

**LECTURER PERSONALITY TRAITS IN INFLUENCING STUDENTS'  
ENGLISH LEARNING MOTIVATION AT ENGLISH TADRIS STUDY  
PROGRAM OF IAIN CURUP**

**THESIS**

**This Thesis is submitted to fulfill the requirement for “Sarjana” degree in  
English Tadris Study Program**



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*Assalamualaikum Warohmatullahi Wabarokatuh*

Semoga bapak selalu dalam kesehatan dan lindungan dari Allah SWT. dalam setiap urusannya.

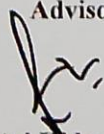
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Demikian permohonan ini kami ajukan, besar harapan kami agar bapak dapat menyetujui hal ini. Terima kasih.

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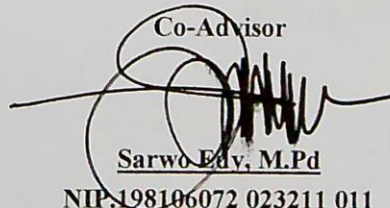
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## **MOTTO AND DEDICATION**

### **MOTTO**

“So verily, with hardship, there is ease.

Indeed, with hardship, there is ease.”

(Q.S Al-Insyirah: 5-6)

“My heart is at peace knowing that what missed me was never meant for  
me, and what is destined for me will never miss me.”

(Umar Bin Khatab)

"Compare yourself to who you were yesterday, not to who someone else is today."

(Jordan Peterson)

“God has perfect timing, never early, never late. It takes a little patience and it  
takes a lot of faith, but it’s a worth the wait.”

### **DEDICATION**

This thesis is dedicated to myself, my loving parents, and my dear friends. Your  
love, sacrifices, and endless encouragement have been the foundation of my  
strength. This achievement is a reflection of all your support. I am deeply  
thankful, and I love you all.



## ABSTRACT

Renita Wulandari : Lecturer Personality Traits in Influencing Students' English Learning Motivation at English Tadris Study Program of IAIN Curup  
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This research investigates the personality traits of lecturers and their influence on students' motivation to learn English at the English Tadris Study Program of IAIN Curup. The study applies the Big Five Personality Theory developed by Costa and McCrae (1992), which includes five dimensions: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience. Using a mixed-method approach with a Sequential Explanatory Design, the research involved two phases. The quantitative phase used the Big Five Inventory-44 (BFI-44) questionnaire to assess the personality traits of six English lecturers. The qualitative phase employed semi-structured interviews with seven eighth-semester students, selected based on their MSLQ (Motivated Strategies for Learning Questionnaire) scores, to explore their perceptions of how lecturers' personality traits affect their English learning motivation. The findings revealed that most lecturers scored high in Agreeableness, Conscientiousness, and Openness, while scores in Extraversion and Neuroticism varied. Students perceived that lecturers with high levels of Extraversion, Agreeableness, Conscientiousness, and Openness positively influenced their learning motivation by fostering a supportive, engaging, and disciplined classroom environment. In contrast, high Neuroticism was perceived as reducing motivation due to negative emotional displays. These findings highlight the important role of lecturer personality traits in shaping students' English learning motivation and provide valuable insights for enhancing teaching effectiveness in higher education.

**Keywords:** *Big Five Personality Traits, Lecturer Personality, Student Motivation, English Learning, IAIN Curup*

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

The classification of English as a Foreign Language (EFL) in Indonesia causes non-native students to face challenges in mastering the language. In the process of mastering English, students experience difficulties due to different cognitive abilities and motivation levels. Some students experience difficulties in learning English, mainly due to a lack of motivation during the learning process. Lack of motivation among students can significantly impact their performance and progress in learning English both inside and outside the classroom. Motivating students is particularly important as mastering English proves to be more challenging compared to other academic subjects.<sup>1</sup>

Furthermore, the effectiveness of lecturers in motivating EFL students to learn English is closely tied to their competence. According to Law Number 14 of 2005 on Teachers and Lecturers, competence is defined as a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by lecturers in carrying out their professional duties<sup>2</sup>. Lecturer competence plays a significant role in increasing students' motivation to learn English. According to Taufiqulloh et al. and Bachtiar, competent lecturers are able to foster students' interest and persistence in language learning by

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<sup>1</sup> Jervino M., Nihta V. F., and Fivy A. (2022). *An Analysis of Students' Motivation in Learning English*, International Journal of Research in Social Cultural Issues, 2(1), page. 449.

<sup>2</sup> Law of the Republic of Indonesia Number 14 Year 2005 on Teachers and Lecturers, Article 10 paragraph (1).

demonstrating strong pedagogical and subject-matter skills<sup>3</sup>. They can also create a positive learning environment, encourage autonomy and relevance, develop students' competence, and foster self-efficacy<sup>4</sup>. As Deci and Ryan explain through Self-Determination Theory, when students' needs for competence and autonomy are supported, their intrinsic motivation and learning engagement increase<sup>5</sup>. Furthermore, teacher support that enhances students' self-efficacy has been shown to play a vital role in boosting their achievement and confidence<sup>6</sup>.

As outlined in Law No. 14 Year 2005 on Teachers and Lecturers, competence is delineated into four key domains. Firstly, pedagogic competence signifies the adeptness in managing learners within educational settings. Secondly, personality competence encompasses traits such as a steadfast character, moral integrity, sagacity, and the capacity to serve as exemplary figures for students. Thirdly, professional competence denotes the mastery of subject matter to a broad and profound extent. Lastly, social competence pertains to the ability of educators to effectively communicate and engage with learners, colleagues, parents or guardians, as well as the broader community surrounding the educational institution. These competencies collectively

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<sup>3</sup> Taufiqulloh, T., Sulistianingsih, E., & Aflahatun, N. *The Effect of Lecturer's Competence and Learning Environment on Student's Motivation in Learning English*. English Focus Journal, 2018.  
 Bachtiar, B. *Fostering Student Learning: EFL Teachers' Pedagogical Competence and Subject Content on Students' Achievement*. Indonesian EFL Journal, 2016.

<sup>4</sup> Ayllón, S. A., Alsina, Á., & Colomer, J. *Teachers' involvement and students' self-efficacy: Keys to achievement in higher education*. PLoS ONE, 2019.

<sup>5</sup> Deci, E. L., & Ryan, R. M. *Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being*. American Psychologist, 2000.

<sup>6</sup> Niu, X., & Lin, W. *Teacher support and learning engagement of EFL learners: The mediating role of self-efficacy and achievement goal orientation*. Current Psychology, 2022.

Bandura, A. *Self-Efficacy: The Exercise of Control*. New York: Freeman, 1997.



contribute to the effectiveness and professionalism of educators in fulfilling their roles in the education sector.<sup>7</sup>

One of the important factors that influence student motivation is the personality traits of the lecturer. According to Lazear, students in the classroom have varying levels of motivation to learn, which depend on the lecturer's personality. In addition, According to Dickson, the personality of a teacher is a crucial factor in determining successful teaching. Teacher effectiveness is viewed as a result of the personal characteristics of the teacher.<sup>8</sup> Thus, a lecturer's personality plays an important role in shaping students' learning motivation. Lecturers with positive personalities can foster a supportive and engaging learning environment, while lecturers with negative personalities can hinder students' overall motivation and learning outcomes.

The Big Five personality model, also known as the Five Factor Model (FFM) or OCEAN model, is a widely accepted framework in psychology that categorizes human personality into five major dimensions. These are significant indicators of lecturer personality. The big 5 personality traits are extraversion, agreeableness, openness, conscientiousness, and neuroticism (low neuroticism).<sup>9</sup> Lecturers who are considered good and favored by students are those who have a balanced combination of the five main indicators in the Big 5

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<sup>7</sup> Asnani, and Nurismilida. (2017). *The Influence of Lecturer Competences on Students Learning Achievement of Faculty of Literature, Islamic University of North Sumatra*. page. 624-625

<sup>8</sup> Lisna, Haryanto, Maemuna Muhayyang (2023). *The Effect of Teachers' Personality on Students' Learning Motivation*, Journal of Education, 3 (6), p 180.

<sup>9</sup> McCrae, R. R. Cross-Cultural Research on the Five-Factor Model of Personality. *Online Readings in Psychology and Culture*, 4(4). (2002). 7 Jess Feist, Gregory J Feist, *Teori Kepribadian Theories Personality*, (Jakarta: Salemba Humanika 2009). 422.

personality traits. Lecturers who have positive personalities will inspire students' enthusiasm for learning. Many students feel enthusiastic, motivated and happy to learn when the teacher has an interesting and good personality. On the other hand, there are students who lose their enthusiasm, feel lazy, lack interest, sleepy, or become careless in the classroom because their teacher does not have an attractive or good personality.<sup>10</sup>

In the context of English learning at TBI IAIN Curup, the role of lecturers is not only to deliver material, but also to significantly influence students' learning motivation. In a Speaking class at TBI IAIN Curup, Lecturer A is well-known for having a firm and disciplined personality. During lessons, Lecturer A consistently emphasizes the importance of structure, discipline in completing assignments, and active participation in speaking English. The lecturer's firmness is evident in their objective assessments and detailed feedback for each student.

The researcher sought to explore students' perceptions of Lecturer A's personality and its impact on their learning process. Based on interviews, the majority of students expressed that the lecturer's firmness and discipline had a positive influence on their motivation to learn. Students felt challenged to continuously improve their English-speaking skills because they did not want to fall short of the high expectations set by the lecturer.

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<sup>10</sup> Ade Een Kheruniah, *A Teacher Personality Competence Contribution To A Student Study Motivation And Discipline*, International Journal Of Scientific & Technology Research Volume 2, Issue 2, February 2013

One student shared, “Lecturer A is very firm, but it makes us take learning more seriously. We feel we must prepare well before attending the Speaking class because the lecturer always pays attention to details and encourages us to be more confident when speaking.”

The firm and disciplined personality of Lecturer A does not only create a conducive learning environment but also inspires students to set higher standards for themselves in developing their speaking skills.

Based on pre-interview conducted with several students of TBI IAIN Curup, it was found that lecturers who reflect the five personality traits-extraversion, agreeableness, openness, conscientiousness, and neuroticism (low) tend to be favorites among students. Lecturers with a combination of these indicators have been shown to positively influence students' learning motivation. Those who are extraverted and friendly in their interactions can create a pleasant and supportive classroom environment. Politeness in communication makes students feel valued and motivated to actively participate in the learning process. Lecturers' openness to students' ideas and views builds an inclusive and inspiring learning climate. Conscientiousness in presenting material and providing constructive feedback also helps to increase learning motivation. Meanwhile, low neuroticism indicates that lecturers tend to be calm and emotionally stable, which can create a calming atmosphere and help students focus on learning. Thus, it can be concluded that lecturers who reflect these five personality traits have a significant positive impact on student motivation and learning performance at TBI IAIN Curup.

