Teachers' Personal Competence and Students' Learning Motivation in Study English on Luring Learning Model During Pandemic Covid-19: A Correlational Study

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Abstract:
This study aims to determine the correlation between the teachers' personal competence and students' learning motivation. This research employs a quantitative, correlational method. The study's population comprised all students from Madrasah Aliyah Pancasila Bengkulu, with a total sample size of 66 students from 3 classes. The research and calculation results indicate that the personal competence of the teachers at MA Pancasila Bengkulu meets the "good" criteria, with a frequency of 57 and a percentage of 86.36%. At MA Pancasila Bengkulu, students' learning motivation falls into the "medium" category, with a frequency of 36 and a percentage of 54.55%. Researchers used a two-variable correlation test to find a link between teachers' personal competence and students' motivation to learn. The Pearson Correlation coefficient was (+) 0.354, which is 35.4%, and the coefficient of determination (r^2) was $(0.354)^2 = 0.125$, which is 12.5%. This means that the teachers' personal competence variable has an effect of 12.5% on students' learning motivation.

Keywords: *Personal Competence, Learning Motivation, Luring Learning, English Study*

Introduction

The COVID-19 pandemic in 2020–2022 has had a huge impact for Indonesia, especially in the education sector. The pandemic has undoubtedly presented various challenges to all Indonesian citizens. However, we must continue to carry out teaching and learning activities in a daring and luring manner to create a bright generation in the future (Hakim et al., 2023). Beginning in 2021, there has been a decline in the number of cases of COVID-19 spread in Indonesia. Therefore, the government has implemented a learning policy based on the luring model. The relationship between teachers and students, both daring and luring, inextricably links learning models. The teacher is a figure who is considered a role model for students (Istiyono et al., 2021). A teacher should master their own competence, particularly their personal competence. Article 28 paragraph (3) point b of the national education standard defines personal competence as an ability that reflects a steady, stable, mature, wise, and authoritative personality, while also serving as an example for students and exhibiting noble character (Rochman & Gunawan, 2017). Preliminary observations at MA Pancasila Bengkulu indicated issues concerning learning motivation, particularly a lack of desire in studying English. Consequently, the researchers undertook a preliminary investigation at MA Pancasila Bengkulu to identify the actual issues. The researchers observed that the English teacher at MA Pancasila exhibited a relatively pleasant disposition. The educator exemplifies equity by allocating uniform attention to every student and maintains a decorous appearance. Nonetheless, there remain deficiencies, such as professors occasionally arriving late to class, resulting in some students lingering outside the classroom. Subsequently, an English teacher and deputy principal, when interviewed at MA Pancasila Bengkulu about students' learning motivation, affirmed that some students exhibit a deficiency in motivation or are less engaged in the learning process, particularly in English, while others demonstrate commendable motivation. She also disclosed that it is influenced by youngsters from various places, resulting in differing levels of skill and motivation among them.

The researchers subsequently questioned to a an English teacher in one of *Madrasah Aliyah* about the average student results and their attainment of the KKM (*Kriteria Ketuntasan Minimal* or Minimum standardization of students score). She stated that, on average, some individuals fall short of the minimum standards for mastery learning. In this instance, a desire to learn in specific areas arises from an interest in other disciplines. For instance, teachings at the *Pondok Pesantren* primarily focus on memorization and the study of the Quran. Occasionally, when they are studying English, they feel drowsy. Consequently, researchers may ascertain that motivation significantly influences student learning behavior, indicating that drive enhances students' interest in learning (Tien & Ngoc, 2022). Nevertheless, the researchers' findings indicate that students remain unmotivated to learn, exhibit tendencies toward boredom or drowsiness during study sessions, display a preference for Pondok Pesantren lessons while disregarding general subjects such as English, and that certain students continue to be passive learners, adversely affecting test scores that have yet to meet standardized benchmarks. Based on the preceding investigation, the researchers sought to examine the correlation between instructors' personal competencies and students' learning motivation during the COVID-19 pandemic, with particular emphasis on the engaging learning model. Insufficient understanding of the correlation between teachers' personal abilities and students' learning motivation necessitates this research. Furthermore, the research will offer insights, ideas, and solutions pertaining to the relationship between the two factors. This research focused on MA Pancasila students as the subjects of study.

