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Expectations and Reality Regarding Teacher Personality: Perspectives of Indonesian Students Using Importance-Performance Analysis

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Abstract. The purpose of this study was to describe the personality of teachers in Indonesia using an analysis of students who aspire to continue their education in educational study programs in Indonesia. The research sample consisted of 1994 students, of which 668 were male and 1326 female students enrolled in several majors, such as science, social studies, language, religion, and others. Respondents were obtained through purposive sampling. Attributes and latent constructs were classified using importance-performance analysis (IPA). The results of the study indicate that there are three personality traits that need to be improved by teachers, namely being supportive, caring, and sensitive to problems. Male respondents identified seven personality traits on the priority scale that need to be improved. That is, teachers need to be communicative, broad-minded, diligent, calm, objective, authoritative, and up to date. Furthermore, female respondents indicated five personality items on the priority scale that need to be improved. That is, teachers need to be trained, communicative, diligent, responsive, and not careless. These findings can be used as input for teachers to be able to improve their personality competence. It can also become a reference for students to be able to ensure that they have a positive personality as one of the

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competences that prospective teachers must possess. This research forms the basis for initial considerations for counselors to provide guidance and counseling services, especially in career planning, for students who consider becoming educators as a future career.

Keywords: career planning; importance-performance analysis; personality; students; teacher

1. Introduction

In general terms, teachers are individuals who work in educational institutions that enable students to achieve goals and cognitive, sensory, and behavioral gains within the range set by the education system (Ulug et al., 2011). Teachers are central role players in learning activities, which requires them to have good personalities, including possessing high cognitive abilities, sensitivity, and skills in many things. A positive attitude of a teacher will have a positive influence on students in particular and society in general (Chan & Yuen, 2014). The teaching and learning process is the core of the overall educational process, with the teacher as the main role player (Chiva-Bartoll, 2018; Shelton, 2018). The abilities and characteristics needed to be a good teacher are the same factors that determine a good education (Djigić et al., 2014). Results of studies in the United States have indicated that the most important factor in determining student academic success is the teacher. Meanwhile, most European and Asian countries regard their teachers with a higher level of respect when compared to other professions. In Indonesia, teachers generally receive longer training in pedagogical competences, receive better salaries, and are given more time to focus on the needs of their students (Gladilina, 2018; Maksymchuk, 2018; Widyastuti et al., 2017). In addition, countries around the world are facing a need for qualified, educated, and competent educators (Lo, 2019).

Not very different from other developed countries in the world, Indonesia regards teaching as a profession whose existence is regulated by the state, with the issuance of Law no. 14 of 2005 concerning teachers and lecturers. The Indonesian Government requires that teachers must possess four competences to teach, namely (1) pedagogical competence, (2) personality competence, (3) social competence, and (4) professional competence (Government of Indonesia, 2006). The teacher professional competence that has a significant influence on teacher quality is personality competence (Ayyildiz & Yilmaz, 2021; Zola & Mudjiran, 2020). Teacher personality competences have been shown to have a significant contribution in improving the ability to control teaching materials, the ability to manage learning, and the commitment to doing a good job (Zheng et al., 2022).

The teacher's personality also influences the quality of education that students receive. Personality is defined as character, traits, or attitude (Yusof et al., 2014). Personality refers to the organization of character, temperament, physical intelligence, ways of thinking, feeling, interests, beliefs, and values that are manifested through patterns of behavior in everyday life (Turan et al., 2015). Personality traits certainly greatly influence the teaching profession. Teachers must possess the personality traits necessary to teach so that they can be role

models for students, without which traits they might diminish existing student skills (Yazıcı, 2006). Personality refers to the pattern of behavior consistently exhibited by an individual (Papageorgiou, 2020). Teacher personality plays a very important role and function in shaping the personality of students in order to prepare and develop human resources, improve the welfare of society, and ensure the progress of the country and the nation in general (Ahmadi-Azad, 2020; Berkovich, 2021; Camadan, 2018).