Based on the existing phenomena and pre interviews that have been conducted, researcher is interested in exploring the role of lecturer personality in influencing student learning motivation, as well as describing how the influence of lecturer personality on student learning motivation. This research is titled **“Lecturer Personality Traits in Influencing Students’ English Learning Motivation at English Tadris Study Program of IAIN Curup”**. With this research, it is expected to reveal more about how the individual characteristics of lecturers can affect the level of motivation and student involvement in the learning process. In addition, this approach also aims to provide richer insights into how students perceive the influence of lecturer personality in their motivation in learning. Thus, this research is expected to make a significant contribution to our understanding of the dynamics of interaction between lecturers and students in the context of learning in higher education.

## **B. Research Question**

Based on the phenomena described above, the researcher asserts that the problem of this study. The problem consists of the following:

1. What are the personality traits of English Tadris Study Program’s lecturers?
2. How do lecturers’ personality traits influence students’ motivation to learn english based on students opinion?

### **C. Objectives of the Study**

1. To investigate lecturer's personality traits of TBI IAIN Curup.
2. To investigate how lecturers' personality traits influence students' motivation to learn English based on students' opinions

### **D. Significances of the study**

#### **1. For Students**

This study is valuable for students at IAIN Curup as it enhances their understanding of lecturer personality traits and their direct impact on student motivation. By gaining insights into these traits, students can anticipate teaching styles, communication approaches, and classroom dynamics more effectively, leading to better engagement and academic performance. Additionally, the findings provide essential guidance for students in navigating their academic journey, empowering them to adapt learning strategies and interactions for a more enriching educational experience and enhanced personal growth.

#### **2. For Lecturer**

This study holds significance for lecturers at IAIN Curup by providing insights into how their personality traits influence student motivation and engagement. Understanding these dynamics allows lecturers to reflect on their teaching methods, communication styles, and classroom interactions. By recognizing their impact, lecturers can adjust their approaches to foster a more supportive and effective learning environment. Moreover, the study can inform professional development initiatives for

lecturers, helping them enhance their teaching practices and contribute positively to student learning experiences and outcomes.

### **3. For Reader**

For the broader academic and educational community, this study offers insights into the critical role of lecturer personality in shaping student learning experiences. By examining the relationship between lecturer traits and student motivation, the study contributes to the understanding of effective teaching practices and classroom dynamics. The findings can inform future research on educational psychology and instructional strategies, providing a basis for enhancing educational environments and improving student outcomes across diverse learning contexts.

### **E. Delimitation of the Study**

The delimitation of this study focused on lecturers and students at IAIN Curup, with an emphasis on the influence of lecturers' personality traits on students' learning motivation. In this study, researcher used The Big Five Personality Theory developed by Costa and McCrae (1992) to answer research question 1 and research question 2. This study used interviews and questionnaires to collect data, but did not consider other environmental or situational factors that may influence learning motivation. The results of this study may have limitations in generalisability as they are limited to one educational institution and a specific population.



## **F. Definition of The Key Terms**

### **1. Personality Traits**

According to Schultz A trait refers to a distinctive personal attribute or quality used to characterize the personality of individuals we are familiar with. According to McLeod, as cited by Shah, personality is an individual's characteristic traits. Reber views personality as the integration of thoughts, feelings, and actions. Pervin and John define personality as the traits that explain consistent patterns in emotions, thoughts, and behaviors. In summary, personality is the unique blend of mental and behavioral traits that shape consistent patterns in an individual's emotions, thoughts, and actions.<sup>11</sup>

In conclusion, personality is the unique combination of traits that consistently shape how a person thinks, feels, and behaves. Based on the views of Schultz, McLeod, Reber, and Pervin & John, personality includes both mental and behavioral aspects that make each individual different and influence how they interact with others and their environment.

### **2. Motivation**

According to PMBOK, motivation means helping people do their best and face challenges, especially when change is needed. The word motivation comes from the Latin word *movere*, which means "to move." It shows that motivation is the inner force that drives people to act. In

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<sup>11</sup> Leni Marlina, Delvi Wahyuni and Fitrawati (2019), "*Correlation of Lecturers' personality and Students' Motivation in Learning Reading Courses at English Language Universitas Negeri Padang*", *Advances in Social Science, Education and Humanities Research*, volume 276, page 9.

conclusion, motivation is the inner drive that moves people to take action and reach their goals. According to the PMBOK, motivation helps individuals perform well and face challenges, especially during times of change. The word comes from the Latin *movere*, meaning “to move,” showing that motivation is what pushes people to keep going and make progress.

## **G. Thesis Organization**

This chapter provides the structure from Chapter 1 to Chapter 5. Chapter 1, which is the introduction, includes the research background, research questions, research objectives, research limitations, research benefits, importance of the research, and definitions of key terms. Chapter 2 contains a review of relevant literature, providing an overview of related theories and previous research. Chapter 3 is the research methodology, which includes the type of research, research subjects, data collection techniques, research instruments, and data analysis techniques. Chapter 4 focuses on the research results and their discussion, while Chapter 5 discusses conclusions and provides suggestions for further research.

## CHAPTER II

### LITERATURE REVIEW

#### A. Review of Related Theories

##### 1. Lecturer Competence

The term "competence" comes from the word "competere," which means "to fit." According to Adelsberger, the concept of competence was developed in the field of psychology and refers to an individual's ability to respond to specific environmental demands. Mullins adds that "competence" is the ability required to do a job, while "competence" is an aspect of behaviour that affects a person's effective performance.<sup>12</sup> From that definition, competence means having the skills and behaviors needed to respond effectively to environmental demands and perform job tasks well.

Teacher competence encompasses mastery of teaching and educational tasks, as well as the skills, attitudes and appreciation necessary to facilitate successful learning. Therefore, teachers' competencies reflect their true qualities, which are demonstrated through their professional skills, knowledge and attitudes in fulfilling their roles and responsibilities.<sup>13</sup>

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<sup>12</sup> Euis Rusmini. *"Pedagogical Competence Of Teachers Of Social Science Education At Smpn 2 Sidomulyo"*, Jurnal Studi Sosial Vol 6, No 1 (2018), P. 4

<sup>13</sup> Cut Fitriani, Murniati Ar, Nasir Usman. *"Kompetensi Profesional Guru Dalam Pengelolaan Pembelajaran Di Mts Muhammadiyah Banda Aceh"*, Jurnal Magister Administrasi Pendidikan Pascasarjana Universitas Syiah Kuala Volume 5, Issn 2302-0156 ,No. 2, Mei 2017, P. 89-90

According to the Minister of National Education of the Republic of Indonesia Regulation Number 16 of 2007 on Standards of Academic Qualifications and Teacher Competencies, teachers are required to have various competencies, including pedagogical, social, professional, and personality competencies, all of which are acquired through professional education.

a. Pedagogical Competence

According to Ryegard et al., pedagogical competence refers to the qualifications related to education and teaching. Teachers should be able to effectively manage and conduct the teaching and learning process in the classroom. According to Law No. 14 of 2005 indicators of pedagogical competence include the flow of interaction, teacher performance, the ability to design lesson plans, and the appropriateness in selecting teaching methods and media.<sup>14</sup>

Therefore, the researcher conclude that pedagogical competence is the ability of teachers to effectively manage classroom learning, as shown by good interactions, strong performance, well-designed lesson plans, and appropriate teaching methods and media.

b. Social Competence

Social competence is essential for engaging students in the teaching and learning process. According to Kunandar, social

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<sup>14</sup> Nelza Gita Purnama, Risnawat, Detti Lismayanti (2021), “*Teachers’ Pedagogic Competence in Teaching English at Secondary School Level*”, Journal of Development and Innovation, 1 (3), p.366

competence is the ability of teachers to communicate and interact effectively with students, colleagues, parents, and the broader community, without discriminating based on ethnicity, race, or language.<sup>15</sup>

It means that social competence in teaching is the ability to communicate effectively with students, colleagues, parents, and the community. It involves clear communication, strong relationships, cultural sensitivity, conflict resolution, and community involvement. This competence creates an inclusive and supportive learning environment that values diversity and fosters student engagement.

#### c. Professional Competence

According to Mirza professional competence refers to teachers' capability to comprehensively and profoundly understand their subject matter. This includes not only a thorough grasp of the academic content but also the mastery of specialized teaching methods relevant to their field. Additionally, it encompasses the development of moral insights grounded in professional knowledge and skills.<sup>16</sup> These professional skills are essential for successful learning and improving the quality of education through classroom teaching. Without professional competence, the teaching process will continue without any indication of improving the quality of education. The characteristics of a

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<sup>15</sup> Kunandar, E. (2014). *Guru profesional*. Jakarta: Rajawali Press

<sup>16</sup> Mirza, N. V. (2013). *Creative component of professional competence of a teacher*. International Journal of Applied and Fundamental Research, (2), 217.

professionally competent teacher include physical and mental health, strong psychological personality, broad knowledge and skills, and effective teaching ability.

d. **Personality Competence**

According to Dahlan, personality competence is the individual's capacity to exhibit behavior that mirrors their own character, whether positive or negative.<sup>17</sup> This competence can be evaluated based on their behavior in daily life. Similarly, Musfah describes personality competence as a personal quality that demonstrates a steady, stable, mature, wise, and authoritative personality. It serves as a role model for students and embodies noble character traits.<sup>18</sup>

Based on the definitions above, it can be concluded that personality competence encompasses an individual's ability to exhibit behavior reflecting their character, which can be assessed in daily life. This competence also includes personal qualities that are steady, stable, mature, wise, and authoritative, serving as a role model for students with noble character traits.

## **2. Personality Traits**

a. **Definition of Personality Traits**

A trait refers to a distinctive personal attribute or quality used to characterize the personality of individuals we are familiar with. It is

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<sup>17</sup> Dahlan. (2018). *Menjadi Guru yang Bening Hati (Strategi Mengelola Hati di Abad Modern)*. Yogyakarta : CV Budi Utama

<sup>18</sup> Musfah. (2015). *Redesain Pendidikan Guru (teori, kebijakan dan praktek)*. Jakarta: Prenada Media Group.



influenced by biological factors, with a significant genetic component contributing to personality. According to Gordon Allport, traits represent consistent and enduring patterns of how we respond to our environment. Raymond Cattell described traits as the mental components of personality.

According to Mcleod in Shah describes personality as an individual's characteristic traits. Additionally, Reber in Shah, from a psychological perspective, views personality as the integration or harmony between mental aspects (such as thoughts and feelings) and behavioral aspects (such as actual actions).<sup>19</sup> While Pervin and John define personality as the traits of an individual that explain consistent patterns in their emotions, thoughts, and behaviors.<sup>20</sup> In summary, personality is defined as the unique characteristics of an individual that encompass both mental and behavioral aspects, creating consistent patterns in their emotions, thoughts, and actions. This integration of traits explains how individuals consistently react and behave across different situations.

### **3. Types of Personality**

The Big Five model proposed by Costa and McCrae derived from the re-analysis of Cattell's 16PF. According to the Five Factor taxonomy, namely, Neuroticism, Extraversion, Openness to Experience,

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<sup>19</sup> Leni Marlina, Delvi Wahyuni and Fitrawati (2019), page 9.

