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Correlation between the Personality of Islamic Education Teachers and Students' Motivation to Learn Islamic Education

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Abstract

Students' perception on teachers' personality has great impact on their motivation to participate in the learning process. Therefore, this study aims to explore the relationship between the personality of Islamic Education teachers towards students based on students' perception and the motivation to learn the Islamic Education course. 381 students from lower secondary schools under the supervision of Islamic Education teachers were selected as respondents through purposive sampling. A set of questionnaire validated by field experts were distributed among students to collect the data. The data were descriptively and inferentially analysed using SPSS version 20. The study found that the level of teachers' personality towards students based on students' perception was high (Mean=3.86). Meanwhile, the level of students' motivation to learn was average (Mean=3.66). The finding also showed strong and positive correlation between the personality of Islamic Education teachers towards students based on students' perception and the motivation to learn the Islamic Education course ($r=0.518$, $p<0.01$). It can be concluded that when students have better perception towards the personality of Islamic Education teachers, their motivation to learn will increase.

Keywords: Teachers' Personality, Teachers of Islamic Education, Students' Motivation

Introduction

An educator or a teacher refers to a person who uphold the responsibility in educating the *ummah*. Teachers are individuals who have direct involvement in the teaching and learning, having daily face-to-face interactions with students particularly the teachers of Islamic Education. Hence, Islamic Education teachers (IETs) become very important models in channelling messages about pure values, beliefs, philosophies and attitudes to their students. *Qudwah hasanah* or the example of good behaviour is an important element for the IETs. Hence, IETs have an important role in spreading good behaviour through example to the students and the community as a whole

(Rashid, Pong, and Kiet, 2010). Students make teachers as a yardstick of good behaviour. Moreover, students absorb better from what they see more than what they hear (Jasmi and Tamuri, 2011).

The aspect of personality has become a touchstone to measure the nobility of *akhlaq* and attitudes portrayed by the IETs. Good personality is an asset to an IET especially when the IET is regarded as a role model, who can highly influence the mind and soul of the students (Jasmi & Tamuri, 2011). According to Matsumoto (2009), personality can be referred to internal dynamic organisation of individual consists of general characteristics, an attitude pattern of value, significant, plan, and motive, understanding of the self and the world, capabilities, and emotional pattern which decides the characteristics of behaviour and thinking. It also means all developed and interacted systems in a person to create unique characteristics and share them with other person. In brief, personality can be referred to attitude possessed by a person.

Teachers play important roles to shape and educate the young generation. They are the nearest persons to the students, next to parents at home. In other words, teachers can be considered as second parents to the students. This is because they have major influence to mould students' behaviour. The society is depending on the teachers to teach, educate and mould their children at school. Among teachers' role as educators is to instil the moral values through teaching and learning as well as through modelled behaviour.

Other than that, a teacher acts as a role model to the students. Students imitate a teacher's behaviour and soon bring changes in their lives. Indeed, education should bring changes towards ideal behaviour. Besides, teachers have an important role in motivating students to consistently participate in the learning process which leads to success in the future.

Even though teachers are shouldered with the responsibility to instil and mould students' behaviour, from previous researches, it is found that the personality of teachers in Islamic Education was not as expected. Even a number of studies revealed that the IETs' personality was inadequate enough to be exemplified and imitated by the students. Based on the study of Tamuri and Yusoff (2010), some IETs were aggressive during teaching and learning, liked to scold students, mocked the students, and so on. These behaviours created gap between teachers and students and stopped the students from sharing and asking opinion from the IETs. Whereas, the foundation of becoming an effective teacher is based on teacher-students relationship (Lucas & Berstein, 2005).

Riley (2011) believes that the teacher-student relationship is so essential, so as teachers should behave in professional and caring manner even they are having hard times to embrace the real challenging situations of the world. For reason, students rely on adults, including teachers, to assist them to develop clear moral boundaries (Zarra, 2013). Wood (2017) found that perceived positive teacher-student relationship enhanced students' motivation in different form.

