies and Essential Indicators of Personal Competence**

Subcompetence	Essential Indicator
1. Have a steady and stable personality	a. Act under legal norms. b. Act according to social norms. c. Proud to be an educator. d. Have consistency in acting according to norms.
2. Have a mature personality	a. Showing independence in acting as an educator. b. Have a work ethic as an educator.
3. Have a wise personality.	a. Showing actions based on the benefits of students, schools, and communities. b. Shows openness in thinking and acting.
4. Have an authoritative personality.	a. Have a behavior that has a positive effect on students. b. Have respectable behavior.
5. Have noble character and can be an example.	a. Act under religious norms (intake, honest, sincere, helpful). b. Have a behavior that is imitated by students

Source: Jean Rudduck & Julia Flutter (2004: 74)

A teacher must act according to legal norms and social norms. At this time, students prefer to be imitated than advised. According to Jean Rudduck & Julia Flutter (2004: 74), a good teacher is a teacher who has commendable traits that can be imitated, such as humane, fair, consistent, likes to help students, fair, not vindictive, not selfish, and honest. These commendable traits are part of the personality competencies that a teacher must possess.

### ***Learning Achievement***

To be able to determine whether or not the objectives of education and teaching have been achieved, it is necessary to make an effort on the act of assessment or evaluation. Assessment or evaluation is giving consideration or price or value based on certain criteria. The process of learning and teaching is purposeful. The goal is stated in the formulation of the behavior that students are expected to have after completing their learning experience. Student success can be seen from the achievements achieved by students, (Sudjana, 2002:111)

According to Winkel (1986:36), that learning achievement is any kind of learning activity that *produces a distinctive change*. In the general Indonesian dictionary, it is said that learning achievement is the result of an effort that has been achieved or what has been done to get a skill or intelligence, (Poerwodarminti, 1980: 768).

Learning achievement is an assessment of the results of learning activities that are expressed in the form of symbols, numbers, letters, and sentences that reflect the results that have been achieved by children in a certain period (Sutratinah, 1984:430). In addition, according to Tu'u (2004:75) that learning achievement is the mastery of knowledge or skills developed by subjects, usually indicated by test scores or scores given by the teacher. Student achievement can be formulated as follows:

- (a) Student learning achievement is the result of student learning achieved when participating in and doing assignments and learning at school.
- (b) The student's learning achievement is mainly assessed from the cognitive aspect because it is related to the student's ability in knowledge or memory, understanding, application, analysis, synthesis, and evaluation.
- (c) Student learning achievement is proven and shown through grades or scores from the evaluation results conducted by the teacher on student assignments and the tests or exams they take.

So, learning achievement is a result of measurement and assessment of learning or experience that includes changes in behavior or abilities in certain fields in achieving a level of maturity that can be directly measured by tests. This assessment can be in the form of numbers or letters. Learning achievement in this study is the score achieved by students in mastering the subject of chemistry which is reflected in the pure value of the end-of-semester test.

## METHOD

This research was conducted in Ensino Secundario Público Filial de Quelicai, Quelicai Sub-District, Baucau District – Timor Leste. The samples in this study were all students of class II science at Ensino Secundário Público Filial de Quelicai, Baucau District totaling 33 people. Data collection techniques using direct observation, questionnaires, and documentation.

According to Nasir (1998: 149) that the variable is a concept that has a variety of values. Singarimbun and Effendi, (1995: 42) say that a variable is a concept that is given more than one value. In this study there are two independent variables and one dependent variable, namely:

a. Independent variables (Independent Variables), namely variables that can influence other variables, namely Teacher Personality (X) with indicators, namely:

- Strong personality skills
- Adult (Noble Morals and Become an Example, Wise and Authoritative)
- Attitude

b. The dependent variable (dependent variable), namely the variable that is influenced by the independent variable, namely learning achievement (variable Y). The indicators are:

- Motivation
- Approach
- Psychological aspects
- Score

The data analysis technique used in this study is a simple regression analysis model where this regression analysis is a statistical procedure that is useful for analyzing the relationship between one dependent variable and one independent variable.

Simple linear regression analysis with one predictor, because it consists of one independent variable (Teacher Personality) and one dependent variable (Learning Achievement). Simple linear regression analysis was used to determine the effect of the teacher's personality (X) on learning achievement (Y) in Grade 11 students at

Ensino Secundário Público Filial de Quelicai. The formula for the simple linear regression model is:

$$Y = a + bX$$

The coefficient of determination ( $R^2$ ) essentially measures how far the model's ability to explain the variation of the dependent variable (Ghozali, 2001). The value of the coefficient of determination is between 0 and 1. If the R value is close to 1, it can be said that the stronger the model is in explaining the variation of the independent/independent variable on the dependent variable. Conversely, if R is close to 0 then the weaker the variation of the independent variable explains the very limited dependent variable.