<sup>20</sup> Harni Jusuf (2018), "*Understanding Personality*", Journal al-Lisan, 3 (1), page. 46

Agreeableness, and Conscientiousness.<sup>21</sup> To provide a clearer explanation, the following conceptual table summarizes the key aspects of this personality:

**Table 2. 1**  
**Indicators of The Big Five Personality**  
**Adapted from Costa and McCrae (1992)<sup>22</sup>**

No	Types of Personality	Indicators
1	Neuroticism	Anxiety
		Angry hostility
		Depression
		Self-consciousness
		Impulsiveness
		Vulnerability
2	Extraversion	Warmth
		Gregariousness
		Assertiveness
		Activity
		Excitement-seeking
		Positive Emotions
3	Openness	Fantasy
		Aesthetics
		Feelings
		Actions
		Ideas
		Values
4	Agreeableness	Trust
		Straight-forwardness
		Altruism
		Compliance
		Modesty
		Tender- mindedness
5	Conscientiousness	Competence
		Order
		Dutifulness
		Achievement striving

<sup>21</sup> Furnham, Adrian, *Personality and Intellectual Competence*, (London: Lawrence Erlbaum Associates, 2005), p. 17

<sup>22</sup> Ibid. p.19-21

		Self-discipline
		Deliberation

a. Neuroticism

Neuroticism, the first main personality trait, is defined by a tendency to experience negative emotions, particularly anxiety, depression, and anger. If the individual has this personality trait tends to be high then the individual tends to be anxious, temperamental, sentimental emotional, and vulnerable. Conversely, if it tends to be low then the attitude that is raised is calm, proud of himself, unemotional and strong.<sup>23</sup> The neuroticism dimension consists of the following subdimensions or facets:

1) Anxiety

Individuals with anxious traits tend to be nervous and tense; they tend to worry and ruminate about things not going well.

2) Angry hostility

Individuals with high hostility show a tendency towards anger, hatred, rejection, and find it difficult to forgive and get along with other individuals.

3) Depression

Individuals tend to experience sadness, hopelessness. Depressed individuals often have excessive feelings of guilt and put themselves down.

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<sup>23</sup> Ibid. p. 17

#### 4) Self-consciousness

Individuals with high self-consciousness tend to feel excessive shyness. They are usually sensitive to ridicule and scorn, as they often feel inferior to others.

#### 5) Impulsiveness

Impulsivity is the tendency of individuals to act on a strong urge or desire without considering the consequences, due to a lack of self-control.

#### 6) Vulnerability

The vulnerability subfactor refers to an individual's inability to cope with stress and tendency to experience negative emotions. Individuals with this characteristic tend to panic easily when faced with emergency situations and rely on the help of others.

#### b. Extraversion

The second major personality dimension is Extraversion. This factor refers to high levels of activity, experience of positive emotions, impulsivity, assertiveness, and a tendency towards social behaviour. In contrast, low Extraversion (Introversion) is characterised by rather calm, restrained, and withdrawn behaviour patterns. Subfactors of Extraversion include warmth, friendliness, assertiveness, activity, excitement seeking, and positive emotions.<sup>24</sup>

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<sup>24</sup> Ibid. p.19

1) Warmth

The warmth subfactor refers to an individual's tendency to have friendly interactions, like to socialize, and be sincere. In contrast, individuals who lack warmth tend to be rigid, reserved, and keep their distance in social relationships.

2) Gregariousness

Gregariousness usually occurs in individuals who are sociable and enjoy the company of others. Individuals with this trait tend to like crowded environments and have a strong drive to interact socially.

3) Assertiveness

Assertive individuals tend to have leadership abilities, are responsible in carrying out tasks, and are able to express feelings and desires clearly and confidently.

4) Activity

Individuals with this type tend to actively occupy themselves, act vigorously, and speak quickly, thus appearing energetic.

5) Excitement-seeking

Individuals tend to be more attracted to environments that can provide stimulation in search of pleasure, such as high-speed cars and flashy clothes.

## 6) Positive Emotions

A dynamic and fun-filled life for individuals with an extraversion personality type reflects the experience of positive emotions.

### c. Openness

Based on Coan's concept, this factor indicates a tendency to engage in intellectual activity and the exploration of new ideas. This factor consists of six scales, such as fantasies, aesthetics, feelings, actions, ideas, and values. According to McCrae 1993 openness to experience is related to intellectual curiosity, aesthetic sensitivity, strong imagination, behavioural flexibility, and unconventional attitudes. People who score high in Openness to Experience tend to dream, imagine, be innovative, and have unusual opinions. Poets and artists are often considered typical examples of individuals who score high in openness to experience.<sup>25</sup>

#### 1) Fantasy

Openness in fantasy or delusion means that the individual has a high imagination and a broad imagination.

#### 2) Aesthetics

The aesthetics subfactor is reflected in sensitivity to art and beauty. This aesthetic experience may be at the core of openness.

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<sup>25</sup> Ibid. p. 21



Individuals who enjoy aesthetic activities are generally people who have an open nature.

3) Feelings

Open individuals tend to value the knowledge and opinions of others.

4) Actions

Open individuals have a desire to try new things.

5) Ideas

Open individuals tend to be curious

6) Values

Individuals tend to be free in embracing values, recognizing that what is right or wrong for one person may be different if applied to another person facing different conditions.

d. Agreeableness

Agreeableness (also known as Sociability), refers to friendly, considerate and humble behaviour. This factor consists of the subfactors of trustworthiness, straightforwardness, altruism, compliance, humility, and gentleness. Thus, a sociable person can be described as caring, friendly, warm, and tolerant.<sup>26</sup>

1) Trust

Individuals with the agreeableness personality type trust others and rarely suspect hidden intentions.

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<sup>26</sup> Ibid. p. 21

2) Straight-forwardness

This individual tends to be characterized by honesty and straightforwardness.

3) Altruism

Individuals with agreeableness tend to be selfless, as reflected in their wisdom and desire to help others.

4) Compliance

Individuals with agreeableness are gentle by nature and are willing to give in for the sake of others. This subfactor is known as compliance.

5) Modesty

Individuals with agreeableness show modesty in assessing their abilities.

6) Tender- mindedness

Agreeableness individuals usually show kindness, sentimentality and touchability.

e. Conscientiousness

Conscientiousness is linked to responsibility and perseverance. This factor encompasses dimensions such as competence, orderliness, dutifulness, achievement striving, self-discipline, and deliberation. Individuals with conscientiousness are recognized for their efficiency, organization, determination, and productivity. It's not surprising, then,

that this personality dimension has been found to be significantly associated with various types of performance.<sup>27</sup>

1) Competence

Individuals with the conscientiousness personality type show rational traits and think of themselves as highly competent.

2) Order

Individuals have good organizational skills and high orderliness.

3) Dutifulness

Conscientiousness individuals are dutiful.

4) Achievement striving

Conscientiousness individuals have a high need for achievement and achieve perfection in everything they do.

5) Self-discipline

Individuals have high self-discipline so that they can achieve their goals

6) Deliberation

Individuals generally exhibit deliberation, think carefully before acting and make plans in advance, rather than in an abrupt manner.

Moreover, Freud's Psychoanalytic Theory offers a foundational perspective that emphasizes the influence of unconscious desires and early

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<sup>27</sup> Ibid. p. 22

childhood experiences. Freud's model, which includes the id, ego, and superego, underscores the internal conflicts that shape an individual's behavior and personality. However, while Freud's theory provides valuable insights into the internal processes of personality development, it has been critiqued for its lack of empirical evidence and its focus on the unconscious.

a. Id

The Id is an innate human trait from birth, functioning as a system that fulfils the principles of life as a whole, or what is known as instinctive drives. According to Sumadi, the Id is a biological aspect that becomes the original system in personality. Freud calls it the true psychic reality, because the Id reflects individual feelings (emotions) or subjective human feelings, and is not related to the life of the objective world. Therefore, the Id contains traits that exist or are carried since birth, including instincts that function as a reservoir of psychic energy that drives the Ego and Superego.<sup>28</sup>

b. Ego

Sumadi explains that "Ego is the psychological aspect of personality that arises because of the organism's need to be able to relate properly to the real world (reality). For example, a hungry person needs food to relieve tension in himself. This means that the organism must be able to distinguish between delusion and reality about food."<sup>29</sup>

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<sup>28</sup> Sumadi Suryabrata, *Psikologi Kepribadian*, (Jakarta : PT.Rajagrafindo Persada, 1995), h. 125

<sup>29</sup> Ibid. h. 126

Jalaluddin explains that the Ego functions to channel the impulses of the Id into reality. In addition, Jalaluddin quotes Freud's opinion which states that the mission carried out by the Ego in the individual is based on the reality principle (objective/reality principle). All forms of instinctive urges from the Id can only be realised in real form through the help of the Ego, which operates based on the principle of consciousness.<sup>30</sup>

From the definitions above, the researcher can conclude that the Ego plays a crucial role in personality by mediating between internal desires and the external world. It helps individuals distinguish between delusion and reality, ensuring that instinctive urges from the Id are channeled and fulfilled in a conscious and realistic manner, as guided by the reality principle.

c. Superego

Superego is the element of morality and justice in human life. Abdul Aziz Ahyadi states that in the personality structure, the superego is formed through interaction with social and cultural norms, so it is closely related to morality and spiritual needs.<sup>31</sup>

Sigmund Freud, as explained by Budiraharjo, divided this idealised Superego into two components: conscience and ego ideal. Conscience is a punishment given by the environment to individuals,

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<sup>30</sup> Jalaluddin, *Psikologi Agama*, (Jakarta ; PT.Raja Grafindo Persada, Cet. I, 1996), h. 161

<sup>31</sup> Abdul Aziz Ahyadi, *Psikologi Agama Kepriobadian Muslim Pancasila*, (Bandung : CV. Sinar baru Offset, Cet. I, 1988), p. 77

such as punishment from parents or society, while the ego ideal is formed through the acceptance of rewards.<sup>32</sup>

From the researcher's perspective, the Superego is a key part of personality influenced by social and cultural norms, impacting an individual's morality and spirituality. It has two main components: conscience, shaped by punishments, and the ego ideal, formed through rewards. These components guide ethical behavior and the pursuit of personal ideals.

In examining the development of personality, Eysenck offers a perspective that identifies three major dimensions of personality: extraversion, neuroticism, and psychoticism. These dimensions help explain individual differences in behavior and personality traits, providing a comprehensive framework for understanding how personality develops and manifests.

a. Extraversion

An individual with high extraversion tends to be sociable, popular, optimistic, and somewhat unreliable, while someone with low extraversion is typically quiet, introspective, reserved, and dependable.<sup>33</sup> This contrast highlights how varying levels of extraversion can significantly influence one's behavior and interpersonal interactions.