Therefore, this study aims to investigate how students perceive teachers' behaviour towards them and the impact on their motivation to study.

Methodology

In general, this research aims to identify the correlation between teachers' personality towards students based on students' perception and the motivation to learn the Islamic Education subject. Therefore, the following questions were developed to reach the objective of the research.

1. What is the level of personality towards students among the IETs based on students' perception?
2. What is the level of motivation among students supervised by the IETs?
3. What is the correlation between the level of IETs' personality based on students' perception and students' level of motivation?

This quantitative research study used questionnaires as method of collecting data. Eight secondary schools around Johor Baharu have participated in the study. The questionnaires were distributed to 381 students supervised by the IETs from a population of 1270. The number of respondents meets the requirement of at least 30% representing total population (Azizi, Shahrin, Jamaludin, Yusof, and Abdul Rahim, 2006; Ghafar, 2009).

Findings

The findings of the research are discussed based on research questions. The analysis of data for research question 1 and 2 was made based on the following mean score interpretation as described by Yunus et al. (2012).

Table 1. Interpretation of Mean Score

Mean Score	Interpretation
3.67 - 5.00	High
2.34 - 3.66	Intermediate
1.00 - 2.33	Low

Meanwhile, the interpretation of data for research question 3 was made based on the following interpretation of correlation value by Chua (2009).

Table 2. Interpretation of Correlation Value (r_s)

Correlation Value (r_s)	Interpretation
1.00	Perfect
0.70 - 0.99	Very High
0.50 - 0.69	Strong
0.30 - 0.49	Intermediate
0.10 - 0.29	Low
0.01 - 0.09	Disregard

Research Question 1***What is the level of teachers' personality towards students based on students' perception?***

The following Table 3 demonstrates the mean score and standard deviation of 33 items for teachers' personality towards students based on students' perception.

Table 3. Teachers' Personality towards Students based on Students' Perception

No	Items	Mean	SD
KP12	Friendly with students	4.52	0.64
KP13	A caring person	4.45	0.67
KP14	Helpful	4.54	0.64
KP15	Gives life guidance	4.48	0.67
KP16	Advises students	4.53	0.66
KP17	Inspires students	4.40	0.81
KP18*	Always punish students	2.47	1.18
KP19	Patience	4.21	0.82
KP20	Be fair to serve students	4.39	0.71
KP21	Encourages healthy competition	3.71	1.08
KP22	Cultivates the spirit of teamwork	4.21	0.82
KP23	Interconnects Islamic Education with other subjects	3.97	2.38
KP24	Concerned with students' problem	4.11	0.94
KP26*	Belittles the capability of the students	1.68	1.01
KP27	Understands me	2.85	1.14
KP28	Asks students' disability to attend classes	3.77	1.13
KP29*	Comes late to class	2.18	1.19
KP30	Separates students' seating based on gender	3.97	1.34
KP31*	Fierce	2.56	1.27
KP32	A good example for me	4.44	0.70
KP33	Corrects students' mistakes wisely	4.35	0.77
KP34	Motivates students towards success	4.39	0.72
KP36	Appreciates students' activity	4.17	0.88
KP38	Approachable	4.24	0.90
KP39	Does not label students negatively	4.04	1.15
KP41	As my parents in school	4.18	0.89
KP42	Forgiving	4.37	0.71
KP43	Provides students with financial assistance	3.35	1.16
KP44	Enthusiastic	4.30	0.82
KP45*	Likes babbling	2.26	1.20
KP46	Does not use inappropriate names to call students	3.97	1.40
KP47	Spends time with students outside classroom	3.56	1.09
KP49	Responsible	4.59	0.69
Total		3.86	0.40

