



International Journal of Research Publications

Characteristic of Ideal Teacher Based On Students Perception at SMAN 3 Padang

Oktary Nazenda

nazendaoktary@gmail.com
Faculty of Clinical Psychology
University Gunadarma
Street Margonda Raya No. 100, Depok 16424

Abstract

The purpose of this research is to get the ideal teacher characteristic based on the perception of the students. Subject in observational are the second grade classes of SMAN 3 Padang, totaled 63 people. The research method that is utilized in this research is qualitative research method by designs descriptive research, where descriptive data to be gotten as word is written or oral of men and behaviour who can be observed and approaching that is utilized in this research is fenomenologis's approaching that aims to see the ideal teacher characteristic based on the perception of the students according to Thompson (2006). Based on the results of the study revealed that the ideal teacher characteristic based on the perceptions of the students is fairness, sense of belonging, respect preparedness, personal touch, humor, creative, compassion, positive attitude, willingness to admit mistakes, high expectation, forgiving.

© 2019 Published by IJRP.ORG. Selection and/or peer-review under responsibility of International Journal of Research Publications (IJRP.ORG)

Key word: Ideal teacher characteristic, perception

1. Main text

Education is a very important instrument for every nation to be able to compete in the political, economic, legal, cultural and defense arena in the era of globalization. Even developed countries always build education world without stopping. This happens because increasing the competitiveness of a nation requires reliable quality human resources, and this situation is precisely inversely proportional to that experienced by the Indonesian people. Many educational problems cannot be solved and there is no solution until now.

One of the efforts made to improve the quality of education in schools is by improving the teaching and learning process. The teaching and learning process is a fundamental activity in the educational process where the learning process can not be separated from the teaching process. The teaching and learning process in the context of formal education is a conscious and deliberate and well-organized effort to achieve the institutional objectives borne by the institutions that carry out the educational mission. The learning process is a set of learning activities carried out by students which are carried out under the guidance of the teacher (Iskandar, 2012).

The learning process basically consists of two activities, namely the teacher teaches and students learn. The teacher acts as a guide during the learning process. Teachers must strive to motivate their students and must also be prepared as a mediator in all situations of the teaching and learning process, so that the teacher is a figure that is seen and imitated by his students' behavior (Djamarah, 2010).

The learning process undertaken has an ultimate goal that must be achieved both by the teacher and students. The final goal that must be achieved by students is learning achievement. Learning outcomes are very dependent on the interaction between the teacher and students in the classroom. If the interaction is good, this can lead to students' interest in learning. Students will be more interested in learning if the teacher who teaches is liked by students. Each student usually has a teacher that they like, even considered as an ideal teacher, and usually each student has a different opinion about the figure of the teacher they think is ideal.

Differences in the views of each student is because each individual has a different perception about something. Matlin (in Suharnan, 2005) states that perception is the earliest stage of a series of information processing. Perception is the process of using knowledge already possessed (stored in memory) to detect or obtain and interpret stimuli or stimuli received by the sensory organs.

Differences in perceptions held by students towards the teacher will affect the way students respond to the lessons delivered by the teacher during the learning process. This will affect the learning achievement of these students. If students have a positive perception of the teacher, students will be excited and interested in participating in the learning process so that their learning achievement will also be high. Conversely, if students have negative perceptions of their teachers, they tend to be lazy to follow the learning process so that their learning achievement will also decrease (Sardinan, 2007).

2. Research Methods

This research is a research that starts from a descriptive paradigm whose objectivity is built on the formulation of certain situations as lived by certain individuals or social groups, and is relevant to the research objectives (Alsa in Santoso, 2013). The approach used in this research is descriptive qualitative or quasi-qualitative where the design is not yet truly qualitative because the form is still influenced by quantitative tradition, the purpose of this format is to describe, summarize various conditions, situations, or phenomena of social reality in society. which is the object of research, and seeks to bring that reality to the surface as a characteristic, character, trait, model, sign, or picture of a particular condition, situation, or phenomenon.