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<sup>32</sup> Paulus Budiraharjo, *Mengenal Teori Kepribadian Mutakhir*, (Yogyakarta: Kanisius, 1997), p. 22

<sup>33</sup> Calvin S. Hall, Gardner Lindzey, *Theories of Personality-II*, p.40

b. Neuroticism

An individual with high neuroticism tends to be anxious, worried, moody, and unstable, while someone with low neuroticism is calm, even-tempered, carefree, and emotionally stable.<sup>34</sup> This contrast illustrates how different levels of neuroticism can profoundly impact one's emotional responses and overall mental well-being.

c. Psychoticism

An individual with high psychoticism is often troublesome, uncooperative, hostile, and socially withdrawn, whereas someone with low psychoticism is altruistic, sociable, empathetic, and conventional.<sup>35</sup>

#### 4. Lecturer Personality

According to Hamalik, the personality of lecturers directly and cumulatively affects the lives and learning habits of students. In this context, personality includes the lecturer's knowledge, skills, ideals, attitudes and perceptions of others.<sup>36</sup> In addition According to the law on teachers and lecturers, teacher personality competence involves having a stable, noble, wise, and authoritative character, serving as a role model with admirable qualities for students. According to Tella, teacher personality competence refers to the personal qualities that influence interactions and relationships between teachers and students.<sup>37</sup>

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<sup>34</sup> Ibid.

<sup>35</sup> Ibid

<sup>36</sup> Leni Marlina, Delvi Wahyuni and Fitrawati, (2019), page.9

<sup>37</sup> Ujang Natadireja , Kun Nurachadija (2023), *Contribution of Teacher Personality Competence in Improving Student Motivation at MTs Al-Ma'arij*, At-Tasyrih Jurnal Pendidikan dan Hukum Islam, 10(1), p. 26

Based on the definitions provided by experts, the author can conclude that lecturer personality competence refers to a comprehensive set of traits and qualities that a teacher possesses. These traits include stability, wisdom, authority, and the ability to serve as a positive role model for students. Lecturer personality competence is crucial in shaping interactions with students and creating a conducive learning environment.

## **5. Students' Learning Motivation**

According to the PMBOK definition, motivation involves empowering individuals to achieve high levels of performance and overcome obstacles to facilitate change. Motivation comes from the Latin term 'Movere' which originally meant movement and has been adopted into English. It represents the driving force behind human action.<sup>38</sup>

According to Christiana, motivation is an important factor that significantly affects students' ability to achieve important goals in their academic life. McDonough states that in language learning, one of the most influential factors in determining students' success or failure is their motivation. Particularly in second language acquisition, motivation plays an important role, and understanding students' motivation is crucial. It can be concluded that in the process of learning English, motivation is inseparable, as students' motivation level directly affects their success or failure. When students are motivated to learn English, they will endeavour to understand

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<sup>38</sup> Hamid Tohidi, Mohammad Mehdi Jabbari (2012), *"The effects of motivation in education"*, Social and Behavioral Sciences, p.820



the material, even if they find it difficult. Conversely, a lack of motivation will lead to apathy in learning, regardless of perceived difficulties, which will ultimately impact on their academic performance.<sup>39</sup>

In conclusion, motivation is very important for learning English. It directly impacts students' success or failure. Motivated students will strive to understand difficult material, while unmotivated students tend to give up, leading to poorer academic performance. Therefore, maintaining a high level of motivation is essential for academic success, especially in language learning.

In addition to the previous explanations, Keller introduced the ARCS model of motivation, which is particularly influential in instructional design. According to Keller, four essential elements must be addressed to maintain and increase learner motivation: Attention, Relevance, Confidence, and Satisfaction. These four elements ensure that students remain engaged throughout the learning process. The ARCS model emphasizes that attracting and sustaining learners' interest (Attention), showing the usefulness of content (Relevance), building learners' belief in their ability to succeed (Confidence), and ensuring that learners feel satisfied with their achievements (Satisfaction) are critical for promoting effective and lasting motivation<sup>40</sup>

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<sup>39</sup> Arina Hafadhotul Husna, Rahayu Tri Murtini (2019), "*A Study on Students' Motivation in Learning English as English Foreign Language (Efl) at Stikes Cendekia Utama Kudus*", 4 (2), p. 208

<sup>40</sup> John M. Keller, *Motivational Design for Learning and Performance: The ARCS Model Approach* (Springer, 2010), 45–67.

a. Components of Students' Motivation

According to Keller's ARCS Model, there are four key components of student motivation, namely Attention, Relevance, Confidence, and Satisfaction.

1) Attention

Attention refers to the learner's interest and engagement at the beginning and throughout the learning process. It is critical to stimulate and maintain the learner's curiosity and focus. Strategies to maintain attention include using real-world examples, humor (in moderate amounts), asking stimulating questions, promoting active participation, and varying the learning activities to prevent monotony.

2) Relevance

Relevance emphasizes the importance of connecting the learning material to the learners' goals and real-life experiences. When students perceive that the material is applicable to their lives or future careers, they are more likely to be motivated. Techniques to enhance relevance include showing present or future usefulness, matching the material to the learners' needs, and linking new information with what students already know.

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### 3) Confidence

Confidence involves helping learners develop positive expectations for success. Students are more motivated when they believe they can succeed if they put forth the effort. Strategies to build confidence include setting clear learning objectives, providing regular feedback, giving opportunities for success, and allowing learners to have control over some parts of the learning process.

### 4) Satisfaction

Satisfaction relates to the internal or external reinforcement learners experience after completing tasks. Positive feelings after achieving learning goals increase motivation to continue learning. Strategies include intrinsic reinforcement (making learning enjoyable), providing external rewards or positive feedback, and ensuring that evaluation methods are fair and consistent<sup>41</sup>.

## **6. Students opinion towards lecturer personality on their English learning motivation**

According to Brown, students' perspectives on learning English provide teachers with valuable insights into the preferences and needs students have during the learning process.<sup>42</sup> Richards and Schmidt also suggest that students' feedback can assist teachers in creating more engaging

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<sup>41</sup> John M. Keller, "Motivational Design of Instruction," *Journal of Instructional Development* 2, no. 4 (1979): 26–34

<sup>42</sup> Brown (2000) "Second Language Acquisition: Pedagogical Implications"

and pertinent learning activities, thereby enhancing student involvement and enthusiasm in the learning process.<sup>43</sup>

Students' opinions about learning English provide teachers with useful insights into what they like and need. Richards and Schmidt suggest that using feedback from students can help teachers to create more interesting lessons, which can increase students' interest and enthusiasm.

The relationship between students' opinions and teachers' personalities in motivating them to learn English is crucial. By understanding students' preferences through feedback, teachers can adjust their teaching methods effectively. For example, teachers who are good at social interaction can motivate students through group discussions and other interactive activities.

Listening to and acting on feedback from students can improve the quality of teaching, increase academic success, and strengthen the bond between teachers and students, creating a positive learning environment.

## **B. Review of Related Findings**

1. Correlation of Lecturers' personality and Students' motivation In Learning Reading Courses At English Language Universitas Negeri Padang was discovered by Leni Marlina, Delvi Wahyuni and Fitrawati (2018)<sup>44</sup> focused on three main points: the personality of the lecturer in the learning process

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<sup>43</sup> Richards and Schmidt (2010) : *"Longman Dictionary of Language Teaching and Applied Linguistics"*

<sup>44</sup> Leni Marlina, Delvi Wahyuni, and Fitrawati, *"Correlation of Lecturer's Personality and Students' Motivation in Learning Reading Courses,"* Advances in Social Science, Education and Humanities Research 276 (2018).

of Reading courses based on the student's perspective, students' motivation to learn Reading, and the correlation between the personality of the lecturer and the students' ultimate motivation in the reading's learning process. The research used quantitative approach, the approach that allows the recording and analysis of data conducted research results in inexact and analyze data that is statistically calculated. This study presents three main findings. First, students rated the personality of lecturers teaching Reading courses as good. Second, students' motivation in these courses was also rated as good. Finally, the study found no strong correlation between lecturer personality and student motivation in Reading courses at English Language UNP Padang.

2. The Effects of Lecturers' Personality on Students' Learning Motivation conducted by Elim Trika Sudarsi, Arifuddin Hamra, and Murni Mahmud<sup>45</sup> which the focus is to investigate the impact of different personalities of lecturers on students' motivation in learning English at the English Education Study Program of FKIP UKI Toraja. The study employed qualitative methods, including observation, recording, and interviews, to collect and analyze data on lecturers' personalities and their influence on students' motivation.
3. The Effect of Teachers' Personality on Students' Learning Motivation conducted by Lisna, Haryanto, Maemuna Muhayyang<sup>46</sup>. This research

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<sup>45</sup> Elim et al., *The Impact of Teachers' Personality Traits on Students' Learning Motivation*

<sup>46</sup> Lisna, Haryanto, and Maemuna Muhayyang, *"The Effect of Teachers' Personality on Students' Learning Motivation,"* Pinisi Journal of Education 3, no. 6 (2023).

focus to describe the way teacher's personality effect on students' motivation in terms extraversion trait. This research was designed for descriptive qualitative method. The findings revealed that a teacher's personality influences students' learning motivation in six key ways: being passionate, sociable, talkative, fun-loving, active, and enthusiastic. Students are generally more motivated to learn when lecturers exhibit positive behaviors and characteristics. The study indicated that teachers with good personalities can more easily build relationships with students, thereby enhancing their motivation to learn.

From all the research that has been done above, the difference in research that is conducted by researchers in this study is that previous research only focuses on the effect of lecturer personality on student learning motivation. While this research also focuses on what types of personalities are owned by TBI IAIN Curup lecturers based on the Big Five Personality theory. This study explores the personality traits possessed by lecturers and describe students' opinions about the influence of these personality traits on their learning motivation.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Kind of The Research**

This research employs a Mixed Methods approach using a Sequential Explanatory Design. According to Creswell, this design involves two distinct phases: the collection and analysis of quantitative data followed by qualitative data, where the latter is intended to help explain or elaborate on the quantitative findings.<sup>47</sup>

In this study, the first phase is quantitative, using the Big Five Inventory-44 (BFI-44) questionnaire to identify the dominant personality traits of English lecturers at the Tadris Bahasa Inggris (TBI) Study Program of IAIN Curup. The scores obtained from this questionnaire are categorized to determine whether each lecturer's personality traits fall into low, medium, or high levels within the five dimensions (Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness).