Theoretical Framework

Bloom's taxonomy of affective domains covers feelings, attitudes, values, emotions, passions, and interests in anything. Mass Action Examined are students' emotions, values, motives, and attitudes to show mastery of the affective domain. This affective domain influences the attitudes and personal competencies of teachers, as well as the motivation and interest of students in learning (Magdalena et al., 2020; Astari et al., 2022). A teacher is someone that pupils respect and try to emulate. Teachers significantly impact the teaching and learning process. Mastering the competencies of teachers will help one achieve the goals of the lesson (Saputra et al., 2022; Hakim et al., 2020). Among these skills is the personal teaching competency, teachers acquire this personal competency as a model (Han, 2022; Rahmanita et al., 2023). These personal competences, which include constant and stable behavior, maturity, wisdom, authority, and noble character, can help one become a role model.

Methods

Based on the research objective, the researchers employed a quantitative methodology utilizing statistical techniques to assess the current state of teacher personal competence and student learning motivation and to determine the correlation between teacher personality competence and student learning motivation at MA Pancasila Bengkulu (Freeman, 2010). The study population comprised 66 MA Pancasila pupils from grades 1 to 3, selected using total sampling. The employed data collection method is a questionnaire comprising 25 items regarding the teacher's personality competence and an additional 25 items concerning students' learning motivation. Furthermore, this research encompasses any textual material, image, or associated document (Cohen et al., 2022; Haryanto et al, 2019). The data analysis technique employed involved preparatory analyses, specifically the normality and linearity tests, conducted using SPSS 25. The correlation product moment is subsequently evaluated by hypothesis testing, and the coefficient of determination is calculated.

Results and Discussion

Based on the analysis of the normality test of the teachers' personal competence data, it is show that the *P value* (sig) = 0.200, because the *P value* > 0.05 then H0 is accepted, so it can be concluded that the data is normally distributed.

Table 1. Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Teachers' Personal Competence	.097	66	.200	.977	66	.252

Tests of Normality

a. Lilliefors Significance Correction

Table 2. Linearity Test Result

ANOVA Table

			Sum of Squares	Df	Mean Square	F	.
Learning Motivation* Teachers' Personal Competence	Between Groups	(Combined)	1010.924	26	38.882	.714	.815
		Linearity	393.367	1	393.367	7.221	.011
		Deviation from Linearity	617.557	25	24.702	.453	.980
	Within Groups		2124.667	39	54.479		
	Total		3135.591	65			

Based on the table above, the results of the linearity test are shown in the source *Deviation from Linearity* with a significance level of 5%, obtained *P value* (sig.) = 0.980 > 0.05. This means that H0 is accepted, so it can be concluded that significantly the two variables are linearly related. Following the results of the normality and linearity tests, which showed that the data on teachers' personal competence were normally distributed and had a linear connection, the instructors' personal competence will next be explained.
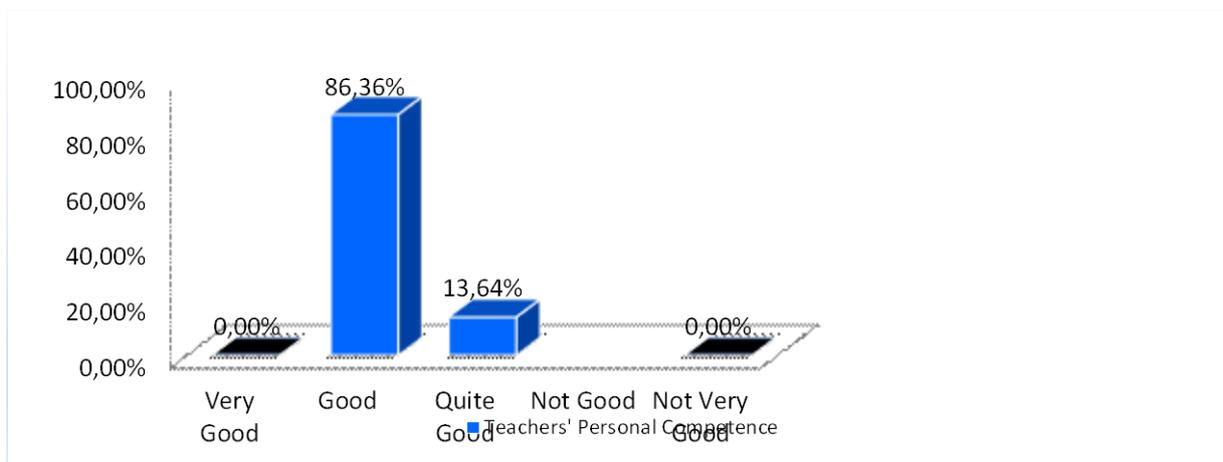