To state the size of the contribution of the variable X to Y can be determined by the formula of the determinant coefficient is  $KP = r^2 \times 100\%$ .

## RESULTS

Simple linear regression analysis was used to determine the relationship and influence of one independent variable (teacher personality) on the dependent variable (learning achievement). Simple linear regression analysis in this study to determine the model of the relationship between the independent variable teacher personality (X) learning achievement variable (Y). The following are the results and the relationship between the independent variable and the dependent variable.

**Simple Linear Regression Analysis Table**  
**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	12.793	5.518	
	Kepribadian Guru	.670	.129	.683

a. Dependent Variable: Prestasi Belajar

Based on the analysis with the SPSS version 21.0 program for windows, for the simple linear regression equation in the Coefficients table above, it can be said that  $Y = 12793 + 0.670X$

The interpretation of the regression line coefficient shows that if the teacher's personality variable is constant, the regression value is 12,793. If the Teacher Personality variable (X) is increased by one unit, the learning achievement variable (Y) can have a positive impact of 0.670.

The t-test is used to determine the effect of the independent variable, namely the teacher's personality (X) on the dependent variable of learning achievement (Y) at Ensino Secundário Público Filial de Quelicai, for the t-test (t-test) by comparing the probability tcount with the level of significance (0.000). It can be seen in the table below:

**t Test Table**  
**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		

	(Constant)	12.793	5.518		2.318	.027
1	Kepribadian Guru	.670	.129	.683	5.201	.000

a. Dependent Variable: Prestasi Belajar

The results of the t-test analysis show that at the degrees of freedom  $df = n - k - 1 = 31$  at the 95% confidence level or an error rate of 0.05 from the calculation results, the probability value  $t_{count}$  is 5,201 greater than  $t_{table} = 1,692$  at the error rate (5%) so that  $H_0$  is rejected. and  $H_a$  accepted. The acceptance of  $H_a$  means that the teacher's personality has an effect on learning achievement at Ensino Secundário Público Filial de Quelicai. So, it can be seen that the  $t_{count}$  value for the teacher's personality (X) is 5,201 greater than  $t_{table}$  with  $df$  31 and a significant level of 0.05, the value is 1,692 because  $t_{count} > t_{table}$ ,  $H_0$  is rejected and  $H_a$  is accepted.

Based on the calculations obtained  $t_{count}$  of 5.201 > from  $t_{table}$  of 1.692 then  $H_0$  is rejected at the 95% significance level, or the significant value of the t-test is 0.000 which is smaller than an at 5% so that  $H_0$  is rejected and  $H_a$  is accepted, so it can be concluded that the teacher's personality variable (X) affects learning achievement (Y).

Meanwhile, the coefficient (R) is used to determine the relationship between the independent variable and the dependent variable, if the correlation coefficient (R) is close to 1 then the relationship is very strong and unidirectional. If the correlation coefficient (R) is close to (-1) then the relationship is strong and in the opposite direction, whereas if the correlation coefficient (R) is 0 then the relationship is weak. The T-test more clearly can be described as follows:

**Table Model Summary**  
**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.683 <sup>a</sup>	.466	.449	3.649	.466	27.054	1	31	.000

a. Predictors: (Constant), Personality

b. Dependent Variable: Achievement

From the results of the analysis, the correlation coefficient (R) is 0.683. This value shows a positive influence and the relationship is quite strong and unidirectional, meaning that if there is an increase in the independent variable, namely Teacher Personality (X), it will also be followed by an increase in learning achievement at Ensino Secundário Público Filial de Quelicai in terms of if the teacher's personality is improved, the achievement student learning also increases or vice versa

The coefficient of determination  $R^2$  of 0.466 or 46.6% means that 46.6% of the teacher's personality (X) determines the ups and downs of learning achievement at Ensino Secundário Público Filial de Quelicai. Meanwhile, the remaining 53.4% is caused by factors not analyzed in this study, but the teacher's personality is quite influential on learning achievement.

## CONCLUSION

Based on the results of the analysis and discussion above, the authors can conclude that there is an influence between the teacher's personality on learning achievement where the tcount value of 5,201 is greater than ttable which is 1,692 at a significant value of 0.000, then the alternative hypothesis (Ha) is accepted and rejected. Ho. For a simple linear regression equation  $Y = 12793 + 0.670X$ . The correlation coefficient is 0.683 and the coefficient of determination (R<sup>2</sup>) is 0.466 or 46.6%, meaning that 46.6% shows the teacher's personality (X) determines the ups and downs of learning achievement at Ensino Secundário Público Filial de Quelicai. From the description above, it can be suggested that the RDTL Government should pay attention to the various schools in Timor Leste and pay attention to the psychological aspects of the teachers so that they act and act well and can improve the quality of education in Timor Leste. And, To the teachers in Timor Leste to pay attention to various actions and behaviors in service and teaching inside and outside the classroom.

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