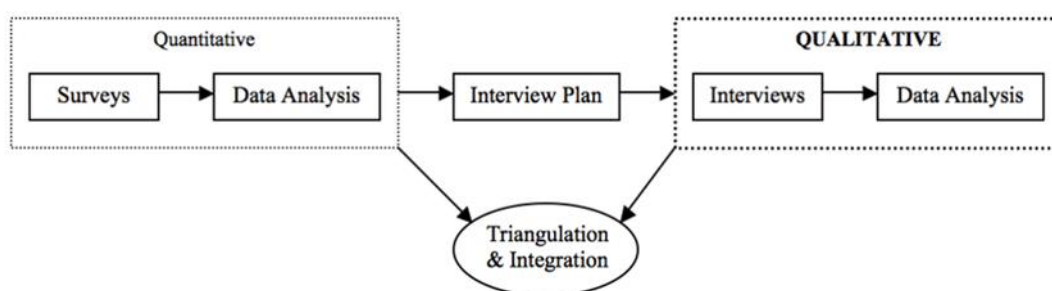
The second phase is qualitative, involving semi-structured interviews with students. This phase aims to explore how the identified personality traits of the lecturers influence students' motivation to learn English. By using this design, the researcher is able to not only quantify lecturer personality traits but also understand their perceived impact on students from the learners' perspectives.

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<sup>47</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2014), 224–225.

This Sequential Explanatory Design is appropriate because it allows the researcher to first gain a general understanding through numerical data, and then follow up with detailed, narrative data to explain and interpret the findings more deeply.

**Figure 3.1**  
**The Explanatory Sequential Design**



## **B. Subject of The Research**

The subjects of this research are 8 TBI lecturers and students at IAIN Curup. The researcher used purposive sampling, selecting subjects based on specific criteria. Sugiyono defines purposive sampling as choosing samples based on particular considerations,<sup>48</sup> while Sujarweni explains that it involves selecting samples according to pre-determined criteria.<sup>49</sup>

The first subjects are 8 lecturers of TBI IAIN Curup. TBI lecturers were selected because they are directly involved in learning process with students particularly in teaching English,

<sup>48</sup> Sugiyono. (2016) Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.

<sup>49</sup> Sujarweni, V. Wiratna. (2015) Metodologi Penelitian Bisnis & Ekonomi, Cetakan Pertama. Yogyakarta: Pustaka Baru Press



The second subjects are 8th semester TBI students with their selection based on varying levels of motivation as indicated by the Motivated Strategies for Learning Questionnaire (MSLQ) scores. The selection of research subjects from 8th semester students is based on their experience of having been taught by TBI lecturers repeatedly in various courses, so they can provide a more in-depth view of the lecturer's personality and its influence on their learning motivation.

### **C. Technique of Collecting Data**

In this study, the research utilize questionnaires and interviews as data collection techniques. Questionnaires were employed to gather quantitative data, with respondents completing structured questions designed to measure lecturers' personality traits and their influence on students' English learning motivation. This approach enables the researcher to collect numerical or scaled data for statistical analysis.

On the other hand, interviews were conducted to obtain qualitative data, allowing direct interaction with students to explore their perceptions, experiences, and insights regarding their lecturers' personalities and their motivation for learning English. By integrating both quantitative and qualitative methods, this study aims to provide a comprehensive and well-rounded understanding of the research questions.

#### **1. Questionnaire**

In this study, the researcher used a questionnaire as a data collection method to identify the personality traits of lecturers in the English Tadris

Study Program at IAIN Curup. The questionnaire was distributed to eight lecturers who are actively teaching in the TBI program and served as the subjects of this study. The questionnaire was designed based on the Big Five Personality framework to assess various traits exhibited by the lecturers. It was created using Google Form and distributed via WhatsApp for ease of access and convenience. Their responses provided insights into their own personality traits, which were then analyzed to understand their potential influence on students' motivation to learn English.

## **2. Interview**

An interview is a face-to-face conversation between two people to collect necessary data or information. There are three types of interviews, namely structured, semi-structured and unstructured interviews.<sup>50</sup> For this study, semi-structured interviews were used as a technique for collecting data for each research question, providing a structured yet flexible approach to explore participants' responses more deeply. The interviews were conducted with selected eighth-semester students in the TBI program who had high MSLQ (Motivated Strategies for Learning Questionnaire) scores.

Semi-structured interviews use open-ended questions to discuss specific topics. These questions define the topic, but allow the interviewer and interviewee to explore further details. If the interviewee struggles to answer questions or gives short answers, the interviewer can use prompts to

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<sup>50</sup> Dwi Astuti Wahyu Nurhayati (2020), *Research Methodology*, Akademia Pustaka

encourage a more in-depth response. The interviewer can also dig for more details or follow new topics introduced by the interviewee.<sup>51</sup>

Semi-structured interviews were chosen because they provide flexibility and depth, allowing for a guided structure while exploring participants' responses in detail. It enables the interviewer to adapt questions based on the responses, ensuring comprehensive insights. The interactive nature of semi-structured interviews enhances engagement, encouraging honest and open sharing of personal traits and opinions. By using semi-structured interviews, the study aims to gain comprehensive insights into lecturer personalities at TBI IAIN Curup and their influence on student motivation.

#### **D. Instrument of The Research**

The instruments used by researcher to collect data are questionnaire interview guidance and narrative inquiry. Questionnaire was used to answer research question 1, interview guidance and narrative inquiry was used to answer research question 2. The following are the instruments used by researcher to collect data as follows:

##### **1. Questionnaire**

In this study, the researcher used a closed-ended questionnaire to answer the first research question: identifying the personality traits of lecturers in the English Tadris Study Program at IAIN Curup. This questionnaire consisted of statements accompanied by response options:

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<sup>51</sup> Nigel Mathers, Nick Fox, Amanda Hunn (2002), *Using Interviews in a Research Project*

"Strongly Disagree," "Disagree a Little," "Neither Agree nor Disagree," "Agree a Little," and "Strongly Agree". The statements in the questionnaire were adopted from the Big Five Inventory (BFI) developed by John, O. P., & Srivastava, S. (1999), which measures personality traits based on the Big Five dimensions: openness, conscientiousness, extraversion, agreeableness, and neuroticism. The questionnaire was distributed directly to 8 lecturers, who served as the subjects of this study.

**Table 3. 1**  
**Big Five Inventory Questionnaire<sup>52</sup>**

No.	Items	SD	D	N	A	SA
1.	I see myself as someone who is talkative					
2.	I see myself as someone who tends to find fault with others					
3.	I see myself as someone who does a thorough job					
4.	I see myself as someone who is depressed, blue					
5.	I see myself as someone who is original, comes up with new ideas					
6.	I see myself as someone who is reserved					
7.	I see myself as someone who is helpful and unselfish with others					

<sup>52</sup> John, O. P., & Srivastava, S. (1999). *The Big-Five trait taxonomy: History, measurement, and theoretical perspectives*. In L. A. Pervin & O. P. John (Eds.), *Handbook of personality: Theory and research* (Vol. 2, pp. 102–138). New York: Guilford Press.

8.	I see myself as someone who can be somewhat careless					
9.	I see myself as someone who is relaxed, handles stress well					
10.	I see myself as someone who is curious about many different things					
11.	I see myself as someone who is full of energy					
12.	I see myself as someone who starts quarrels with others					
13.	I see myself as someone who is a reliable worker					
14.	I see myself as someone who can be tense					
15.	I see myself as someone who is ingenious, a deep thinker					
16.	I see myself as someone who generates a lot of enthusiasm					
17.	I see myself as someone who has a forgiving nature					
18.	I see myself as someone who tends to be disorganized					
19.	I see myself as someone who worries a lot					
20.	I see myself as someone who has an active imagination					
21.	I see myself as someone who tends to be quiet					

22.	I see myself as someone who is generally trusting					
23.	I see myself as someone who tends to be lazy					
24.	I see myself as someone who is emotionally stable, not easily upset					
25.	I see myself as someone who is inventive					
26.	I see myself as someone who has an assertive personality					
27.	I see myself as someone who can be cold and aloof					
28.	I see myself as someone who perseveres until the task is finished					
29.	I see myself as someone who can be moody					
30.	I see myself as someone who values artistic, aesthetic experiences					
31.	I see myself as someone who is sometimes shy, inhibited					
32.	I see myself as someone who is considerate and kind to almost everyone					
33.	I see myself as someone who does things efficiently					
34.	I see myself as someone who remains calm in tense situations					

35.	I see myself as someone who prefers work that is routine					
36.	I see myself as someone who is outgoing, sociable					
37.	I see myself as someone who is sometimes rude to others					
38.	I see myself as someone who makes plans and follows through with them					
39.	I see myself as someone who gets nervous easily					
40.	I see myself as someone who likes to reflect, play with ideas					
41.	I see myself as someone who has few artistic interests					
42.	I see myself as someone who likes to cooperate with others					
43.	I see myself as someone who is easily distracted					
44.	I see myself as someone who is sophisticated in art, music, or literature					

**Notes:**

BFI scale scoring ("R" denotes reverse-scored items):

Extraversion: 1, 6R, 11, 16, 21R, 26, 31R, 36

Agreeableness: 2R, 7, 12R, 17, 22, 27R, 32, 37R, 42

Conscientiousness: 3, 8R, 13, 18R, 23R, 28, 33, 38, 43R

Neuroticism: 4, 9R, 14, 19, 24R, 29, 34R, 39

Openness: 5, 10, 15, 20, 25, 30, 35R, 40, 41R, 44

## 2. Interview Guidance

This interview guide is designed to ensure that all relevant aspects of the students' opinions regarding lecturer personalities and their influence on students' motivation to learn. By using the interview guide, the researcher can obtain structured yet flexible data, allowing for deeper exploration based on respondents' answers.

The interview guide is used to answer Research Question 2. This guide is structured based on the Big Five Personality Theory by Costa and McCrae 1992. By aligning the interview questions with the Big Five Personality dimensions, the researcher aimed to gain a comprehensive insight into students' opinions of lecturer personality on their learning motivation. The questions formulated can be seen in the table below.

**Table 3. 2**  
**Interview Guidance**  
**Students Opinion Towards Lecturer Personality Traits on Their Motivation Learning**

Aspect	Indicator	Sub Indicator	Interview Items
1. The influence of lecturers' personality traits on students' learning motivation	1. Neuroticism	1. Anxiety	1. How does a lecturer's nervousness or stress affect your motivation? Can you give an example?
		2. Angry hostility	2. How do you respond when a lecturer expresses anger or frustration in class? Does it motivate or demotivate you? Why?
		3. Depression	3. Have you ever been taught by a lecturer who seemed emotionally down?



Aspect	Indicator	Sub Indicator	Interview Items
			How did it affect your motivation to learn?
		4. Self-consciousness	4. When a lecturer appears hesitant or overly worried about being judged, how does it affect your confidence and motivation in learning English?
		5. Impulsiveness	5. How do you feel when a lecturer frequently changes their mind or makes quick, unplanned decisions? Does it help or hinder your learning?
		6. Vulnerability	6. How do you react when a lecturer appears overwhelmed or unable to handle challenging situations? Does it influence your attitude toward learning?
	2. Extraversion	7. Warmth	7. How does a lecturer's friendliness and approachability affect your motivation to participate in class?
		8. Gregariousness	8. Do you find it easier to learn when a lecturer encourages group discussions and interactive activities? Why or why not?
		9. Assertiveness	9. How do you respond to a lecturer who confidently manages the class and encourages active participation?
		10. Activity	10. Have you noticed a difference in your

Aspect	Indicator	Sub Indicator	Interview Items
			motivation when taught by an energetic and dynamic lecturer compared to a calm and reserved one?
		11. Excitement-seeking	11. How does a lecturer who uses innovative or unusual teaching methods affect your interest in learning English?
		12. Positive emotions	12. Does a lecturer's enthusiasm and positivity make you feel more motivated to engage in the lesson? Can you give an example?
	3. Openness	13. Fantasy	13. How do you feel about lecturers who use imagination or storytelling to explain English lessons? Does it make learning more engaging?
		14. Aesthetics	14. How important are visual elements (e.g., videos, graphics, creative slides) in keeping you motivated to learn English?
		15. Feelings	15. When a lecturer openly expresses emotions during teaching, does it make the learning experience better for you? Why or why not?
		16. Actions	16. Do you prefer lecturers who experiment with new teaching techniques, or do you prefer a more structured approach? Why?