Figure 1. Teachers' Personal Competence

Based on the graph above, we can see that the overall result is as follows: "Very good" which is 0.00%, "Good" which is 86.36%, "Quite good" which is 13.64%, "Not good" 0.00%, and "Very bad" 0.00%. Judging from the classification table, it can be concluded that the teachers' personal competence is included in the "Good" criteria with the highest frequency of 57, with the highest percentage of 86.36%.

Table 3. Normality Test of Students' Learning Motivation

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Students' learning motivation	.103	66	.080	.979	66	.317

a. Lilliefors Significance Correction

According to the analysis of the normality test of student learning motivation data, it was obtained that P-value (sig) = 0.080, because P-value > 0.05 then H0 was accepted, so it can be concluded that the data is normally distributed.

Table 4. ANOVA Table of Linearity Test Result

			Sum of Squares	Df	Mean Square	F	Sig.
Students' Learning Motivation * Teachers' personal competence	Between Groups	(Combined)	1010.924	26	38.882	.714	.815
		Linearity	393.367	1	393.367	7.221	.011
		Deviation from Linearity	617.557	25	24.702	.453	.980
	Within Groups		2124.667	39	54.479		
	Total		3135.591	65			

The linearity test findings, as indicated in the table above, reveal a deviation from linearity with a significance level of 5%, yielding a P value (sig.) of 0.980, which exceeds 0.05. The acceptance of H0 implies a significant linear connection between the two variables. The subsequent section will examine the students' learning motivation following the completion of normality and linearity tests, which indicate that the data on students' motivation to learn are normally distributed and exhibit a linear relationship. The survey indicates that 3 students exhibit "very high" motivation, constituting 4.55%, 27 students demonstrate "high" motivation, representing 40.91%, and 36 students possess "medium" drive, accounting for 54.55%. Upon examination, it becomes evident that the disparity in students' learning motivation between the "medium" and "high" categories is minimal. This indicates that there are sufficient pupils with high motivation; nevertheless, a greater number exhibit moderate motivation levels. In conclusion, we generally assess pupils' learning motivation as "medium."
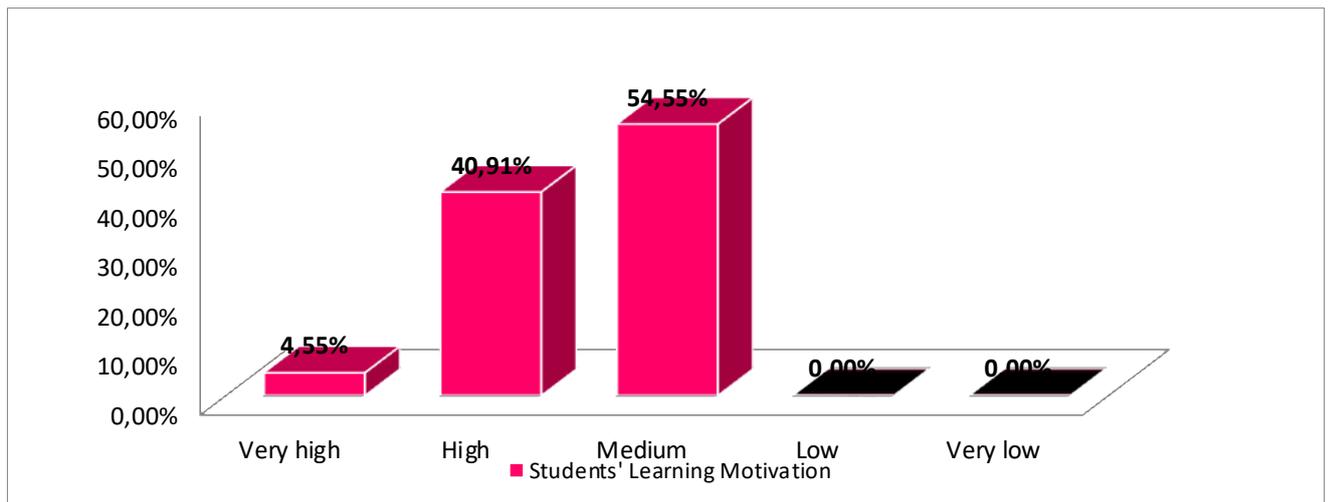
Figure 2. Students' Learning Motivation

The calculations utilizing the bivariate correlation test formula try to ascertain the association between teachers' personal ability and students' learning motivation. Following the testing, utilizing a significance level of 5%, the comprehensive results are displayed in the following table.

