# THE IMPORTANCE OF PERSONALITY FACTOR FOR TEACHERS IN TEACHING PROCESS

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## Abstract

*Many investigations have been conducted to find out the best formula for successful teaching and learning process. Many factors have been found related to the findings. Teacher is one of important factors that influence the successful teaching and learning process. Teacher is the one who knows well the condition of the students. Social and sociable seem to be important factors in teaching. The teacher who has the two factors will express friendly feelings for others. This teacher enjoyed their relationship with students and preferred nondirective to directive classroom procedures. This kind of teacher listens to the students, accepts students' contribution and draws ideas from them.*

*Keywords: personality factor, social, sociable*

## Abstrak

Banyak penelitian telah dilakukan untuk mengetahui formula terbaik untuk mendapatkan proses belajar mengajar yang sukses. Banyak faktor yang telah ditemukan. Guru merupakan salah satu faktor penting yang mempengaruhi kesuksesan proses belajar mengajar. Guru adalah orang yang tahu benar kondisi siswa. Sifat *social and sociable* menjadi faktor penting dalam mengajar. Guru yang memiliki dua faktor itu akan mengekspresikan perasaan ramah pada orang lain. Guru seperti ini menikmati hubungan mereka dengan siswa dan lebih menyukai prosedur kelas *nondirective* kepada para siswanya. Model guru ini mendengarkan para siswa, menerima masukan siswa dan menarik ide-ide dari mereka.

**Kata kunci: personality factor, social, sociable**

## A. INTRODUCTION

Many investigations have been conducted to find out the best formula for successful teaching and learning process. Many factors have been found related to the findings. Teacher is one of important factors that influence the successful teaching and learning process. Teacher is the one who knows well the condition of the students. Furthermore, teacher is the one who knows the development and the need of the students. In other words, teacher holds a crucial part for the product of teaching and learning process, the students. Successful in teaching and learning process means be an effective teacher. An effective teacher means knowing how to deliver the materials; knowing how to manage the class; knowing how to control the students; knowing how to handle the students' problem, etc. Moreover, an effective teacher means knowing the cognitive and affective part as well. Knowing the cognitive and affective side of human being can give a big contribution for teacher in achieving a successful teaching and learning process. Based on research which is done by Ryans (1960), mentioned that successful teaching were more affective than cognitive. Thus this paper would like to have further discussion on the affective side, and its influences on the teaching and learning process.

## B. THE RESEARCH

In 1963, Veldman and Peck (Klausmeier. 1971:177) had done research to find out what characteristics of being an effective teacher at high school students. This table shows the 5 clusters of behaviors obtained from the student ratings.

| 1. | **Friendly, cheerful, admired**<br>She always friendly toward her students<br>She is good-natured and easy to get along with<br>She always seems cheerful and happy<br>She is always interested in hearing a student's ideas<br>She seems to understand the problems students have<br>She smiles most of the time<br>You can depend on her to be fair with you<br>I would like to have her as a personal friend<br>She sets a good example for her students |
|---|---|
| 2. | **Knowledgeable**<br>She knows a great deal about her subject<br>She seems know more about her subject than just what is in the book<br>She doesn't get confused by unexpected questions<br>She always seems sure of herself in front of her class<br>She always seems to know just what she'll do next. |
| 3. | **Interesting**<br>Her class is never dull or boring<br>She makes learning seem more like fun than work<br>She explains her assignments clearly and completely<br>She has made her subject alive and interesting for me |
| 4. | **Strict control**<br>She doesn't let the class discussion get too far off the subject<br>She expects a lot from her students and usually gets it |

| 5 | **Democratic procedure** <br> She likes to give the students a choice of how to do assignment <br> … |
|---|---|

It has widely known that requirements for teaching are based on cognitive rather than affective characteristics. However based on the research, it can be seen that the affective characteristics are more important in determining the teaching success than the cognitive one. Most of students are more concern on the personality of the teacher rather than the teaching method or materials itself. In other words, the personality of the teacher becomes the important role in successful teaching method itself. Hence it is a must for teachers to learn and understand the affective factors not just for the students' benefit but also for the benefits of the teacher.

## C. AFFECTIVE DOMAIN

The affective domain is the emotional side of human behavior, and it may be juxtaposed to the cognitive side. The development of affective states or feelings involves a variety of personality factors, feelings both about ourselves and about others with whom we come into contact (Douglas Brown.2007:153). It emphasizes a feeling tone, an emotion, or a degree of acceptance or rejection.

Benjamin Bloom and his colleagues (Krathwohl,Bloom,&Masia,1964) provided a useful extended definition of the affective domain. It has been used for general understanding of the affective domain in human behavior.

