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TEACHER'S PERSONALITY AS A MOTIVATION IN ARABIC LEARNING: A SYSTEMATIC REVIEW BASED ON FIVE PROFESSIONAL TEACHER PERSONALITY FRAMEWORKS

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Abstract

Studies on the factors that influence students' enthusiasm for learning Arabic are still focused on the strategies and media used. Therefore, this paper presents a systematic study of various educator personalities that can motivate students to learn Arabic. This research used a literature study approach. The articles were selected using the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) approach and were analyzed using a framework of five professional teacher personalities. In the results of this study, several essential findings were described: (1) a steady and stable personality is manifested by the conformity of the attitude of Arabic educators to the prevailing norms, (2) mature personality is implemented in a positive enthusiasm of learning interaction between educators and students, (3) an educator's prudent and wise personality in the Arabic learning process is implemented in the form of neutrality or equitable behavior towards all students, (4) an authoritative and polite personality is actualized in a comfortable and positive atmosphere when the Arabic learning process occurs, and (5) a noble character is manifested by the educator's example who in his daily life is always active in using Arabic so that it affects the motivation of students to be active in speaking Arabic.

Keywords: Teacher Personality, Learning Arabic Motivation, Professional Teacher

Abstrak

Dalam pembelajaran bahasa Arab, kajian tentang faktor-faktor yang mempengaruhi peserta didik untuk semangat belajar bahasa Arab masih terfokus pada efektifitas penggunaan strategi maupun media yang digunakan. Maka dari itu, tulisan ini menyajikan kajian sistematis tentang macam-macam kepribadian pendidik yang dapat memotivasi belajar bahasa Arab bagi peserta didik. Penelitian ini menggunakan pendekatan studi pustaka. Adapun artikel-artikel yang dipilih menggunakan pendekatan Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) dan dianalisis menggunakan kerangka lima kepribadian guru profesional. Dari hasil penelitian ini, peneliti menjabarkan beberapa temuan penting yakni: (1) kepribadian mantap dan stabil diwujudkan dengan kesesuaian sikap pendidik bahasa Arab terhadap norma yang berlaku. (2) kepribadian dewasa diimplementasikan dengan bentuk semangat positif dari interaksi belajar antara

pendidik dengan peserta didik. (3) Kepribadian arif dan bijaksana seorang pendidik dalam proses pembelajaran bahasa Arab diimplementasikan dengan bentuk netralitas atau berperilaku adil terhadap semua peserta didik. (4) Kepribadian wibawa dan santun diwujudkan dengan suasana nyaman dan positif ketika proses pembelajaran bahasa Arab berlangsung. (5) Kepribadian berakhlak mulia diwujudkan dengan keteladanan dari seorang pendidik yang dalam kesehariannya selalu aktif menggunakan bahasa Arab sehingga mempengaruhi motivasi peserta didik untuk aktif dalam berbicara bahasa Arab.

Kata kunci: Kepribadian Guru, Motivasi Belajar Bahasa Arab, Guru Profesional

INTRODUCTION

The teacher's personality in the learning process is one of the important factors in achieving language learning success. The positive atmosphere resulting from the teacher's personality can encourage students to participate in foreign language learning (FLE)(Ahmadi-Azad et al., 2020).

On the other hand, in his research, Zhang reports that the teacher's personality greatly influences the teaching style performed by the teacher (Zhang, 2007). The ideal teacher personality among students can provide great learning satisfaction results, especially in emotional stability and awareness (Kim & MacCann, 2016). The characteristics of the teacher's personality have a positive relationship with teaching techniques (Bramwell et al., 2011; Chan & Yuen, 2014). It certainly has implications for students' learning motivation, considering that it is crucial in achieving learning outcomes (Bower, 2019; de Burgh-Hirabe, 2019; Escobar Fandiño & Silva Velandia 2020; Mubarak et al., 2021).

In learning Arabic, previous research that examines the effect of the teacher's personality, specifically on the five personality frameworks to increase students' motivation in learning Arabic, is currently still limited. Researches on the elements of motivation to learn Arabic still lead to the aspect of using interactive learning media (Albantani, 2019; Arifin et al., 2021; Ilmiani et al., 2020) or ideal strategies used by teachers to support Arabic learning outcomes (Aburezeq, 2020; Mubarak et al., 2020). Therefore, this systematic study aims to overview the effects of the five teacher personality frameworks in increasing students' motivation to learn Arabic.

The study results expect a contribution to the personality selectivity aspect of ideal teacher and lecturer candidates in learning Arabic.