Table 5. Correlation Between Teachers' Personal Competence and Students' Learning Motivation

		Teachers' Personal Competence	Students' learning Motivation
Teachers' Personal Competence	Pearson Correlation	1	.354**
	Sig. (1-tailed)		.002
	N	66	66
Students' Learning Motivation	Pearson Correlation	.354**	1
	Sig. (1-tailed)	.002	
	N	66	66

**. Correlation is significant at the 0.01 level (1-tailed).

The table indicates a positive correlation between the variable of teachers' personal competence and students' learning motivation. The Pearson correlation coefficient is displayed as (+) 0.354, or 35.4%. It can be inferred that greater personal competence among teachers correlates with increased student learning motivation. Moreover, the proximity of the link was demonstrated using hypothesis testing, utilizing a significance level of 5%, with an achieved P value (sig.) of 0.002, which is less than 0.05. This indicates the rejection of H0, leading to the conclusion that a positive and significant association exists between teachers' personal ability and students' learning motivation. Furthermore, the closeness of the relationship was proven by hypothesis testing, using a significance level of 5%, obtained *P value* (sig.) = 0.002 < 0.05. This means that H0 is rejected, so it can be concluded that there is a positive and significant correlation/relationship between the teachers' personal competence and students' learning motivation.

Discussion

Considering the conclusions of the research studies, we shall initially discuss the individual competencies of teachers. The five components of a teacher's personal competency are stability, maturity, wisdom, authority, and exemplary character. According to Rochman & Gunawan (2017), a teacher is classified as good if they meet the five indications of personal competency. Following the analysis of data from the questionnaire administered to 66 students, it was determined that the professors' personal competency at MA Pancasila Bengkulu fell under the "good" category, achieving a percentage of 86.36% based on responses from 57 students. Nine students, constituting 13.64%, rated "quite good." The research findings, derived from a sample of 57 students, indicate that the teachers' personal competence falls within the "good" category. The teacher meets the five indicators adequately. The researcher suspects that the teachers' personal competence is commendable, as indicated by the preliminary study results and the intern's experience at MA Pancasila, where the teacher demonstrates fairness, equal attention to students, appropriate attire, and serves as a role model, particularly for interns. Nonetheless, this does not imply that improvements are unnecessary. This could potentially serve as a benchmark for educators, even though it only represents 13.64%.

Secondly, we are discussing students' desire for learning, namely their motivation to learn English. Learning motivation is defined as an internal and external source of strength, power, or encouragement that drives pupils to engage in learning. The indications encompass motivation and educational requirements, demonstrating engagement and enthusiasm in assigned work, diligence in task completion, perseverance in overcoming challenges, and an aspiration for success (Lestari & Yudhanegara, 2015). The survey indicates that 36 students exhibit "medium" motivation, comprising 54.55% of the total; 27 students demonstrate "high" drive, accounting for 40.91%; and just 3 students display "very high" motivation, representing 4.55%. The researcher initially believed that students' learning motivation was subpar, based on findings from a preliminary study and internship experiences. This prompted the researcher to investigate further, particularly to understand why students frequently exhibit a lack of enthusiasm for learning English, despite the teacher's commendable demeanor. Students possess the ambition and purpose to study; yet, this motivation may not be readily apparent. A limited number of students exhibit exceptionally high motivation, rendering them less conspicuous due to the predominance of those with "medium" motivation, necessitating more encouragement from both the students and the teacher as motivators. Numerous internal and external factors influence this. One external component is the personal competence of teachers, which also affects motivation. The third component concerns the relationship between educators' personal competence and students' enthusiasm to study. The data analysis results validate the hypothesis of a significant correlation between teachers' personal competence and students' learning motivation. The bivariate correlation test computations yielded a Pearson correlation coefficient of (+) 0.354, or 35.4%. We can infer that increased student learning motivation correlates with stronger personal competence among teachers. We demonstrated the proximity of the link through hypothesis testing, using a significance level of 5% and an acquired P value (sig.) of 0.002, which is less than 0.05. This indicates the rejection of H0, leading to the conclusion that a positive and significant association exists between the teacher's personal ability and student learning motivation. The teacher's pivotal position as a central figure for students inextricably links to the success of the teaching and learning process.