The population in this study were students of class XI of SMAN 3 Padang, totaling 204 students. Class XII students cannot be sampled because in preparation for taking the national final exam, while grade X students also cannot be used as research samples because they are considered unable to assess the ideal teacher. The subject taking technique in this research is quota sampling. Quota sampling technique is a technique for determining the sample of a population that has certain characteristics to the amount (quota) desired (Sugiyono, 2008). This sampling technique is also carried out not based on strata or regions, but based on the amount that has been determined.

Arikunto said that if the total population is only 100 people and below then the total sample should be the total population (total sampling), so the research is population research, but if the subject is large, then it is taken between 10-15% or from 20-25% of the total population (Arikunto, in Sitinjak 2012). From Arikunto's opinion above, the researchers took a sample of 25% of the total population.

$$n = N/100 \times 25$$

Keterangan:

N = Jumlah sampel

n = Sampel

25 % = Presentase yang ditentukan

Berdasarkan rumus di atas, maka jumlah sampel penelitian dapat dilihat sebagai berikut:

$$\begin{aligned} N &= 253/100 \times 25 \\ &= 6325/100 \\ &= 63 \end{aligned}$$

3. Result

The ideal teacher characteristics in this study are determined based on aspects of personality that must be possessed by an ideal teacher according to Thompson (in Hakim, 2012). The characteristics are fairness, positive attitude, preparedness, personal touch, sense of humor, creative, willingness to admit mistakes, forgiving, respect, high expectation, compassion, sense of belonging.

4. Discussion

The ideal teacher characteristics in this study are determined based on aspects of personality that must be possessed by an ideal teacher according to Thompson (in Hakim, 2012). The characteristics are fairness, positive attitude, preparedness, personal touch, sense of humor, creative, willingness to admit mistakes, forgiving, respect, high expectation, compassion, sense of belonging.

Based on the results of the distribution of questionnaires that have been conducted on the study sample, obtained answers regarding the characteristics of the ideal teacher based on student perceptions, with the following levels :

a. Fairness

The most considered ideal teacher according to students is fair teacher, as many as 25% of the sample chose fairness. According to students, teachers who have the nature of fairness are teachers who do not discriminate between students who are smart and who are not smart, students who are rich and poor, as well as students who are beautiful and not beautiful. According to Thompson (2006) during the learning process there will be competition among students, and if the teacher does not respond equitably then students will always remember this for ever. Tucker and Stronge (2005) state that the qualities that an effective teacher must possess are teachers who care and care for students and have a fair nature.

b. Sense of belonging

As many as 13% of students choose a sense of belonging as a teacher characteristic that is considered ideal. According to students, teachers who they think are ideal are teachers who are attentive and caring for their students. Hakim (2012) states that the teaching profession is giving, giving affection, time and feeling for everything that happens to students. The sense of belonging embedded in the personality of every teacher makes dedication and responsibility the main orientation in his mandate as an educator. According to Thompson (2006) students say the teacher they like is a teacher who instills a sense of family in the classroom so that students feel owned by the teacher.

c. Respect

As many as 11% of students choose respect as an ideal teacher characteristic. The students stated that an ideal teacher is a teacher who wants to respect his students, as if he wants to listen to the opinions of his students and does not bring up the mistakes made by his students (Thompson, 2006). Tucker and Stronge (2005) state that an effective teacher is a teacher who is fair and appreciates each student.

d. Preparedness

As many as 7% of students choose preparedness as an ideal teacher characteristic. Students state that an ideal teacher must prepare and master the material to be taught in class, because if the teacher does not master the material it will confuse students and when they ask the teacher cannot explain to them. Thompson (2006) states that it is very easy for students to find out whether the teacher has prepared and

mastered the subject matter or not and there is nothing that can make students feel frustrated other than taking lessons given by the teacher who has absolutely no mastery of the subject matter delivered. Expertise and science are two things that must be owned by an ideal teacher. Tucker and Stronge (2005) state that an effective teacher is a teacher who has prepared subject matter before the lesson begins.