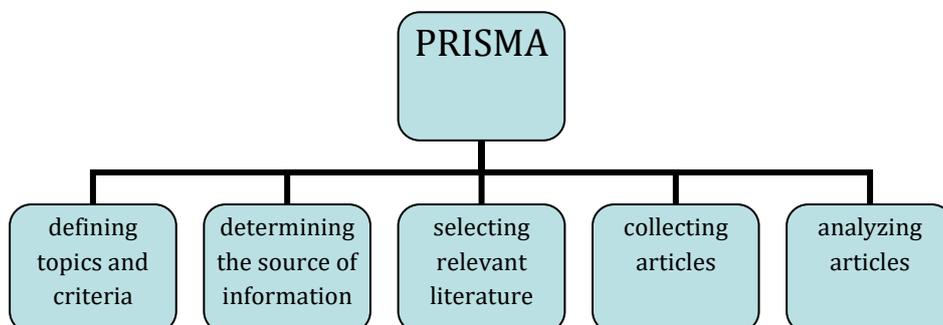
METHOD

The researcher used a literature study approach. First, the researcher searched for articles on the topic of the personality of the Arabic language teacher using national and international databases. The researcher also determined one main criterion in selecting articles: the articles were published within the last ten years (2011-2021). In that period, it is expected that the content of the article is still relevant.

Second, the selection of articles for review used the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) guidelines, which included: (1) defining topics and criteria, (2) determining sources of information,

(3) selecting relevant literature, (4) collecting articles and (5) analyzing articles (Page et al., 2021).

Chart 1.
PRISMA Flowchart for Article Selection



Third, the research findings were analyzed using a framework of 5 professional teacher personalities, such as steady and stable personality, mature personality, prudent and wise personality, authoritative and polite personality, and noble character (*Undang-Undang Nomor 14 Tahun 2005*, n.d.). Therefore, the research results would be arranged thematically according to the points in the five professional teacher personality frameworks mentioned above.

RESULT AND DISCUSSION

Steady and Stable Personality

The first teacher personality competency framework is that the teacher must have a steady and stable personality. Isop, Maryani, and Selvi (2020) correlate the relationship between the personality competencies of Arabic teachers and student learning outcomes. The personality of the Arabic language teacher correlates with student learning outcomes with a significant value of 0.02. They also suggest that Arabic teachers should have a steady and stable personality to increase students' motivation to learn Arabic (Syafe'i & Maryani, 2020).

Syarifuddin (2014) also emphasizes that a steady and stable personality must be embedded in Arabic teachers to develop professional abilities (Syarifuddin, 2014). It, of course, has implications for the normativity of a teacher when the learning process occurs so as not to do anything outside of religious, legal, and social norms.

It can be concluded from the articles above that a steady and stable personality for Arabic language educators can be manifested by conforming to the attitudes of educators towards the applicable norms, such as the aspects of religious norms, legal norms, and social norms. Acting according to norms indicates a person's personality that is steady and stable, as described in the Act (*Undang-Undang Nomor 14 Tahun 2005*, n.d.). It also has a positive impact on students' learning motivation as it is reported by Rahayu (2019) that a steady and stable personality in an educator has implications for students' learning motivation. (Rahayu, 2019). A steady and stable personality raises the enthusiasm and willingness of students to learn, regulates teaching and learning processes and

situations humanely, and transfers the influence of learning in school to its application in life outside school (Fitriana, 2019).

Mature Personality

In one of the teacher's personality competency frameworks, it is expressed that the teacher must have a mature personality. Hendra (2021) reports that in learning Arabic, educators should have an upbeat enthusiasm. It is proven by the energetic and fun learning interaction atmosphere that the teacher applies so that the students easily understand the explanations given by the teacher. Good interactions foster a positive spirit and provide a sense of security and comfort in the Arabic learning process (Hendra, 2021).

Kassim, Damit & Taat (2017) also report that the upbeat enthusiasm initiated by the teacher in the Arabic learning process positively influences students' learning motivation. The positive spirit that appears can minimize students' indolent and indifferent attitude in participating in the Arabic learning process (Kassim et al., 2017).

Based on Law number 14 of 2005, one indicator of a mature personality is an educator ethos that reflects a diligent and hardworking attitude with enthusiasm (energetic) in carrying out their duties (*Undang-Undang Nomor 14 Tahun 2005*, n.d.). Therefore, it comes to the conclusion that the mature personality that Arabic language educators can implement is a positive spirit implemented in learning interactions between educators and students. It is aligned with the results of Nakata, Nitta & Studa's (2020) research which reported that positive interactions between educators and students in the learning process became a motivating factor for students in learning. (Nakata et al., 2020).