Aspect	Indicator	Sub Indicator	Interview Items
		17. Ideas	17. Have you had a lecturer who encouraged critical thinking and deep discussions? How did it affect your motivation?
		18. Values	18. How does a lecturer's personal values (e.g., fairness, inclusivity) influence your motivation to learn?
	4. Agreeableness	19. Trust	19. How does a lecturer's ability to build trust with students affect your willingness to engage in learning?
		20. Straightforwardness	20. How do you respond to lecturers who are very honest and direct in their feedback? Does it motivate or discourage you? Why?
		21. Altruism	21. How does a lecturer's willingness to help and support students impact your motivation?
		22. Compliance	22. Do you feel more comfortable learning from lecturers who handle conflicts calmly and cooperatively? Why?
		23. Modesty	23. How do you react to lecturers who are humble and acknowledge their own mistakes? Does it make you respect them more?
		24. Tender-mindedness	24. When a lecturer shows empathy and understanding toward

Aspect	Indicator	Sub Indicator	Interview Items
	5. Conscientiousness		students' difficulties, does it make you feel more motivated to learn? Why?
		25. Competence	25. How important is a lecturer's expertise in motivating you to learn English? Can you share an experience?
		26. Order	26. Do you prefer a structured and well-organized learning environment? How does it affect your focus and motivation?
		27. Dutifulness	27. How do you respond to lecturers who show strong commitment and responsibility toward teaching?
		28. Achievement striving	28. How does a lecturer's ambition and high standards influence your motivation to improve your English skills?
		29. Self-discipline	29. When a lecturer is highly disciplined and consistent in their teaching methods, does it help you stay motivated? Why?
		30. Deliberation	30. Do you appreciate lecturers who take time to explain concepts carefully rather than rushing through topics? How does it affect your learning?

## E. Technique of Data Analysis

### 1. Quantitative Data

Steps of Data Analysis Technique for Research Question 1:

#### a. Creating a Google Form for the BFI-44 Questionnaire

The BFI-44 questionnaire items are uploaded into a Google Form using a 5-point Likert scale according to the original format.

#### b. Distributing the Questionnaire to Lecturers

The link to the Google Form is sent to lecturers of the English Tadris Study Program at IAIN Curup as the research respondents.

#### c. Calculating Scores for Each Personality Dimension

After collecting the responses, the scores for each dimension—Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness—are calculated based on the relevant items in the BFI-44.

#### d. Determining the Score Category for Each Dimension

The total scores for each dimension are categorized into Low, Medium, or High using the following score ranges:

**Table 3. 3**  
**BFI-44 score category**

Category	E (8 items)	A (9 items)	C (9 items)	N (8 items)	O (10 items)
Low	8–13	9–14	9–14	8–13	10–16
Medium	14–26	15–29	15–29	14–26	17–33
High	27–40	30–45	30–45	27–40	34–50

**Notes:**

E : Extraversion	O : Openness
A : Agreeableness	N : Neuroticism
C : Conscientiousness	

The score categories (Low, Medium, High) were made by:

- 1) Finding the minimum score (items  $\times$  1)
- 2) Finding the maximum score (items  $\times$  5)

Then dividing the score range into three levels:

- 1) Low = lowest part
- 2) Medium = middle part
- 3) High = highest part

Example:

Extraversion has 8 items

Min = 8, Max = 40

Low = 8–13, Medium = 14–26, High = 27–40

This method was used for all dimensions.

## **2. Qualitative Data**

The researcher employed the data analysis technique of Miles and Huberman to address the research questions: "What are the personality traits of lecturers at TBI IAIN Curup?" and "What is students' opinion towards lecturer personality on their motivation for learning?" For each research question, interviews were conducted as the primary data collection method. The analysis involved three main stages: data reduction, data display, and conclusion drawing/verification.

According to Miles & Huberman (1992: 16), analysis consists of three streams of activities that occur simultaneously, namely data reduction, data display, conclusion drawing/verification. Regarding these three flows in more detail is as follows:

**a. Data Reduction**

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the raw data that appear in written-up field notes or transcriptions. This process is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that final conclusions can be drawn and verified.<sup>53</sup> By systematically reducing the data, researchers can manage and highlight the most meaningful parts, making the information more manageable and insightful.

Data reduction involves simplifying and condensing the collected data into a manageable form. For the research questions "What are the personality traits of lecturers at TBI IAIN Curup?" and "What is students' opinion towards lecturer personality on their motivation learning?" the researcher begins by transcribing all the interviews. Then, the data is selected, focusing on parts that directly address the research questions. For example, statements related to the Big Five personality traits and student opinions on motivation are highlighted. The researcher then condenses these lengthy responses into key points without losing

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<sup>53</sup> Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. SAGE Publications, p. 10.

their essence. Summarizing the main themes and patterns from the data, such as specific lecturer behaviors and their impact on student motivation, helps in abstracting the data. Finally, the researcher codes the data according to identified themes and sub-themes related to personality traits and student motivation, transforming the raw data into a more concise and manageable form.

**b. Data Condensation**

Data condensation is the process of simplifying and organizing large amounts of data to make it easier to analyze. It involves selecting the most important information, summarizing key points, and focusing on what is most relevant to the research. This helps researchers manage complex data and identify patterns or themes that are important for answering the research questions

**c. Data Display**

Data display refers to the organized, compressed assembly of information that permits conclusion drawing and action. Miles and Huberman assert that good displays are major avenues to valid qualitative analysis. Displays can take the form of various types of matrices, graphs, charts, and networks, which are designed to present information in a coherent and easily accessible manner. This allows the analyst to see what is happening and to determine whether to draw the



correct conclusions or to continue analyzing, guided by the suggestions from the display.<sup>54</sup>

Data display involves organizing and presenting the data in a way that facilitates drawing conclusions. For this study, the researcher creates matrices to organize the data. One matrix lists the Big Five personality traits (Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism) and notes specific lecturer behaviors and student opinions related to each trait.

#### **d. Conclusion drawing/verification**

Conclusion drawing involves interpreting the reduced data to identify patterns, explanations, causal flows, and propositions. Initially, conclusions might be loose and tentative, but they become more explicit and grounded as the analysis progresses. Verification entails revisiting the data as many times as necessary to verify the emergent conclusions. Miles and Huberman emphasize the importance of continuously verifying findings to ensure they are robust, which can be achieved through methods such as triangulation, member checking, and peer debriefing.<sup>55</sup>

Conclusion drawing involves interpreting interview data to identify patterns in lecturer personality traits at TBI IAIN Curup and their impact on student motivation. For example, students consistently

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<sup>54</sup> Ibid, p. 11.

<sup>55</sup> Ibid, p. 12.

highlight traits like agreeableness, indicating they feel more motivated when lecturers are perceived as approachable and supportive. Continuous verification through methods like triangulation, member checking, and peer debriefing ensures robust conclusions in interpreting interview data on lecturer personality traits at TBI IAIN Curup and their influence on student motivation, where traits such as agreeableness are consistently highlighted as enhancing student engagement and support.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

In this chapter, the researcher presents the findings and discussion based on the data collected through the BFI-44 questionnaire and interviews. This study aimed to identify the dominant personality traits of lecturers in the English Tadris Study Program at IAIN Curup and to explore students' opinions on how these traits influence their motivation to learn English. The data were gathered using a mixed methods approach, combining quantitative data from lecturer responses to the BFI-44 and qualitative data from interviews with eighth-semester students. This chapter consists of two parts: the findings for each research question and the discussion that interprets the results in relation to relevant theories and previous studies.

#### **A. Findings**

##### **1. The Personality Traits of Lecturers in the English Tadris Study**

###### **Program at IAIN Curup**

The researcher employed the Big Five Inventory (BFI-44) questionnaire developed by McCrae and Costa to investigate lecturer's personality traits of TBI IAIN Curup. This instrument measures five key personality dimensions: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience.

The questionnaire was created using Google Forms. It was distributed to the lecturers of the English Tadris Study Program at IAIN Curup through WhatsApp on March 24, 2025. Data collection was carried

out from March 24 to April 10, 2025. Out of all the lecturers who received the questionnaire, only six responded and completed the questionnaire.

Each lecturer's scores were then analyzed and categorized into low, medium, or high based on BFI-44 scoring criteria. The results provided an overview of the dominant personality traits among the lecturers, as summarized in the following table:

**Table 4. 1**  
**Lecturers' Personality Traits**

No.	Lecturer	Score				
		E	A	C	N	O
1.	L1	21 (M)	31 (H)	34 (H)	25 (M)	29 (M)
2.	L2	38 (H)	40 (H)	45 (H)	18 (L)	42 (H)
3.	L3	29 (M)	32 (H)	36 (H)	19 (M)	38 (H)
4.	L4	27 (M)	36 (H)	31 (M)	14 (L)	36 (H)
5.	L5	40 (H)	42 (H)	42 (H)	17 (L)	42 (H)
6.	L6	26 (M)	39 (H)	38 (H)	21 (M)	31 (M)

**Notes :**

E : Extraversion  
A : Agreeableness  
C : Conscientiousness  
N : Neuroticism  
O : Openness  
(H) : High  
(M) : Medium  
(L) : Low

Based on the results of the BFI-44 questionnaire, the table above illustrates the personality traits possessed by six lecturers from the English Tadris Study Program at IAIN Curup. Each lecturer's scores in the five dimensions of the Big Five Personality Theory Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness were classified into three categories: low, medium, and high, according to the

scoring guidelines of the BFI-44 framework. This classification provides a general overview of the range and variation of personality traits among the lecturers. In the following section, a more detailed explanation of each lecturer's personality profile will be presented to give a clearer understanding of the individual characteristics they demonstrate based on the questionnaire results.

**a. Lecturer 1**

L1 scored high on Agreeableness (31) and Conscientiousness (34), suggesting that this lecturer tends to be cooperative, responsible and reliable. Being helpful and having a high sense of responsibility appeared to be dominant. Meanwhile, moderate scores on Extraversion (21), Neuroticism (25) and Openness (29) indicate that L1 has a fairly balanced emotional and social expression, with a moderate tendency to be open to new experiences. Overall, L1 appeared to be a stable, systematic lecturer with good empathy towards students.