Teachers' personality makes a fairly big contribution to educational success, especially in learning activities, and has a significant effect on the formation of students' personality (Kheruniah, 2013). Teacher personal characteristics play an important role but also need to be balanced with professional competence (Klassen et al., 2020). Teachers hold the key to student success in society (Erdoğan & Savaş, 2022). In addition, teacher quality is closely related to learning and student achievement. The results of research in Turkey show that when teachers fail, their readiness and professionalism are questioned. This is because teachers have a significant contribution to student performance, school effectiveness, and overall efficiency of the education system (Tasdemir et al., 2020). This emphasizes the importance of teacher education. Teacher education begins with the selection of programs that directly affect program efficiency, teacher quality, and teaching status in a country. Teachers and students play a reciprocal role in shaping each other's beliefs and behavior in the classroom (Patall et al., 2022; Pinto-Dror & Shoshana, 2022).

In recent years, research has shown that students thrive when teachers support their independence and resist the urge to be completely controlled by their desires, interests, and career choices (Cheon et al., 2012; Patall et al., 2022; Patall & Zambrano, 2019; Reeve, 2018; Reeve & Tseng, 2011). However, currently, the selection process in educational institutions as well as education personnel do not realize that personality is an important aspect of being a teacher, one who will educate and hone the country's next generation. Currently, many students cannot apply their knowledge, do not retain the advice provided by the teacher, and are not even sympathetic towards the teacher. This is not solely because of the teacher's inability to manage learning, but because the teacher does not have a strong personality. In addition, many incidents have been reported that tarnish the image and profession of teachers, because many teachers do not reflect the personality required of a teacher (Razak & Jalal, 2018). On frequent basis, cases are reported in the mass media where teachers are involved in drug cases, obscenity, cases of violence against their students, and so on. These cases emphasize the importance of teacher personality. Although personality is very abstract and difficult to understand in real terms, it can be seen in a person's actions, appearance, or communication when facing a problem (Mengistnew et al., 2021). In addition, the low personality competence that exists among teachers will have an impact on the discrepancy between improving the quality of education nationally and what is expected (Abdallah & Musah, 2021). Based on data, only 2.62% of teachers are qualified to teach in terms of having the right personality (Valentin et al., 2019). Therefore, it is important to do research to map teacher personality.

The above problem of teacher personality needs to be a concern for students who aspire to continue their education in educational study programs. In addition to having to master the four competences well, teachers must also have an extraversion personality, be open and friendly, and possess awareness in realizing steady behavior. Furthermore, they must be noble, wise, authoritative, stable, mature, able to self-evaluate performance and develop themselves sustainably, patient, soft-spoken, altruistic, straightforward, caring, forgiving, and emotionally stable (Hamidah et al., 2019; Perera et al., 2018; Thijssen et al., 2022). This research is important as a basis for looking at the expectations and reality of the personality of prospective teachers in Indonesia, so that the personality of future teachers does not conflict with their profession.

2. Method

This research was a quantitative descriptive study that aimed to describe the personality competence of Indonesian teachers. Analysis was done of student responses, with a sample of 1994 students obtained through purposive sampling and convenience sampling. The respondent demographics are presented in Table 1.

Table 1: Demographic profile of respondents

Category	Total	%
Gender		
Male	668	33.50
Female	1326	66.50
Major at school		
Natural science	669	33.86
Social science	292	14.78
Language	9	0.46
Religion	18	0.91
Other	988	50.00
Father's occupation		
Farmer/fisherman/worker	455	22.82
Civil servant/teacher/lecturer	54	2.71
Doctor	3	0.15
Self-employed	578	28.99
Government civil servant	62	3.11
Army/police	55	2.76
Unemployed	47	2.36
Deceased	121	6.07
Other	619	31.04
Mother's occupation		
Housewife/unemployed	1392	69.81
Farmer/fisherman/worker	33	1.65
Teacher/lecturer	115	5.77
Doctor	7	0.35
Self-employed	137	6.87
Deceased	57	2.86
Government civil servant	40	2.01
Army/police	6	0.30
Other	207	10.38

Father's ethnicity			
Minang		1250	62.69
Sunda		80	4.01
Java		472	23.67
Other		192	9.63
Mother's ethnicity			
Minang		1300	65.20
Sunda		85	4.26
Java		439	22.02
Other		170	8.53