*negative items, N=381

Based on Table 1, students have agreed that most of the items have reached high mean score (ranged from 3.71 to 4.59). Whereas, based on the interpretation Table 1, five items are considered average; *Always punish students* (Mean=2.47, SD=1.18), *Understands me* (Mean=2.85, SD=1.14), *Fierce* (Mean=2.56, SD=1.27), *Provides students with financial assistance* (3.35, 1.16), and *Spends time with students outside classroom* (Mean=3.56, SD=1.09). Out of 33 items, items with low mean score are *Belittles the capability of the students* (Mean=1.68, SD=1.01), *Comes late to class* (Mean=2.18, SD=1.19), and *Likes babbling* (Mean=2.26, SD=1.20). There is no item interpreted with low mean score. From the average mean score (Mean=3.86, SD=0.40), the level of teachers' personality towards students based on students' perception is considered high.

Research Question 2

What is the level of students' motivation to learn the Islamic Education subject?

The following Table 4 demonstrates the mean score and standard deviation of 14 items for students' motivation to learn the Islamic Education subject.

Table 4. Teachers' Personality towards Students based on Students' Perception

No	Items	Mean	SD
MTV1	The Islamic Education subject is easier to learn than other subjects.	4.16	0.81
MTV3	I always discuss with my teacher when I have problem to learn the Islamic Education subject.	3.68	0.89
MTV4	I like to contribute opinions during the class session.	3.54	0.97
MTV5	I give full concentration to study this subject.	4.02	0.82
MTV6*	I study the Islamic Education subject only to pass.	2.73	1.34
MTV7*	I am forced to learn this subject as it is a compulsory subject.	2.40	1.47
MTV8	I become encouraged to contribute more when the teacher compliments my work.	3.63	1.17
MTV9	I participate more in the classroom when the teacher gives present.	3.24	1.20
MTV10	I like to complete the exercises given by the teacher.	3.80	0.90
MTV11	I believe that this subject helps me to develop the person in me.	4.60	0.75
MTV12	I become frustrated when I do not achieve good grade.	4.44	0.78
MTV13	I study hard to get good mark for this subject.	4.41	0.80
MTV14*	I don't really mind if I just pass with minimum grade.	2.47	1.47
MTV20	I really like to learn the Islamic Education course.	4.09	0.76
Total		3.66	0.91

*negative items, N=381

Based on Table 4, students have agreed that most of the items have reached high mean score (ranged from 3.68 to 4.60). Whereas, based on the interpretation Table 1, six items are considered average; *I like to contribute opinions during the class session.* (Mean=3.54, SD=0.97), *I study the Islamic Education subject only to pass.* (Mean=2.73, SD=1.34), *I am forced to learn this subject as it is a compulsory subject.* (Mean=2.40, SD=1.47), *I become encouraged to contribute more when the teacher compliments my work.* (3.63, 1.17), *I participate more in the classroom when the teacher gives present.* (Mean=3.24, SD=1.20), and *I don't really mind if I just pass with minimum grade.* (Mean=2.47, SD=1.47). From the finding, the overall level of students' motivation to learn the Islamic Education course is interpreted as average (Mean=3.66, SD=0.91).

Research Question 3

What is the correlation between teachers' personality towards students based on students' perception and the level of students' motivation to learn the Islamic Education subject?

To answer Research Question 3, a null hypothesis was formed. Then, the data in Table 5 is referred for the acceptance or rejection of the hypothesis. The null hypothesis for this study is;

H₀ = There is no significant relationship between teachers' personality towards students based on students' perception and the level of students' motivation to learn the Islamic Education subject

Spearman *rho* correlation analysis was conducted to investigate the relationship between teachers' personality towards students based on students' perception and the level of students' motivation to learn the Islamic Education subject. The result, as illustrated in Table 5, indicated that there was a significant positive relationship between teachers' personality towards students based on students' perception and the level of students' motivation to learn the Islamic Education subject ($r_s(381)=.518$, $p<.001$). Based on Chua (2009), the correlation value of .518 is considered strong. This finding shows that the higher the students' perception on teachers' personality towards students, the higher the motivation to learn the Islamic education subject.