1. First level. The development of affectivity begins with receiving. Being aware of the environment surrounding, and be conscious of situations, people or phenomena, such as be willing to receive, to listen, etc.
2. Second level is responding. It is committed in at least some small measure to a phenomenon or a person.
3. Third level involves valuing; giving worth on a thing, a behavior or a person.
4. Fourth level is organization. We organize values into a system of beliefs.
5. Finally, individuals become characterized by and understand themselves in terms of their value system.

These fifth levels of affective domain are important to be known for teacher, since every human being will pass it in accepting new information. In teaching process, delivering and accepting new information are the most important process for the successful teaching and learning process.

## D. PERSONALITY FACTORS

Understanding how human beings feel and respond can be a very precious source for teachers in conducting a good teaching and learning process. There are 7 personality factors that will be discussed in this paper. Besides, this paper also discusses motivation, since it is the important key for successful teaching and learning process.

### 1. Self-Esteem

Self-Esteem is a personal judgment of worthiness that is that is expressed in the attitudes that individuals hold toward themselves. It expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to

be capable, significant, successful and worthy. Having a high self-esteem is important not only for a teacher but also for the students. A teacher with high self-esteem will able to control and manage the class well. While for the students, it make the students have high self-worth, self-regard and self-respect in facing their study. Hence, it is teacher's duty to raise student's self-esteem.

## 2. Attribution Theory and Self-Efficacy

Based on the seminar work of Bernard Weiner (1986,1992,2000), attribution theory focuses on how people explain the causes of their own successes and failures. In teaching process, a good teacher should be able in evaluating his or her own method of teaching. Knowing which the best method can be applied in the class, knowing the cause of success and failure in facing the students can be one of considerations in valuing the success and failure of teaching.

According to Weiner there are 4 factors influence the success or the failure in achieving personal objective: ability, effort, difficulty of a task and luck. This is where self-efficacy comes in. If a learner feels capable of doing a given task, The learner might be achieving success. It means that the learner has a high self-efficacy. A teacher should know the way how to increase the self-efficacy of students. Students with high self-efficacy will have high self-confidence as well. This kind of student will receipt lesson easily than those who do not have high self-efficacy.

## 3. Willingness to Communicate (WTC)

WTC can be defined as "underlying continuum representing the predisposition toward away from communicating, given the choice"(MacIntyre et all,2002:538). Or more simply "the intention to initiate communication, given a choice"(MacIntyre et all,2001:369). A good teacher should be able to arouse the student's willingness to communicate. It can be said that willingness is the start point for the students to achieve some skills. When the student does not have any willingness to start communication, the student will get nothing during the study.

Since communication is the important key in successful teaching process, teacher should be able in any ways to keep the communication. Shyness and afraid of making a mistake are the common reason why the students tend to avoid of making communication. This common reason should be banished from the students' mind, in order that the students have the willingness to communicate with others.

## 4. Risk Taking

Risk taking is important characteristic of successful learning of a second language. The learners have to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong. This kind of affective factor can be applied in teaching process as well. In teaching process risk taking is needed for the teacher to improve the teaching method. The teacher has to be able to gamble a bit in trying to apply a new teaching method. The risk taking also needed for the teacher in taking a decision in her or his class. When the teacher has to make

a quick decision dealing with the students, she or he must be brave to take a risk, so the problem can be solved quickly. However, it does not mean that the teacher can take the risk without any considerations. Considerations are still needed to make a precise risk taking.

## 5. Anxiety

"Subjective feeling of tensions, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system"(Spielberger.1983:1). It "associates with feelings of uneasiness, frustration, self doubt, apprehension or worry"(Scovel.1978:134). According to Horwitz, there are 2 type of anxiety; trait anxiety and state anxiety. Trait anxiety is more permanent predisposition to be anxious so the teacher cannot do anything about this. While state anxiety is experienced in relation to some particular event or act (2001:1999).

Physical effects of anxiety may include heart palpitations, muscle weakness and tension, fatigue, nausea, chest pain, shortness of breath, stomach aches, or headaches. The body prepares to deal with a threat: blood pressure and heart rate are increased, sweating is increased, blood flow to the major muscle groups is increased, and immune and digestive system functions are inhibited (the fight or flight response). External signs of anxiety may include pale skin, sweating, trembling, and pupillary dilation. Someone who has anxiety might also experience it as a sense of dread or panic. Although panic attacks are not experienced by every person who has anxiety, they are a common symptom. Panic attacks usually come without warning, and although the fear is generally irrational, the perception of danger is very real.

It seems that anxiety is very bad for anybody, especially for the teachers in teaching process. However, teacher should be able in seeing anxiety from different side. When someone experiences anxiety on something, he or she will do the best to prepare or face it. Teacher will prepare the teaching materials well because the teacher has this kind of feeling. Hoping that the teaching process will running well, the teacher prepare everything before teaching. What should be given to the students, how to handle the class, how to manage the time are things that the teacher should prepare.