The instrument used in this study was the Personality Selection Scale for Indonesian teacher candidates. The instrument has 4 sub-variables, namely extraversion, social and friendliness, attitude and openness, and intelligence and authority, with 24 personality items and a scale of 1 to 100. The instrument has been validated using Rasch modeling item analysis, with reliability item .9. This shows that the items used are in the very good category (Sumintono & Widhiarso, 2015). The value of the Cronbach alpha reliability coefficient is .836, which shows that the instrument developed leads to accurate, certain, and consistent results.

The research was conducted online in the period July 2021 to August 2022. Data collection was carried out using the Personality Selection Scale instrument. Students were asked to indicate their willingness to participate in the research, with those agreeing taking approximately 10 minutes to complete the questionnaire. This research was also conducted in accordance with the research ethics issued by the Research Ethics Commission, Institute for Research and Community Service Universitas Negeri Padang (UNP).

Data were analyzed and measurements made using descriptive statistics using the percentage formula and importance-performance analysis (IPA). IPA is used to map the relationship between performance gaps and expectations (Ong & Pambudi, 2014).

3. Findings and Discussion

The results of the descriptive study show that the average student expectation score ranged from 62.70 to 83.10, and that the average student perception on teacher personality assessment ranged from 72.50 to 88.20. Meanwhile, the gap in satisfaction scores between student expectations and assessment of teacher personality as a whole ranged from -14.00 to 0.30. Table 2 presents the student satisfaction scores based on overall rating.

Table 2: Student satisfaction scores based on overall rating

No.	Item/personality trait	Score		Satisfaction score
		Expectation	Perception	
1	Humorous	62.70	75.90	-13.20
2	Supportive	69.30	83.30	-14.00
3	Caring	74.80	88.20	-13.40
4	Humble	75.80	87.30	-11.50
5	Soft-spoken	71.40	79.50	-8.10
6	Trained	76.00	77.20	-1.20
7	Communicative	74.80	79.60	-4.80
8	Extensive knowledge	82.30	80.60	1.70
9	Diligent	78.70	79.30	-0.60
10	Responsive	75.50	79.60	-4.10
11	Creative and innovative	78.40	80.30	-1.90
12	Always smiles	77.40	87.10	-9.70
13	Sensitive to problems	72.30	82.20	-9.90
14	Imaginative	72.00	72.50	-0.50
15	Responsible	81.80	87.60	-5.80
16	Not careless	77.10	79.20	-2.10
17	Able to control emotions	71.20	80.30	-9.10
18	Objective	73.10	72.80	0.30
19	Can be trusted	76.70	86.10	-9.40
20	Authoritative	73.40	75.80	-2.40
21	Neat and clean	83.10	84.90	-1.80
22	Up to date	68.00	68.90	-0.90
23	Patient	76.60	86.40	-9.80
24	Inspirational	77.20	80.00	-2.80

As seen in the table, 22 of the 24 personality traits received negative values. Traits with negative values did not meet respondents' expectations as a whole. A negative score exceeding -8 on the score of student satisfaction expectations indicates that respondents still did not perceive their teacher as possessing these traits. These include the following traits: humorous, caring, supportive, patient, able to control emotions, always smiling, sensitive to problems, and humble. This means that teachers need to improve these attributes, so that students can achieve the expected satisfaction. However, despite teachers being humorous, patient, not easily angered, and sensitive to all the problems faced by students, students still tend to disrespect teachers. The Cartesian diagram in Figure 1 shows the distribution of teacher-performance expectations and reality according to analysis of respondents' responses.

