The Effect of Teacher Personality Competence on Accounting Learning Motivation in XII IIS Class Students of SMA Negeri 2 Barru

Ira Ayu Puspitasari [1] ; Nuraisyiah [2] ; Muhammad Azis ; [3] M. Ridwan Tikollah ; [4] Sahade [5]
[1] Program Studi Pendidikan Akuntansi, Fakultas Ekonomi dan Bisnis, Universitas Negeri Makassar
Email: [1] iraayu1809@gmail.com ; [2] nuraisyiah@unm.ac.id ; [3] mazis@unm.ac.id ; [4]
m.ridwan.tikollah@unm.ac.id ; [5] sahade@unm.ac.id

ABSTRACT

This study aims to determine the effect of the teacher's personality competence on motivation to learn accounting in class XII IIS SMA Negeri 2 Barru. The population of this study was all students of class XII IIS SMA Negeri 2 Barru, totaling 85 students, while the sample used a saturated sampling technique with a total sample as many as 85 students. Data collection techniques used are questionnaires and documentation. The data analysis technique used is descriptive statistical analysis, instrument testing and hypothetical testing using SPSS 25 for windows. The results showed that: 1) Based on the results of descriptive statistical analysis, teacher personality competence was 74.88 percent in the good category and learning motivation was 81.22 in the very good category. (2) Based on the results of a simple linear analysis, it was obtained that teacher's personality competency Y = 46.150 + 0.328X, which means that for each addition of one teacher's personality competency value, the value of learning motivation increases by 0.328. 3) From the results of the t-test analysis, the significance value is 0.001 <0.05, which means that the teacher's personality competency variable has a positive and significant effect on motivation to learn accounting in class XII IIS students at SMA Negeri 2 Barru, thus the hypothesis is "accepted". (4) From the results of the analysis of the coefficient of determination (KD) it is obtained that the value of R2 = 0.115 or 11 percent and the remaining 89 percent is influenced by other factors.

INTRODUCTION

Education is a very important part in supporting the government to realize the ideals of the nation. Education itself has a role in helping people develop their potential through the learning process and other paths that people know to follow. According to Law No.20 of 2003 concerning the National Education System states: Education is a conscious effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

Based on this understanding, education must be organized consciously from a planned learning process so that everything that will be done by teachers and students through the learning process to achieve predetermined goals. One of the most important components in

education is educators, namely teachers. Teachers are a profession that requires competence, one of the competencies that must be possessed by teachers is teacher personality competence.

Kunandar (2014: 55) states that teacher personality competence is a set of behaviors related to an individual's ability to realize himself as an independent person to carry out self-transformation, self-identity, and self-understanding. Teacher personality competence plays a role in adjusting to learning conditions and the environment and increasing teacher understanding, which can be used as a basis for providing motivation to students so that they are willing and able to learn as well as possible. The measurements of the teacher's personality competence are "a steady and stable personality, a mature personality, a wise personality, an authoritative personality, a noble character and a role model." (Zahroh, 2015: 90).Teacher personality competence affects learning motivation. "Good personality competence is a source for building students' ethics and character, including in fostering interest and motivation to learn." (Ahmadi, 2018: 27).

According to Suhana (2014: 24) states that learning motivation is a power motivation, driving force, or a tool for building willingness and strong desire in students to learn actively, creatively, effectively, innovatively, and fun in order to change behavior, both in cognitive, affective and psychomotor aspects. Motivation is one of the factors that can improve quality because motivated students are more likely to take their studies seriously. Therefore, to improve the quality of learning, teachers must be able to motivate students to learn so that they can achieve learning objectives. In learning, motivation plays an important role, according to Uno (2017: 27): Some of the important roles of learning motivation in learning are clarifying the learning objectives to be achieved, determining the variety of control over learning stimuli, determining the conditions for learning and determining things that are used as learning reinforcers.

Based on the description above, it can be concluded that the teacher's personality competence plays an important role because if a teacher has good personality competence in the learning process, it will influence and increase student learning motivation. This is in line with the opinion of Samani (2006: 39) which states that "Without the teacher's personality competence it is unlikely to get good learning motivation." According to Yusuf (2009: 23) "Learning motivation is influenced by several factors, namely internal factors and external factors". The explanation is as follows: 1) Internal factors, including: a) Physical factors, including: nutrition (nutrition), health, and physical functions (especially the five senses). B) Psychological factors relate to aspects that encourage or inhibit learning motivation in students. 2) External factors, including: a) Non-social factors, including: air conditions (hot or cold weather), time (morning, afternoon, night), place (quiet, noisy, or the quality of the school where to study), facilities and infrastructure or school facilities. b) Social factors are human factors which include: teachers (teacher performance, teacher competence, teacher teaching methods, and so on), counselors, and parents.