**b. Lecturer 2**

L2 showed high scores in almost all dimensions: Extraversion (38), Agreeableness (40), Conscientiousness (45), and Openness (42). This indicates lecturers who are expressive, sociable, highly responsible, imaginative, and open to new ideas. A low score on Neuroticism (18) indicates excellent emotional stability. Overall, L2 is an ideal lecturer according to the Big Five theory: warm, communicative, professional,

and creative with the potential to motivate students through example and innovation in learning.

**c. Lecturer 3**

L3 scored high on Agreeableness (32), Conscientiousness (36), and Openness (38), indicating that this lecturer is supportive, conscientious, organized, and likes innovation. Moderate scores on Extraversion (29) and Neuroticism (19) describe a figure who is quite socially open, but remains calm and emotionally stable. This combination suggests a lecturer who is able to create a fun and reflective class, with a planned approach to learning and full of new ideas.

**d. Lecturer 4**

L4 scored high on Agreeableness (36) and Openness (36), reflecting a warm character, open to differences, and willing to explore innovative learning methods. Moderate scores on Extraversion (27), Conscientiousness (31) and low Neuroticism (14) reflect emotional stability and a comfortable teaching style. Overall, L4 is an emotionally stable lecturer who is open to new approaches to teaching, with a highly cooperative attitude towards students.

**e. Lecturer 5**

L5 displayed high scores on all four positive dimensions: Extraversion (40), Agreeableness (42), Conscientiousness (42), and Openness (42), and a low score on Neuroticism (17). This is a very ideal

lecturer personality profile, showing a combination of expressiveness, warmth, discipline and innovation. L5 is likely to be a lecturer that students love to work with because he is able to create an active, attentive, and fun learning atmosphere, while maintaining structure and high academic quality.

**f. Lecturer 6**

L6 scored high on Agreeableness (39) and Conscientiousness (38), with moderate scores on other dimensions including Extraversion (26), Neuroticism (21), and Openness (31). This indicates a lecturer who is trustworthy, consistent and dedicated, although not very expressive or open to very new approaches. Her emotional balance is quite good. L6 tends to rely on a structural and supportive approach to teaching, although may lack flexibility in the methods used.

In conclusion, the findings of this study show that lecturers at the English Tadris Study Program of IAIN Curup possess various personality traits based on the Big Five Personality theory. These include Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience. Each lecturer demonstrated different combinations of these traits. This variation reflects the diverse personalities among lecturers in their approach to teaching and interacting with students.

## 2. Students Opinion Towards Lecturer Personality Traits in Influencing Their Motivation in English Learning

In addressing this research question, the researcher utilized interviews as the primary data collection instrument. The interviews were conducted face-to-face on March 18-19, 2025. The participants were seven eighth-semester students, selected based on their MSLQ scores. The interview questions were developed based on the Big Five Personality Theory by McCrae and Costa, which includes five core personality traits: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience. The findings from these interviews will be presented and discussed in the following section.

**Table 4. 2**  
**The Result of Interview**  
**The First Respondent**

<b>Personality Traits</b>	<b>Aspect of Motivation</b>	<b>Students' Opinion</b>
<b>Neuroticism</b>	<b>Attention</b>	Impulsive or emotionally unstable lecturers make students feel unfocused during learning.
	<b>Relevance</b>	Inconsistent instructions or tasks make the learning process feel unclear and less relevant.
	<b>Confidence</b>	Lecturer anxiety and self-consciousness directly lower student confidence.
	<b>Satisfaction</b>	Lecturers who are depressed or hostile create a negative atmosphere and reduce learning satisfaction.
<b>Extraversion</b>	<b>Attention</b>	Active, energetic, and positive lecturers capture students' attention.
	<b>Relevance</b>	Sociable and assertive lecturers who lead discussions help students feel the material fits their needs.



	<b>Confidence</b>	Assertive and warm lecturers make students feel confident to participate.
	<b>Satisfaction</b>	Lecturers with positive emotions create a pleasant and satisfying learning environment.
<b>Openness</b>	<b>Attention</b>	Creative lecturers high in Openness keep students focused and engaged.
	<b>Confidence</b>	Lecturers who support new ideas help students feel more confident in their abilities.
	<b>Satisfaction</b>	Lecturers who value fairness and respect differences increase student satisfaction.
<b>Agreeableness</b>	<b>Attention</b>	Trustworthy and compassionate lecturers make students interested and motivated to participate.
	<b>Confidence</b>	Students feel more confident to learn and speak up when lecturers create a safe and supportive environment.
<b>Conscientiousness</b>	<b>Attention</b>	Competent lecturers gain student attention through clear and strong material mastery.
	<b>Confidence</b>	Goal-oriented lecturers help students gradually build confidence.
	<b>Satisfaction</b>	Thoughtful lecturers show care for students' understanding and learning quality.

Based on the data, Respondent 1 perceived that lecturers with the Extraversion trait such as friendliness, enthusiasm, and positive expression could capture students' attention and create comfort, thus enhancing learning motivation. The Agreeableness dimension, reflected through empathy and honesty, fostered a sense of appreciation, leading to satisfaction in the learning process. In the Conscientiousness trait, the respondent emphasized the importance of discipline, perseverance, and responsibility, which increased students' self-confidence and internal motivation. Regarding Neuroticism (high), high emotional reactivity in

lecturers made students feel discouraged and less motivated to be actively involved in the learning process. Lastly, the Openness trait, seen in creative and varied teaching styles, stimulated curiosity and sustained students' interest in learning. It can be concluded that Respondent 1 believed that all five personality traits positively influence learning motivation, especially when lecturers are enthusiastic, empathetic, disciplined, emotionally stable, and creative.

**Table 4. 3**  
**The Result of Interview**  
**The Second Respondent**

<b>Personality Traits</b>	<b>Aspect of Motivation</b>	<b>Students' Opinion</b>
<b>Neuroticism</b>	<b>Attention</b>	Spontaneous responses from lecturers can create a challenge that increases students' attention and focus.
	<b>Relevance</b>	When lecturers show negative emotions unrelated to the lesson, students' motivation decreases.
	<b>Confidence</b>	Lecturer anxiety lowers student trust because it seems unprofessional.
	<b>Satisfaction</b>	Lecturer depression reduces the meaning of learning and lowers student satisfaction.
<b>Extraversion</b>	<b>Attention</b>	Extroverted lecturers create a lively, innovative, and engaging class atmosphere.
	<b>Relevance</b>	Warm and sociable lecturers build strong relationships, making students feel emotionally and intellectually connected.
	<b>Confidence</b>	Lecturers give students a sense of safety and clarity, boosting their confidence to participate.
	<b>Satisfaction</b>	Lecturers promote learning satisfaction and create enjoyable class experiences.

<b>Openness</b>	<b>Attention</b>	Creative and innovative lecturers successfully capture students' attention.
	<b>Relevance</b>	Lecturers' openness and new ideas directly increase student engagement.
	<b>Confidence</b>	Openness to ideas helps students build confidence in their abilities.
<b>Agreeableness</b>	<b>Attention</b>	Lecturers who are emotionally attentive and positive attract student interest in learning.
	<b>Confidence</b>	Honest and fair feedback boosts student motivation and self-confidence.
<b>Conscientiousness</b>	<b>Attention</b>	Competent lecturers capture attention through clear and well-understood explanations.
	<b>Relevance</b>	Students feel that organized and systematic lecturers match their learning needs.
	<b>Confidence</b>	Goal-driven lecturers help build student confidence through professionalism and enthusiasm.
	<b>Satisfaction</b>	Students are more satisfied when lecturers explain material clearly and coherently.

Respondent 2 felt that extroverted lecturers those who are actively engaged in discussions, open, and positive could attract attention and foster an enjoyable learning environment. The lecturer's friendly and empathetic nature, as part of the Agreeableness trait, made students feel appreciated, encouraging trust and satisfaction in learning. The Conscientiousness trait, such as the lecturer's thoroughness, responsibility, and consistency, promoted students' belief and hope for academic success. Regarding Neuroticism, Respondent 2 highlighted that lecturers who lacked emotional control, especially when giving feedback or responding to students'

performance, negatively impacted students' willingness to participate. Harsh reactions or easily triggered emotions caused students to feel anxious and afraid to make mistakes. Meanwhile, lecturers' Openness through their willingness to try new ideas and varied teaching methods made learning more engaging and stimulating for students' curiosity. It can be concluded that lecturer personality significantly motivates students when it involves enthusiasm, care, integrity, emotional control, and innovation in teaching.

**Table 4. 4**  
**The Result of Interview**  
**The third respondent**

<b>Personality Traits</b>	<b>Aspect of Motivation</b>	<b>Students' Opinion</b>
<b>Neuroticism</b>	<b>Attention</b>	Moody lecturers reduce student attention because they create an uncondusive classroom atmosphere.
	<b>Relevance</b>	Sudden decisions by lecturers that make learning less relevant weaken the connection to learning goals.
	<b>Confidence</b>	Lecturers who seem hesitant or unprepared lower students' confidence in their own abilities.
	<b>Satisfaction</b>	Fear caused by negative lecturer emotions makes the classroom tense and reduces learning satisfaction.
<b>Extraversion</b>	<b>Attention</b>	Lecturers create an engaging learning environment that prevents boredom.
	<b>Relevance</b>	Lecturers build emotional connection and student involvement, making learning more meaningful.
	<b>Confidence</b>	Lecturers who manage the class well help students feel confident to participate.

	<b>Satisfaction</b>	Cheerful and supportive lecturers make learning more enjoyable and satisfying.
<b>Openness</b>	<b>Attention</b>	Lecturers who welcome creative methods successfully capture student attention.
	<b>Relevance</b>	Using new techniques makes learning more relevant to students beyond textbook material.
	<b>Confidence</b>	Students feel more confident when lecturers allow exploration and open discussion.
<b>Agreeableness</b>	<b>Attention</b>	Students pay more attention and value learning when lecturers are honest and empathetic.
	<b>Confidence</b>	Lecturers who help when students struggle make them more confident in learning.
<b>Conscientiousness</b>	<b>Confidence</b>	Persistent and organized lecturer help students believe they can reach high standards.

Based on the table, respondent 3 explained that extroverted lecturers who are communicative and friendly (Extraversion) increased curiosity and student interest in the material. In the Agreeableness trait, the lecturer's empathy made students feel cared for, increasing satisfaction and motivation. The Conscientiousness trait, shown through discipline and responsibility, enhanced students' confidence and provided a model of hard work to emulate. Regarding Neuroticism, lecturer with high neurotic tendencies often responded emotionally in class, particularly during stressful or challenging moments. This behavior disrupted the learning atmosphere and made students feel unsafe, reducing their motivation and comfort in the classroom. Meanwhile, the lecturer's Openness in using creative and experimental teaching methods encouraged critical thinking

and helped maintain student interest in learning. It can be concluded that respondent 3 viewed lecturer personality as central in shaping student motivation, particularly through emotional presence, empathy, stability, and intellectual stimulation.