e. Personal touch

9% of students choose personal touch as the ideal teacher. According to students, a teacher must be able to establish good relations with each student so that the learning process can take place comfortably and pleasantly, students state that the relationship between teacher and students should be like the relationship between children and parents because they assume that the teacher is their parents at school. Thompson (2006) says that students like teachers who have a close relationship with them, such as teachers calling students by their names, often smiling, and often asking questions about their students' feelings and opinions. Teachers who show interest in students will get attention and interest from students.

f. Sense of humor

As many as 8% of students choose a sense of humor as an ideal teacher characteristic. The students stated that teachers who have a sense of humor are ideal teachers, because that way the teacher will be able to create an atmosphere of learning that is not tense and not too serious and rigid. McDermott & Rothenberg (in Thompson, 2006) states that students feel comfortable if the teacher has a sense of humor and applies a pleasant way of learning

g. Creative

As many as 8% of students choose creative as an ideal teacher characteristic. The students stated that an ideal teacher is a teacher who does not always apply the same learning method because that will make them bored in learning. Thompson (2006) states that most students will remember things that are not normally done by their teacher in teaching and other different things that are done by the teacher to motivate their students. Some teachers even have unique ways to motivate their students, such as a teacher promising his students that he will kiss a pig if the student gets satisfactory academic results. These challenges make students eager to learn and when students succeed, the teacher actually does the challenge he has promised. According to Tucker and Stronge (2005) an effective teacher is a teacher who applies interesting learning methods and makes students able to understand and comprehend the subject matter delivered.

h. Compassion

As many as 6% of students choose compassion as an ideal teacher characteristic. The students state that an ideal teacher must be willing to help students not only in terms of learning but also in other matters, such as if students have problems outside the lesson, the teacher can help them to overcome or find solutions to the problems they face. Cruickshank et al (in Thompson, 2006) states that effective teachers are teachers who support and help their students to meet students' needs for love and help students achieve success. Tucker and Stronge (2005) state that an effective teacher is a teacher who wants to help his students if students do not understand the subject matter by explaining the subject matter again until the student understands and masters the subject matter.

i. Positive vibe

As many as 5% of students choose a positive attitude as an ideal teacher characteristic. According to students an ideal teacher is a teacher who is able to get closer to his students, both in the learning process or outside the classroom so that there are no boundaries between the teacher and students. Thompson

(2006) states that the other ideal teacher characteristics are positive attitudes and approaches taken by teachers during the learning process. Borich (in Thompson, 2006) states that effective teachers are teachers who are able to get students actively involved in the learning process.

j. Willingness to admit mistake

As many as 3% of students choose willingness to admit mistakes as the ideal teacher characteristics. Students state that a teacher who wants to admit his mistakes in front of his students is an ideal teacher, because by admitting his mistakes the teacher has indirectly taught his students what they should do when they make mistakes. According to Thompson (2006) most teachers feel that they have power in the classroom so that when they make mistakes they tend to leave it alone. Whereas a teacher who is aware of mistakes and is willing to admit mistakes is one example for students and that attitude will be remembered by students as a teacher they like.

k. High expectation

As many as 2% of students choose high expectation as an ideal teacher characteristic. According to students, an ideal teacher must have high expectations for each student so that they are successful. They consider it to be a motivation for them to learn more passionately. Gill and Reynolds (in Thompson, 2006) stated that if teachers have high expectations of their students, students will try to learn in order to achieve higher results than expected by the teacher. According to Thompson (2006) students will study harder to realize the expectations of their teacher, but students will tend to be lazy if the teacher does not have any expectations of their students. If the teacher believes in the abilities of his students, it will spur students to realize the teacher's expectations even exceeding what is expected by the teacher. Tucker and Stronge (2005) state that the characteristics that must be possessed by an effective teacher are teachers who have high expectations for themselves and for all their students.