Previous research indicates a positive correlation between teachers' personal ability and students' learning motivation. For instance, the study by Bosco et al. (2022) yielded a correlation value of 50.41%, Andriani et al. (2019) reported a correlation

coefficient of 0.67, or 67%, and Ajizi (2020) produced a r count of 0.401, or around 40%. MA Pancasila's research yielded a correlation coefficient of 0.354, which is equivalent to 35.4%. Compared to the three aforementioned studies, this study's correlation value is less substantial; however, it bears similarities to Ajizi's research (2020), as the correlation coefficient exhibits minimal variation. Such discrepancies are feasible, despite the research being almost identical. Various research subjects necessitate consideration of distinct student characteristics across multiple educational levels, including elementary, junior high, senior high, and university students (Phan et al., 2022; Ashrafuzzaman et al., 2021). Furthermore, the personalities of teachers vary from one location to another. Variations in research years significantly affect the outcomes due to specific changes or conditions that arise annually. There exists a correlation between teachers' personal competence and students' learning motivation; specifically, when teachers' personal competence improves, students' learning motivation increases.

In summary, the role of an educator is fraught with challenges, as we must shoulder the weight of our students' learning and development. Nonetheless, the vocation of teaching is esteemed and will be etched in the memories of students for an extended period due to its significant influence on their development (Tambak et al, 2021). A relationship exists between the personal competence of teachers and the motivation for learning among students; as the competence of teachers improves, so too does the motivation of their students to learn. Nonetheless, the lack of motivation among students cannot be attributed solely to the teacher's competence. Motivation is shaped by a multitude of factors, originating both internally within the student and externally from their surroundings, including influences from peers, siblings, parents, and other elements that are not addressed in this study.

Conclusion

Teachers' personal competencies include the qualities of stability, maturity, wisdom, authority, role modeling, and possessing a noble character. The assessment findings indicate that the personal competency of teachers at MA Pancasila Bengkulu falls within the "good" category, with a total percentage of 86.36%. Nine students, constituting 13.64%, rated "quite good." Even though the percentage is only 13.64%, it could potentially serve as a valuable tool for educators to continuously improve their skills. If the teacher has a commendable personality, the students are likely to emulate it. Effective educators facilitate the development of successful students with commendable character traits. The teacher's personality also influences the fluctuation in students' learning motivation. Learning motivation is characterized as a source of power, encouragement, or strength that propels pupils to engage in learning, both intrinsically and extrinsically. The calculation results show that over 50% of students at MA Pancasila fall into the "medium" category of learning motivation. Students with "medium" motivation require substantial efforts from themselves, their parents, and their professors to enhance their learning motivation. Students with "high" motivation must cultivate their motivation to ensure its stability. The bivariate correlation test produced a Pearson correlation coefficient of (+) 0.354, or 35.4%, thereby validating the study's hypothesis: there is a significant correlation between teachers' personal competence and students' learning motivation." A correlation exists between teachers' personal competence and students' learning motivation; as teachers' competence improves, so does students' learning motivation. Nonetheless, students' low motivation is not solely attributable to the teacher's competency. Several internal and external variables, including those from the student and society, influence motivation.

Suggestion

Based on the study's findings, which revealed a significant correlation between instructors' personal competence and students' motivation to learn at MA Pancasila Bengkulu, researchers propose several recommendations for educational institutions, instructors, students, and future researchers. Researchers want schools to utilize these materials to enhance the quality of teacher competences, particularly in personal competence, enabling educators to serve as excellent role models for pupils. For future opportunities, it would be advantageous to provide training or workshops on teacher competence more frequently, as well as to serve as a platform for enhancing the relationship between teachers and students. Moreover, the researchers advocate for teachers to perpetually advance and refine their expertise. To serve as a model for students, educators should interact with them more frequently both within and outside the classroom. Furthermore, by employing the instructor as a facilitator and exemplifying positive behavior, students may enhance their self-awareness and motivation to study rather than exhibit apathy. This work should provide a reference for future research endeavors of a comparable sort. We anticipate that future research will broaden its scope beyond the *Madrasah Aliyah*.

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