Based on the above opinion, there are several factors that influence learning motivation. Therefore, researchers took one of the factors that affect learning motivation, namely external factors which include social factors in this case teacher competence, especially teacher personality competence.SMA Negeri 2 Barru is an educational unit with a high school level and accredited A located in Kiru-Kiru, Soppeng Riaja District, Barru Regency, South Sulawesi. This school consists of 2 departments, namely Mathematics and Natural Sciences (MIPA) and Social Sciences (IIS), which implement the 2013 curriculum in grades X, XI, and XII.

Based on preliminary observations made by researchers by distributing teacher personality competence questionnaires on accounting learning motivation of XII IIS class students of SMA Negeri 2 Barru obtained from 25 respondents. Researchers found the fact that the subject teacher concerned is a good person and has the ability to guide and foster students in a better direction. However, on the other hand, in the learning process students tend to be relaxed and prefer to invite their friends to tell stories rather than pay attention to the teacher who is

explaining. This shows that good teacher personality competence has no effect on student learning motivation.

THEORETICAL FOUNDATION
Teacher Personality Competence
Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007 concerning Standards for Academic Qualifications and Teacher Competencies, states that "Teacher personality competence is the ability to have a stable personality, have noble character, be wise and authoritative and be a role model for students". According to Zahroh (2015: 88) "Teacher personality competence is a series of abilities related to the teacher's own personality, where the teacher's personality competence must be able to direct himself (self-directing) to become a stable and exemplary person".

Based on some of the above opinions, it can be concluded that teacher personality competence is the ability of a steady personality, noble, wise, authoritative, and wise and becomes a figure that is used as an example for students.According to Purwanto (2007: 160) "factors that influence personality are divided into three groups, namely biological factors, social factors, and cultural factors". Zahroh (2015: 90) "indicators of learning motivation are a steady and stable personality, a mature personality, a wise personality, an authoritative personality, a noble character and a role model.

Learning Motivation
"Learning motivation is a psychological condition that encourages someone to learn." (Khodijah, 2014: 151). According to Sahabuddin (2007: 135) "Motivation comes from the word motus, movere = to move which is defined by psychologists as a symptom that includes encouragement and behavior to seek personal goals and a tendency to carry out activities that begin with a stimulus or strong encouragement ending with the right response that builds, regulates and supports behavior patterns. "Motivation is the overall driving force within students that generates, ensures continuity and gives direction to learning activities, so that it is hoped that goals can be achieved." (Sadirman, 2020: 102).

Based on the above definition, it can be concluded that learning motivation is the overall driving force within students that gives rise to learning activities, ensures continuity and provides direction to learning activities so that the desired goals can be achieved.According to Uno (2017: 23) Indicators of learning motivation are the desire and desire to succeed in learning, the encouragement and needs in learning, the hope and ideals of the future, the appreciation in learning, the existence of interesting activities in learning, the existence of a conducive learning environment. According to Yusuf (2009: 23) that "Learning motivation is influenced by several factors, namely internal factors and external factors".

RESEARCH METHODS
Metode Analisis
The data analysis techniques used are descriptive statistical analysis, instrument test consisting of validity and reliability tests, hypothesis testing consisting of simple linear regression analysis, t test, and coefficient of determination.

RESULTS AND DISCUSSION
Descriptive Statistical Analysis
The results of the percentage of the actual score of the teacher personality competence variable indicator obtained a percentage of 74.88 percent with a good category as stated by Rukajat (2018: 10). However, there are still two indicators that are still below the average percentage of actual scores, namely 1) an authoritative personality of 74.70 percent and 2) noble character and being a role model of 74.27 percent. This can be seen in Table 1. as follows:

Table 1. Recapitulation of the Percentage of Teacher Personality Competency Variables

No	Indicators	Actual Score	Ideal Score	Percentage of Actual Score (%)	Description
1	Steady and stable personality	958	1275	75,14	good
2	Mature personality	642	850	75,53	good
3	A wise personality	637	850	74,94	good
4	Authoritative personality	635	850	74,70	good
5	Noble character and a role model	947	1275	74,27	good
	Total	3819	5100	74,88	good

Source: Processed Questionnaire Data (2023)