Anxiety for the students is important as well. Even there is an experimental research which is conducted in America. Based on that research, it is said that the induced of anxiety had a facilitating effect on test performance, since the experimental group which the induced of anxiety is given performs better than control group. On the other words, anxiety in some ways can be useful for the students. The students will prepare themselves well in facing their study.

## 6. Empathy

" A process of comprehending in which a temporary fusion of self object boundaries permit of immediate emotional apprehension of the effective experience of another"(Guiora et all.1972:142). There are 2 necessary aspects to the development and exercising of empathy;
1. an awareness and knowledge of one own feelings,

2. second is identification with another person.

Communication requires a sophisticated degree of empathy. In

order to communicate effectively, we need to be able to understand the other person's affective and cognitive states. A teacher should have a high empathy. Knowing the real condition of the students by placing her selves in the student position will decrease the misunderstood that might be happened between the teacher and the student.

Sometimes, teacher has already gave a label for certain student such as naughty student, undisciplined student, without strong reasons. This labeling is very bad thing to be done by the teacher. Since this label will follow the student anywhere and anytime during the teaching process. Moreover it might influence the teacher's judgment or valuing process. Try to place ourselves in the student's position definitely we will understand them better.

## 7. Extroversion and Introversion

Extroversion and its counterpart, introversion, are the common type of personality that we have already known. The common understanding on these two type of personality mentioned that extroversion refers to the active student, while the introversion refers to the passive student. As teacher, usually prefer to have an extrovert students rather than introvert students. We assume that the extrovert student will talkative, responsive, and easy to understand the given materials. For the introvert students, the teacher has to have extra effort just to make them speak. They will keep silent during the teaching process, the class will be quiet all the time and what happen next is the class will get bored. This kind of assumption is totally wrong.

Based on Douglas Brown "Extroversion is the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself. They need other people in order to feel 'good'. While introversion, on the other hand, is the extent to which a person derives a sense of wholeness and fulfillment apart from a reflection of this self from other people"(2007:166-167). It does not have relation with the bad or good and positive or negative type of student's personality. Each type or characteristics has its own goodness. The extrovert student will easier getting associate with others, while the introvert student will have better understanding on something.

A good teacher should not split the students into extrovert and introvert if it just make a false treatments. Every student has its own goodness. As a good teacher, we should be able in seeing the potensials of each student. Hence, whether extrovert or introvert students, all the students can improve their potensials.

## 8. Motivation

Motivation is the driving force which causes someone to achieve goal. It can be said that motivation is the key to achieve the success. Hence, to keep the motivation in a high level should be done by the teacher. However, keeping the students' motivation in a high level is a big problem, not only for the teacher but also for the students themselves. Motivation can be classified into two parts; namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is no apparent reward except the activity itself. On the other hand, extrinsic motivation is fueled by the anticipation of a reward from outside and beyond the self. Both motivation hold the same part

in determining the successful of someone's achievement.

Seeing the students' achievement can arouse the teacher's motivation. While an interesting class can motivate the students. This fact should get serious attention from the teacher. These steps can help the teacher in having an interesting class so that the students can be motivated. These steps are:

1. focus student attention on desired objectives

2. utilize the individual's need to achieve

3. help each student set and attain goals

   Setting and attaining goals require learning task at an appropriate difficulty level; feelings of success with current learning task will heighten motivation for sub-sequent task. And feeling failure lower motivation for subsequent task.

4. provide information feedback and correct errors

   Acquiring information concerning correct or appropriate behavior and correcting errors are associated with better performance on and more favorable attitudes toward the learning task.

5. provide real-life and symbolic models

   Observing and imitating a model facilitates the initial acquisition of prosocial behavior such as self-control, self-reliance and persistence.

6. provide for verbalization and discussion of prosocial values (awareness, understanding, acceptance)

   verbalizing prosocial values and behaviors and reasoning about them

provide a conceptual basis for the development of behavior

7. use reward and other incentives

   Expecting to receive a reward for specified behavior or achievement directs and sustains attention and effort toward manifesting the behavior or achievement. On the other side, nonreinforcement after a response tends to extinguish the response. Expecting to receive punishment for manifesting undesired behavior may lead to suppression of the behavior; to avoidance or dislike of the situation or to avoidance and dislike of punisher.

8. avoid procedures that create high stress

   Experiencing high stress and anxiety is associated with low performance, erratic conduct and personality disorders
   (Klausmeier, Herbert John.1971:231-232 )

## E. CONCLUSION

Social and sociable seem to be an important factor in teaching. The teacher who has the two factors will express friendly feelings for others. This teacher enjoyed their relationship with students and preferred nondirective to directive classroom procedures. This kind of teacher listens to the students, accepts students' contribution and draws ideas from them. The further result for this situation is a better classroom management, and better product of education, in this case is the students. This kind of teacher with high personality factor can be reached by knowing and understanding human behavior. In other words, affective

factors do play very crucial factor for successful teaching and learning process.

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