l. Forgiving

As many as 2% of students choose forgiving as an ideal teacher characteristic. The students stated that teachers who want to forgive mistakes made by students are ideal teacher figures, because they assume that teachers are their parents who will always forgive their children's mistakes, and if teachers want to forgive their students' mistakes then it will not interfere learning process. Thompson (2006) states that there are many conflicts that occur between teachers and students during the learning process. One of them is the habit of giving names or labels that are not good to others, as well as students who sometimes give teachers nicknames. In fact, not infrequently the nickname will stick for a long time, and this can damage the interaction between the teacher and students during the learning process. The students stated that they liked the teacher who would forgive their mistakes.

In addition to the above characteristics, students also add other characteristics which they think are ideal, namely:

- a. Do not give assignments to students too often and understand the abilities of each student so that if students do not understand can be explained again.
- b. Have a study out of school.
- c. Often do practice in learning so that students can better understand the lessons delivered.
- d. Teachers who are not fussy.
- e. Teachers who know the personality of each student.
- f. Teachers who want to fight for students to grade.

- g. Teachers who understand and understand what their students can and cannot do.
- h. Teachers who often give vacation time to students.

5. Summary and Advice

Based on the result of the research, students also add other characteristics that they feel are ideal. Some of them are:

1. Do not give assignments to students too often and understand the abilities of each student so that if students do not understand can be explained again.
2. Conduct study out of school.
3. Often do practice in learning so that students can better understand the lessons delivered.
4. Teachers who are not fussy.
5. Teachers who know the personality of each student.
6. Teachers who want to fight for students to grade.
7. Teachers who understand and understand what their students can and cannot do.
8. Teachers who often give vacation time to students.

Other researchers who are interested in discussing the characteristics of the ideal teacher should be able to relate to other variables that can enrich the characteristics of the ideal teacher based on student perceptions.

References

- Djamarah, Syaiful Bahri. 2011. *Psikologi Belajar Edisi Revisi*. Jakarta. Rineka Cipta
- Djamarah, Syaiful Bahri & Aswan Zain. 2010. *Strategi Belajar Mengajar*. Jakarta. Rineka Cipta
- Hakim, Lucky Maulana. 2012. *The Great Teacher: Mendedah Aspek-Aspek Kepribadian Guru Ideal Dan Pembentukan Prilaku Siswa Dalam Novel “Pertemuan Dua Hati” Karya NH. Dini. Jurnal Pendidikan Dompot Dhuafa*. Volume 2, Nomor 1, Mei 2012
- Herdiansyah, Haris. 2010. *Metdodologi Penelitian Kualitatif Untuk Ilmu-Ilmu Sosial*. Jakarta. Salemba Humanika
- Iskandar. 2012. *Psikologi Pendidikan Sebuah Orientasi Baru*. Jakarta. Referensi
- Muhson, Ali. 2004. *Meningkatkan Profesionalisme Guru : Sebuah Harapan*. Jurnal Ekonomi & Pendidikan. Volume 2, Nomor 1, Agustus 2004
- Pramitasari, Amelia dkk. _____. Hubungan Antara Persepsi Siswa Terhadap Metode Pembelajaran Kontekstual Dengan Motivasi Belajar Biologi Siswa Kelas XI IPA SMAN 1 Pangkalan Kerinci, Riau
- Sardiman, A.M. 2011. *Interaksi & Motivasi Belajar Mengajar*. Jakarta. Rajawali Pers
- Slameto. 2010. *Belajar & Faktor-Faktor Yang Mempengaruhi*. Jakarta. Rineka Cipta
- Suryosubroto, B. 2009. *Proses Belajar Mengajar di Sekolah*. Jakarta. Rineka Cipta
- Willis, Sofyan S. 2012. *Psikologi Pendidikan Sebuah Orientasi Baru*. Jakarta. Referensi