Table 5 Spearman *rho* Correlation Coefficient

		Teachers' Personality Towards Students Based on Students' Perception
Students' Motivation to Learn The Islamic Education Subject	Spearman <i>rho</i> (r_s)	.518**
	Sig. (p)	.000
	N	381

** $p<0.001$

Discussion

The teacher-students relationship has been discussed by al-Ghazali (t.t.) and Murad (2003). Imam al-Ghazali believes that teachers' personality can be based on three main attributes; the love for students, shower them with love like our own children, and wisdom, the

practice of knowledge, moral and the *Sunnah* of the Prophet pbuh along the path of becoming a role model to the students. Meanwhile, Murad (2003) emphasis on affection and love the students all the students, always advise, gives instruction or guidance, as well as to remind them. Other than that, teachers must always be fair and equitable, understand the habit and capability of the students, avoid imposing severe punishment that might hurt the students, be thoughtful of students' problem, avoid being arrogant, help them to get through problems they have, care about students' health and difficulties, acknowledge their name and background.

From the previous studies, teachers are favoured based on a number of personality they possessed. Shatar, Sabri & Mohamed (2006) found that students are fond with teachers' attitude, including open minded, respecting students, caring, highly committed, alert, highly confident and acting as academic advisor. Other than that, Mahat (2009) has outlined a number of teachers' personality that have attracted the students, which are committed with work, friendly, fair, and considerate, a good listener and advisor, the one who appreciate and willing to sacrifice.

From this study, teachers' of the Islamic Education subject were perceived as having high level of personality towards students. They are:

- a. Friendly with students
- b. A caring person
- c. Helpful
- d. Gives life guidance
- e. Advises students
- f. Inspires students
- g. Patience
- h. Be fair to serve students
- i. Encourages
Health competition
- j. Cultivates the spirit of
Teamwork
- k. Interconnects Islamic
Education with other subjects
- l. Concerned with students'
Problem
- m. Asks students' disability to attend classes
- n. Separates students' seating based on gender
- o. A good example for students
- p. Corrects students' mistakes wisely
- q. Motivates students towards success
- r. Appreciates students' activity
- s. Approachable
- t. Does not label students negatively
- u. As parents in school

- v. Forgiving
- w. Enthusiastic
- x. Does not use inappropriate names to call students
- y. Responsible

The study also found that the level of students' motivation to learn the Islamic Education subject is average. The students feel moderately motivated to learn the subject. Motivation drives students to participate in the process of teaching and learning (Mohamad and Hashim, 2011). Motivation to engage depends on the experiences they gained during the performance an activity, such as the feeling of enjoyment, interesting and personally valued (Gurland and Glowacky, 2011). Therefore, if the teachers can provide ideal teacher-students relationship during the activity, become a role model and develop mutual understanding, learning goals can be easily achieved.

From the study, Jasmi and Tamuri (2011) found that ideal personality is an asset a teacher should preserve as it can become an example and greatly influence the students' mind and soul. The finding of this study, that teachers' personality towards students have significant impact on the students' motivation to learn the subject, is parallel to the finding of Jasmi, Tamuri and Hamzah (2009). They have found that the increase in the level of teachers' personality towards students based on students' perception leads to the increase in students' motivation. For reason, students are easily influenced by the knowledge delivered by teachers with excellent personality including the attributes of loving, helping students in wisdom, patience and hold on firm to the principles of knowledge and Islam.

Looking at the finding of this result, the level of teachers' personality towards students is already at the high level, yet the level of students' motivation is average. Therefore, teachers' should now maintain the ideal personality of teachers should possess, then, improve the personality at the average level. Those personality include spending time with students outside the classroom, helping students with financial assistance and learn to understand the students.

Conclusion

This study has found that teachers' personality towards students has the ability to increase students' motivation to learn the Islamic Education subject. Therefore, teachers should strive to improve and develop ideal personality as teachers of Islamic Education, so, students' motivation to learn and participate in the learning process can be boosted.

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