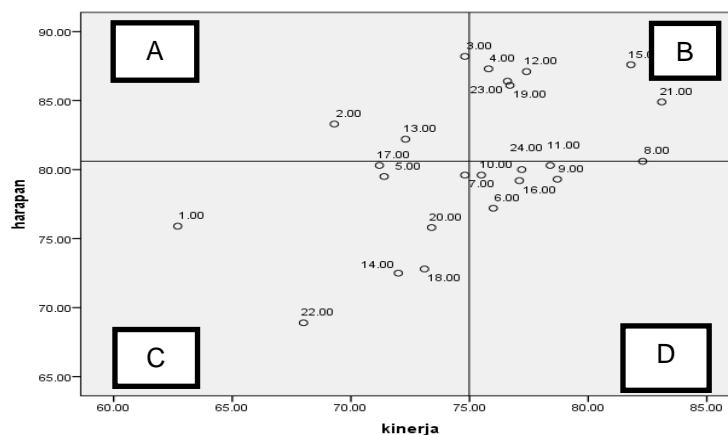


Figure 1: Cartesian diagram of overall student analysis measurement

The diagram above can be interpreted as follows. Quadrant A shows the attribute factors that were considered important by respondents but are not implemented well by teachers. The variables included in this quadrant are: (2) supportive, (3) caring, and (13) sensitive to problems. These items are a top priority scale in a teacher's personality that must be corrected. These three personality traits, according to respondents, are traits that are top priority and that must be possessed by the teacher, but the conditions in the field show the opposite. Education is not only the conveying of knowledge but also has a role in forming a nation that is tough, competitive, virtuous, moral, tolerant, and cares for others so that a sense of empathy for others arises (Endelta et al., 2022). Teachers must pay attention to this. They must have a caring attitude towards students so that students also do what is exemplified. The teacher thus not only provides knowledge but also shapes the character of students to become students who have a high social concern value. Learning in the classroom is not only related to knowledge and skills but also needs to strengthen the character of students. For this reason, before being able to strengthen student character, the teacher must first have character so that students are able to emulate the character that the teacher already has.

Quadrant B shows the factors or attributes that were considered important by and satisfied respondents that are implemented well by teachers. The variables included in this quadrant are: (4) humble, (8) broad insight, (11) creative and innovative, (12) always smiling, (15) responsible, (19) trustworthy, (21) neat and clean, (23) patient, and (24) inspiring. This means that these items are personality traits that need to be maintained by the teacher. Quadrant B indicates the personality traits that are already possessed by the teacher according to analysis and must be maintained by the teacher. Perera et al. (2018) explained that a friendly teacher tends to be gentle, altruistic, and straightforward and is more likely to develop better interpersonal relationships with students. Furthermore, teachers contribute to the formation of behavior, attitudes, knowledge, and skills of students (Rees et al., 2022). The teacher's personality becomes important considering that what the teacher exhibits will be an example for students. Establishing positive relationships and avoiding negative relationships between

teachers and students will create an atmosphere in which students feel competent and independent and increase their motivation (Downer et al., 2015; Thijssen et al., 2022). Since the teacher is a role model for students, they must have good personality competence. The teacher's personality is important in creating the ideal teacher figure and someone who is very liked by students (Shute et al., 2022).

Quadrant C shows attributes that were considered less important by respondents which are not implemented properly by the teacher. The variables included in this quadrant are: (1) humorous, (5) soft-spoken, (7) communicative, (14) imaginative, (17) can control emotions, (18) objective, (20) must be authoritative, and (22) current or up to date. This means that these items can be ignored or have a priority scale for improvement for teachers. These personality traits are considered not very important by students and are not implemented well by teachers in the field. According to Blašková et al. (2014), in the teaching and learning process, students do not only pay attention to the material presented by the teacher, but the personality of the teacher is also a concern of students. Personality competence is a source of strength, inspiration, motivation, and innovation for teachers to have pedagogic competence, professional competence, and social competence. Absolute teacher personality competence needs to be developed through teacher education by higher education institutions. The teacher's attitude and personality can be shaped through certain actions or treatment both in college and the community.