The percentage of the actual score of the Learning Motivation variable indicator obtained a percentage of 81.28 percent with a very good category as stated by Rukajat (2018: 10). However, there are still three indicators that are still below the average percentage of actual scores, namely 1) the existence of hopes and desires to succeed in learning 81.10 percent, 2) the existence of future hopes and ideals of 79.41 percent, and 3) the existence of a conducive learning environment of 81, 41 percent. It can be seen in Table 2. as follows:

Table 2. Recapitulation of Percentage of Learning Motivation Variables

No	Indicator	Actual Score	Ideal Score	Percentage of Actual Score (%)	Description
1	The desire and desire to succeed in learning	1034	1275	81,10	Very good
2	The existence of encouragement and needs in learning	1056	1275	82,82	Very good
3	The existence of future hopes and aspirations	675	850	79,41	good
4	The existence of appreciation in learning	683	850	80,35	good
5	The existence of interesting activities in learning	696	850	81,88	Very good
6	The existence of a conducive learning environment	1038	1275	81,41	Very good
	Total	5182	6375	81,28	Very good

Source: Processed Questionnaire Data (2023).

Simple Linear Regression Analysis

The simple linear regression equation model is as follows: Y'=46.15+0.328X. Based on the equation model obtained, it is known that the constant value is 46.15. This means that if the teacher's personality competence variable is zero, the accounting learning motivation variable in class XII IIS students of SMA Negeri 2 is 46.15 units. The regression coefficient value is 0.328, this means that if the teacher's personality competence variable increases by one unit, the motivation to learn accounting in class XII IIS students of SMA Negeri 2 Barru increases by one unit of 0.328 units. This can be seen in Table 3. As follows:

Table 3. Simple Linear Regression Analysis Results

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	T	Sig.
(Constant)	46.15	4.516		10.219	.000
Teacher Personality Competence	.328	.100	.339	3.286	.001

a. Dependent Variable: Learning Motivation

Source: Results of Data Processing SPSS 25 for windows (2023)

T test

The significance value is 0.001 <0.05, which means that the teacher's personality competence variable has a significant effect on accounting learning motivation in class XII IIS students of SMA Negeri 2 Barru. Therefore, it can be concluded that the hypothesis proposed in this study is "accepted". It can be seen in Table 4. As follows:

Table 4. Results of t Test Analysis

Coefficientsᵃ

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	sig.
(Constant)	46.15	4.516		10.219	.000
Teacher Personality Competence	.328	.100	.339	3.286	.001

a. Dependent Variable: Learning Motivation

Source: Results of Data Processing SPSS 25 for windows (2023)

Coefficient of Determination

The coefficient of determination (r2) is 0.115 or 11 percent. This means that the teacher's personality competence has an influence on learning motivation by 11% while the remaining 89 percent is influenced by other factors. It can be seen in Table 5. As follows:

Table 5. Determination Correlation Test Results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.339ᵃ	.115	.104	5.32480

a. Predictors: (Constant), Teacher Personality Competence

Source: Results of Data Processing SPSS 25 for windows (2023)

CONCLUSIONS

1. Based on the results of descriptive analysis, the personality competence of teachers in class XII IIS SMA Negeri 2 Barru is in the good category. However, there are still two indicators that are below the average percentage of actual scores, namely authoritative personality, noble character and being a role model.
2. Based on the results of descriptive analysis, accounting learning motivation in class XII IIS SMA Negeri 2 Barru is in the very good category. However, there are still three indicators that are below the average percentage of actual scores, namely the desire and desire to succeed in learning, the existence of future hopes and ideals, and the existence of rewards in learning.
3. Teacher personality competence has a positive and significant effect on accounting learning motivation in class XII IIS students of SMA Negeri 2 Barru.

SUGGESTIONS

1. For Students
    It is hoped that students can increase the existence of future hopes and ideals by developing potential in learning, increasing appreciation in learning such as appreciating praise given by the teacher and the desire and desire to succeed in learning by prioritizing learning success in achievement in order to be motivated in learning.
2. For Teachers
    It is hoped that teachers can improve personality competence, especially in terms of authoritative personality by showing concern for students and fellow teachers as well as

having noble character and being a role model such as saying greetings when entering the classroom.

3. For Schools

   Schools are expected to make more efforts in improving the competence of their educators so that student learning motivation can also increase.

4. For Further Researchers

   It is expected to re-examine other factors that can affect the personality competence of teachers such as social factors in terms of development and personality formation and cultural factors including knowledge and skills, tools and traditions, language and values.

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