Prudent and Wise Personality

Prudent and wise personality is also one of the focuses of the findings in this study and is also one of the five teacher personality frameworks. Islam (2015) reports that one of the demotivating factors for students learning Arabic is the teacher's injustice in treating Arabic class students. The teacher prioritizes students who already have the basic Arabic language before, causing an attitude of "favoritism" in giving assignments and assessing the results. (Islam, 2015).

On the other hand, Hendra (2021) reports that an Arabic language educator must be neutral. Educators' neutrality towards students in the Arabic learning process is proven by not discriminating between students. Educators must act as people who can mediate gaps to students (Hendra, 2021).

From the analysis results above, it can be inferred that an educator's prudent and wise personality in the Arabic learning process is implemented in the form of neutrality or equitable behavior towards all students. The law explains that equitable treatment is one of the characteristics of a teacher who has prudent and wise competence (*Undang-Undang Nomor 14 Tahun 2005*, n.d.). In the learning process, the teacher must be fair in treating students, so it does not bring up the dominant student criteria in the class and potentially emerge the term "favoritism." Arlin (1999) reveals that a wise teacher becomes a model or characteristic of a developing teaching system (Arlin, 1999).

Authoritative and Polite Personality

Said, Fatmawati, and Masnan (2021) report that teachers must have an authoritative and disciplined personal quality standard according to their analysis

of Arabic teachers' social competence to increase students' interest in learning. In this case, the Arabic teacher must make decisions independently on matters relating to the Arabic learning process. They also add that the importance of a teacher having a polite personality can help to direct Arabic students to have social intelligence that can be applied in daily life (Said et al., 2021).

Another study, conducted by Muslim, Ismail, Ghani, Nawawi, Rohman, & Rostam (2020) on the quality traits of Arabic teachers agreed upon by students and teachers in Malaysia shows that an authoritative teacher belongs to the category of qualified teacher personality. The characteristic of a good relationship for qualified teachers is having a polite personality (Al-Muslim et al., 2020).

From the results of the article analysis above, it can be deduced that an authoritative and polite Arabic educator becomes one of the criteria for an educator that students expect. Educators who are polite in interacting with students have implications for a comfortable and positive atmosphere when the learning process occurs since feeling safe and comfortable when studying certainly affects their learning motivation (Mubarak et al., 2021).

Noble Personality

One of the teacher's personality frameworks is a noble character. The influence of noble character to motivate students' enthusiasm for learning Arabic generally tends to be seen in the Islamic boarding school culture.

The profile of a Kyai (Mudirul Ma'had), a role model for the students at Islamic boarding schools, is certainly gives a positive value to students' learning motivation in Arabic. It is attested by the results of Masnun's research (2020), which reports that Habib Hasan bin Ahmad Baharun, the Founder of Darullughah Wadda'wah Islamic Boarding School, revives the Arabic-speaking environment by consistently communicating using Arabic within the boarding school extended family environment. He even compiled several Arabic books which became the main reference for students to apply Arabic in daily life, such as *Al-Muhawah Al-Haditsah*, *Majmu'at Ashriyyah*, and *Kalimaat Al-Af'al wa Al-Asmaa' Al-Yawmiyyah* (Masnun, 2020). According to Mahfuz's research (2017), these books are compiled based on the personal experiences of Habib Hasan bin Ahmad Baharun in everyday life (Mubarak, 2017).

It can be understood that from the analysis above, the exemplary noble character has been proven to impact students' motivation to learn Arabic positively. It also corresponds with the results of research by Hamdun (2016) and Nulaila, Muassomah, & Abidin (2021) that the example of a teacher plays an essential role in students' motivation, especially in the aspect of language learning. (Hamdun, 2016; Nurlaila et al., 2021).

CONCLUSION

This systematic analysis provides information for Arabic language educators, especially on personality competencies that can foster students' motivation to learn Arabic. The analysis results generate several important findings: first, a steady and stable personality can be manifested by conforming to educators' attitudes towards the applicable norms, such as the aspects of religious norms, legal norms, and social norms. Second, the mature personality can be implemented in a positive enthusiasm of learning interactions between educators and students.

Third, an educator's prudent and wise personality in the Arabic language learning process can be implemented in neutrality or equitable behavior towards all students. Fourth, an authoritative and polite personality can be actualized in a comfortable and positive atmosphere when the Arabic language learning process occurs. Fifth, the noble character is manifested by the educator's example, who is always active in using Arabic in his daily life, which affects the motivation of students to be active in speaking Arabic.

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