Quadrant D shows the factors or attributes that were considered less important by respondents for teacher personality but are carried out substantially by teachers. The variables included in this quadrant are: (6) trained, (9) diligent, (10) responsive, and (16) calm nature, not careless. This means that these items are exaggerated personality traits possessed by the teacher, but that it is better for the teacher to prioritize the personality traits that are top priority. These teacher personality traits are considered not too important by students but are exhibited well by teachers at school. In theory, nonetheless, a competence that must be owned and mastered well by prospective teachers is personality competence. The word personal (personality) means the essential nature that is reflected in a person's attitude that distinguishes them from others (Baier et al., 2019). From a psychological point of view, personality refers to the organization of character, temperament, physical intelligence, ways of thinking, feelings, interests, beliefs, and values that are manifested through patterns of behavior in everyday life (İci & Öksüz, 2014; Yusof et al., 2014).

Analysis was carried out to describe student satisfaction based on gender. The student satisfaction scores of the male respondents regarding teacher personality are shown in Table 3.

Table 3: Student satisfaction scores based on gender: male

No.	Statement	Score		Satisfaction score
		Expectation	Perception	
1	Humorous	73.90	65.40	8.50
2	Supportive	83.90	71.60	12.30
3	Caring	86.30	76.20	10.10
4	Humble	85.70	80.00	5.70
5	Soft-spoken	80.90	74.60	6.30
6	Trained	81.10	79.30	1.80
7	Communicative	78.90	78.70	0.20
8	Extensive knowledge	79.20	80.80	-1.60
9	Diligent	76.60	81.40	-4.80
10	Responsive	78.80	77.00	1.80
11	Creative and innovative	78.00	77.90	0.10
12	Always smiles	88.60	79.60	9.00
13	Sensitive to problems	79.60	78.30	1.30
14	Imaginative	76.40	77.20	-0.80
15	Responsible	85.90	82.00	3.90
16	Not careless	79.30	79.10	0.20
17	Able to control emotions	81.00	75.20	5.80
18	Objective	76.60	78.40	-1.80
19	Can be trusted	84.80	79.20	5.60
20	Authoritative	79.30	79.00	0.30
21	Neat and clean	84.30	85.40	-1.10
22	Up to date	72.40	79.20	-6.80
23	Patient	87.80	80.10	7.70
24	Inspirational	81.70	82.10	-0.40

The results of the descriptive study show that the average scores for male respondents ranged from 72.40 to 88.60, and that the average teacher personality assessment ranged from 65.40 to 85.40. This indicates a fairly good satisfaction score between expectations and reality that occurs in the field according to male respondents. Only 7 of the 24 personality attributes received negative values below the average, ranging from -6.80 to -0.80. This means that these seven attributes did not meet the expectations of male respondents. The Cartesian diagram in Figure 2 displays data on the distribution of teacher-performance expectations and reality according to male respondents.

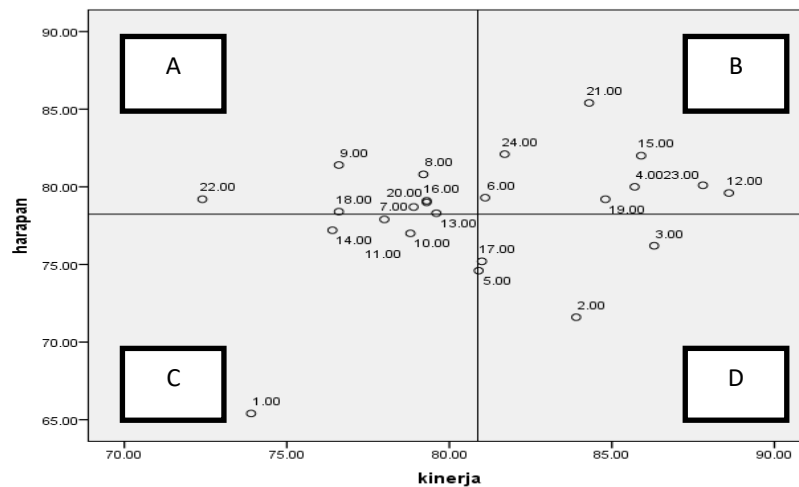


Figure 2: Cartesian diagram of student analysis measurement according to male respondents

The image above can be interpreted as follows. Quadrant A shows the attribute factors that were considered important by male respondents but are not implemented well by teachers. The variables included in this quadrant are: (7) communicative, (8) broad insight, (9) diligent, (16) calm and not careless, (18) objective, (20) must be authoritative, and (22) current or up to date. This means that the items are in the top priority scale in a teacher's personality and as such must be implemented. According to the analysis of data from male respondents, these seven personality attributes are still low in the possession of teachers at school and thus need to be improved. A teacher must have a professional disposition with the main characteristics of having broad insight, being authoritative, being trustworthy, and respecting others (Liakopoulou, 2011).

Quadrant B shows the attributes that, according to male respondents, teachers already exhibit well and that they continue to optimize. Variables included in this quadrant are: (4) humble, (6) trained, (12) smiling, (15) responsible, (19) trustworthy, (21) neat and clean, (23) patient, and (24) inspiring. These are the teacher personality attributes that are implemented well by teachers and with which male respondents were satisfied. A character with these attributes supports students in understanding and internalizing spiritual teachings in everyday life in various conditions and situations (Gultom et al., 2020).

Quadrant C shows attributes that were considered less important by male respondents and which are not implemented well by teachers. The variables included in this quadrant are: (1) humorous, (10) responsive, (11) creative and innovative, (13) sensitive to problems, and (14) imaginative. These attributes are considered not very important and are not implemented properly by teachers at school. According to Bhatnagar and Many (2022), a humorous teacher can improve the learning atmosphere, making it easier for students to understand learning, be comfortable, and become fatigued.

Quadrant D shows the factors or attributes that were considered less important to be possessed by teachers, according to male respondents, but are exhibited substantially by teachers. The variables included in this quadrant are: (2) supportive, (3) caring, (5) soft-spoken, and (17) being able to control emotions. These attributes are considered not too important but are exhibited well by teachers at school. When a teacher has concern for students, it will encourage them to learn better and foster maintenance of a good relationship between teacher and students under any circumstances (Jarzabkowski, 2002).

The student satisfaction scores of the female respondents regarding teacher personality are shown in Table 4.

Table 4: Student satisfaction scores based on gender: female

No.	Statement	Score		Satisfaction score
		Expectation	Perception	
1	Humorous	76.90	61.60	15.30
2	Supportive	83.30	68.30	15.00
3	Caring	89.10	74.30	14.80
4	Humble	88.20	74.00	14.20
5	Soft-spoken	79.00	70.10	8.90
6	Trained	75.60	74.70	0.90
7	Communicative	79.90	73.20	6.70
8	Extensive knowledge	81.30	82.90	-1.60
9	Diligent	80.40	77.50	2.90
10	Responsive	79.90	74.90	5.00
11	Creative and innovative	81.20	78.60	2.60
12	Always smiles	86.50	76.50	10.00
13	Sensitive to problems	83.30	69.80	13.50
14	Imaginative	75.10	70.50	4.60
15	Responsible	88.40	81.70	6.70
16	Not careless	79.30	76.30	3.00
17	Able to control emotions	80.10	69.60	10.50
18	Objective	71.30	71.00	0.30
19	Can be trusted	86.90	75.70	11.20
20	Authoritative	74.60	71.10	3.50
21	Neat and clean	85.40	82.20	3.20
22	Up to date	67.60	66.50	1.10
23	Patient	86.10	75.10	11.00
24	Inspirational	79.50	75.20	4.30

The results of the descriptive study show that the average scores for female respondents ranged from 67.60 to 89.10, and that the average teacher's personality assessment ranged from 61.60 to 82.90. Of the 24 attribute items, only one, broad insight, did not meet the expectations of female respondents and received a negative value. Contrarily, the 23 other attribute items met the

expectations of female respondents. The Cartesian diagram in Figure 3 displays data on the distribution of teacher-performance expectations and reality according to female respondents.

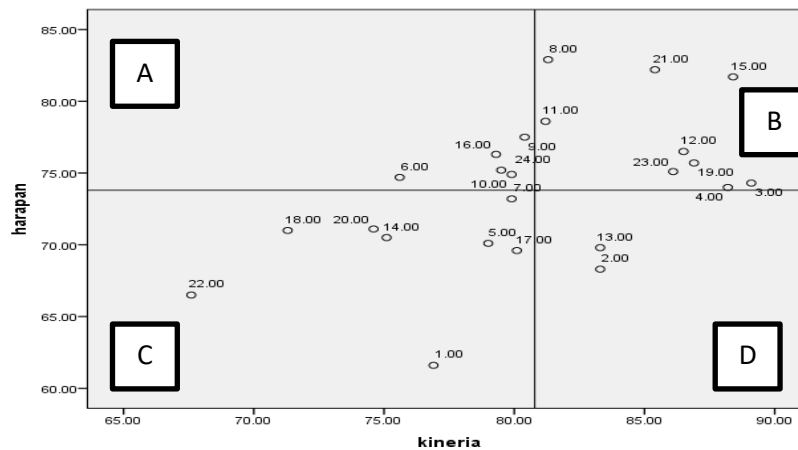


Figure 3: Cartesian diagram of student analysis measurement according to female respondents

The image above can be interpreted as follows. Quadrant A shows the attribute factors that were considered important by female respondents but are not implemented well by teachers. The variables included in this quadrant are: (6) trained, (7) communicative, (9) diligent, (10) responsive, (16) happy and not careless, and (24) inspirational. These attributes fall under the main concentration scale in the personality of a teacher but still tend to be low and it is important that teachers improve these, in terms of the satisfaction scores yielded by female respondents. The teacher's attitude and personality are very important in carrying out their duties because the learning process tends to influence teacher behavior in teaching (Ioannidou & Konstantikaki, 2008). The success of a teacher depends on personality, breadth of knowledge about learning material, and the amount of experience.

Quadrant B shows the attribute factors that were considered important and satisfying for female respondents and that were implemented well by teachers. The variables included in this quadrant are: (3) caring, (4) humble, (8) broad insight, (11) creative and innovative, (12) smiling, (15) responsible, (19) trustworthy, (21) neat and clean, and (23) patient. The personality traits in Quadrant B are already present in the teacher and are in accordance with expectations and reality, according to female respondents. A professional teacher is one who is able to subdue the hearts of students and influence them positively so that they are able to touch hearts and speak well like close friends (Djigić et al., 2014).

Quadrant C shows attributes that were considered less important by female respondents and are not implemented properly by teachers. The variables included in this quadrant are: (1) humorous, (5) soft-spoken, (14) imaginative, (17) able to control emotions, (18) objective, and (22) current and up to date.

These traits are considered not very important and are not implemented well by teachers at school. One way to foster student enthusiasm for learning is by giving notifications and advice and speaking gently, so it is hoped that teachers will possess these personality traits (Abdelrahman, 2022; Lavy, 2020; Rusilowati & Wahyudi, 2020).

Quadrant D shows the factors or attributes that were considered less important by female respondents but are carried out substantially by teachers. The variables included in this quadrant are: (2) supportive and (13) sensitive to problems. The female respondents considered these teacher personality traits as being not too important but being exhibited well by teachers at school. A supportive teacher will make students feel that no one is distinguished, so that no one feels special or ostracized by the teacher (Yusof et al., 2014).

4. Conclusion

This study investigated the overall personality of the teacher based on IPA on the priority scale. It was found that three personality attributes need to be improved by teachers; that is, teachers need to be more supportive, caring, and sensitive to problems. According to male respondents, seven personality traits need to be improved on the priority scale. According to male respondents, teachers need to be more communicative, broad-minded, diligent, calm, objective, authoritative, and up to date. Furthermore, according to female respondents, five personality traits need to be improved on the priority scale. That is, teachers need to be more trained, communicative, diligent, responsive, and not careless. Considering that one of the competences that must be possessed by a teacher is the personality competence, it is one of the benchmarks for a teacher in educational success. The implications for student career planning can be seen through the role of the counseling teacher, especially in student career planning. Career planning can be said to be solid if students have the ability in terms of (1) self-understanding, (2) understanding of the environment, (3) formulation of choices, and (4) formulation of action plans, through the formulation of activity agendas and plans for further education. The research subjects were limited to high school students only, so further research is needed in the analysis of teacher personality by students.

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