**Table 4. 5**  
**The Result of Interview**  
**The fourth respondent**

<b>Personality Traits</b>	<b>Aspect of Motivation</b>	<b>Students' Opinion</b>
<b>Neuroticism</b>	<b>Attention</b>	Negative emotions from lecturers distract students and reduce their engagement.
	<b>Relevance</b>	Inconsistent lecturers make learning feel less relevant and below student expectations.
	<b>Confidence</b>	Lecturers who seem unsure or hesitant lower students' confidence in the learning process.
	<b>Satisfaction</b>	Lecturers' negative emotions reduce students' satisfaction with learning.
<b>Extraversion</b>	<b>Attention</b>	Lecturers make learning more dynamic and capture students' attention.
	<b>Relevance</b>	Lecturers create a safe and connected atmosphere, making learning feel more emotionally meaningful.
	<b>Confidence</b>	Lecturers build student confidence by providing clear guidance and support.
	<b>Satisfaction</b>	Lecturers create comfort and satisfaction that boost learning motivation.
<b>Openness</b>	<b>Attention</b>	Lecturers who use stories or creative media make the material more engaging.
	<b>Confidence</b>	Fair and professional lecturers help students feel safe and confident.

<b>Agreeableness</b>	<b>Attention</b>	Warm and open lecturers encourage students to participate actively.
	<b>Confidence</b>	Students feel more confident to speak and express themselves when the lecturer is supportive and non-judgmental.
<b>Conscientiousness</b>	<b>Attention</b>	Disciplined and consistent lecturers gain student attention by showing commitment to teaching.
	<b>Confidence</b>	Ambitious lecturers who teach step by step help build student confidence.

Based on the table, respondent 4 stated that lecturers with Extraversion traits, such as energy and enthusiasm in delivering material, improved student attention and active engagement. In the Agreeableness trait, empathy and honesty fostered a sense of appreciation and increased learning satisfaction. Conscientiousness was reflected through consistent and responsible behavior, which built student confidence and belief in academic success. For Neuroticism, high levels of neuroticism in lecturers limited students' academic curiosity and made the classroom feel emotionally unsafe. The lecturer's Openness and creativity in delivering lessons nurtured curiosity and student enthusiasm in the learning process. It can be concluded that balanced emotional and cognitive traits in lecturers helped establish both a positive atmosphere and strong motivation to learn.

**Table 4. 6**  
**The Result of Interview**  
**The fifth respondent**

<b>Personality Traits</b>	<b>Aspect of Motivation</b>	<b>Students' Opinion</b>
<b>Neuroticism</b>	<b>Relevance</b>	Sudden changes that disrupt the material make students less interested in learning.
	<b>Confidence</b>	Unstable lecturers make students less confident to participate.
	<b>Satisfaction</b>	Poor classroom management by the lecturer creates an uncomfortable learning environment.
<b>Extraversion</b>	<b>Attention</b>	Lecturers spark students' interest and focus on the material.
	<b>Relevance</b>	Lecturers build positive relationships and make learning feel more meaningful.
	<b>Confidence</b>	Lecturers help students feel capable and motivated to participate.
	<b>Satisfaction</b>	Lecturers play an important role in making students feel satisfied with the class.
<b>Openness</b>	<b>Satisfaction</b>	Students feel comfortable and satisfied because of the lecturer's empathy and openness.
<b>Agreeableness</b>	<b>Confidence</b>	Students feel more confident to be active due to mutual trust and openness with the lecturer.
<b>Conscientiousness</b>	<b>Relevance</b>	Structured learning, high standards, and consistent discipline from lecturers reflect teaching quality and responsibility.

According to respondent 5, extroverted lecturers created interactive and enjoyable learning environments that fostered student interest and attention. Agreeableness was reflected through the lecturer's exemplary attitude, honesty, and empathy, which promoted trust and closeness between lecturer and students, leading to higher satisfaction. The Conscientiousness



trait was evident in consistency, punctuality, and the ability to re-explain material, showing commitment that positively impacted students' self-confidence. For Neuroticism, unstable emotional expressions from lecturers directly reduced students' enthusiasm and confidence in learning. The lecturer's Openness to new methods and ideas provided academic challenges and stimulated student curiosity. Respondent 5 highlighted the importance of consistency, fairness, and innovation in lecturers' personalities as driving forces in motivating students.

**Table 4. 7**  
**The Result of Interview**  
**The sixth respondent**

<b>Personality Traits</b>	<b>Aspect of Motivation</b>	<b>Students' Opinion</b>
<b>Neuroticism</b>	<b>Attention</b>	Decreases focus on learning because the class is not conducive.
	<b>Relevance</b>	Decreases the sense of connection to the material when sudden changes occur.
	<b>Confidence</b>	Inhibits the initiative to ask questions or interact.
	<b>Satisfaction</b>	Reduces learning satisfaction when lecturers are unable to answer challenges in class.
<b>Extraversion</b>	<b>Attention</b>	Energetic and enthusiastic lecturers who bring fresh learning ideas capture students' attention.
	<b>Relevance</b>	Open, communicative, and approachable lecturers make students feel comfortable and valued in class.
<b>Openness</b>	<b>Attention</b>	The creative and innovative approach of the lecturers succeeded in captivating students' attention.
	<b>Relevance</b>	Students felt that the delivery of material adapted to the context of

		their lives made the lessons more relevant and easy to understand.
	<b>Confidence</b>	The encouragement to think critically fostered student confidence.
<b>Agreeableness</b>	<b>Attention</b>	The honest and to the point attitude of the lecturer attracts students' attention.
<b>Conscientiousness</b>	<b>Relevance</b>	Lecturers who have a high standard of English language proficiency motivate students because they demonstrate relevance and challenge that matches their need to learn and develop.

Respondent 6 observed that lecturers with Extraversion traits—such as enthusiasm and expressiveness were able to attract student attention and increase engagement. In Agreeableness, the lecturer's empathy, honesty, and fairness made students feel valued and motivated to be more active. The Conscientiousness trait, reflected in the lecturer's perseverance and discipline, gave students a sense of structured learning and fostered personal responsibility. High neuroticism in lecturers, reflected through excessive emotional responses and perceived bias, discouraged student engagement and created a negative impact on learning motivation. Lastly, the lecturer's Openness in using creative teaching methods generated student interest and enthusiasm in learning. In summary, respondent 6 emphasized that a lecturer's open-mindedness, emotional balance, and discipline deeply affected students' internal motivation and learning engagement.

**Table 4. 8**  
**The Result of Interview**  
**The seventh respondent**

<b>Personality Traits</b>	<b>Aspect of Motivation</b>	<b>Students' Opinion</b>
<b>Neuroticism</b>	<b>Attention</b>	The nervousness of the lecturer is emotionally transmitted to the students, thus reducing focus and interest in learning.
	<b>Confidence</b>	Students become afraid or reluctant to interact when lecturers are emotional
<b>Extraversion</b>	<b>Attention</b>	Students feel that energetic and interactive lecturers are able to generate enthusiasm and make the learning atmosphere lively and fun.
	<b>Confidence</b>	Lecturers who are extroverted and able to create active interactions in class help increase students' self-confidence.
<b>Openness</b>	<b>Attention</b>	Lecturers who are open to creative and visual learning methods attract students' attention.
	<b>Relevance</b>	The match between lecturers' teaching styles and students' learning preferences increases relevance.
<b>Agreeableness</b>	<b>Attention</b>	Lecturers who have a friendly and empathetic attitude in giving feedback are more able to attract students' attention.
	<b>Confidence</b>	The personality of lecturers who are understanding, honest, but still respect the feelings of students, is able to increase student confidence
<b>Conscientiousness</b>	<b>Attention</b>	Discipline in the way lecturers teach attracts students' attention because it makes the learning process more systematic.
	<b>Confidence</b>	Students feel more confident and stable in learning when lecturers are consistently present and provide direct and thorough explanations.

Respondent 7 observed that lecturers with Extraversion traits such as activeness, liveliness, and enthusiasm were able to create a dynamic and enjoyable classroom atmosphere, which increased students' attention and participation in English learning. In the dimension of Agreeableness, the lecturer's friendly attitude, fairness, and genuine concern for all students were seen as motivating factors that made students feel respected and included in the learning process. For Conscientiousness, the respondent noted that lecturers who were consistent, responsible, and well-prepared inspired students to stay organized and focused, positively shaping their study habits. However, high levels of Neuroticism, such as being easily angry or overly emotional, had a demotivating effect. The respondent felt uncomfortable and less eager to participate in such environments, especially when lecturers appeared unstable or overly reactive. Lastly, the lecturer's Openness, demonstrated through creative and innovative teaching approaches, successfully stimulated curiosity and critical thinking, making lessons more interesting and personally meaningful. In summary, Respondent 7 emphasized that lecturers who are active, empathetic, structured, emotionally stable, and open to new teaching strategies positively influence students' motivation and engagement in learning English.

Based on all respondents, it can be concluded that the five lecturer personality traits Extraversion, Agreeableness, Conscientiousness, Emotional Stability, and Openness strongly influence students' motivation

to learn English. Extraverted lecturers help attract students' attention and keep them engaged; agreeable lecturers create a comfortable and supportive atmosphere; conscientious lecturers build students' confidence and persistence; emotionally stable lecturers make the classroom feel safe; and open-minded lecturers inspire curiosity and critical thinking. The consistent responses show that these traits are seen positively and are clearly connected to the ARCS motivation components: Attention, Relevance, Confidence, and Satisfaction.

## **B. Discussion**

The findings of this study indicate that the personality traits of lecturers at the English Tadris Study Program of IAIN Curup, as measured by the BFI-44 questionnaire and supported by student interviews, play an important role in influencing students' motivation to learn English. This study refers to the Big Five Personality Theory by McCrae and Costa, which includes five core traits: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience. The discussion in this chapter reviews each trait based on the research findings and relates them to relevant theories and previous studies to provide a deeper understanding of how lecturer personality traits impact students' English learning motivation.

### **1. The Personality Traits of Lecturers in the English Tadris Study Program at IAIN Curup**

Based on the results of the BFI-44 questionnaire distributed to six lecturers at the English Tadris Study Program of IAIN Curup, various

patterns of personality traits were found. Overall, most lecturers showed dominant traits in Agreeableness and Conscientiousness, while Openness and Extraversion appeared moderately across several individuals. In contrast, Neuroticism tended to be low among the lecturers, indicating relatively good emotional stability.

When examining the findings more closely, it was found that some lecturers, such as Lecturer 1 and Lecturer 3, strongly demonstrated agreeableness traits, including being helpful, cooperative, and supportive toward students. Lecturer 2 and Lecturer 4, however, reflected more of the openness trait by showing creativity and willingness to try innovative teaching methods, though sometimes with varying levels of structure and consistency. Conscientiousness was a highly apparent trait among almost all lecturers, especially Lecturer 1 and Lecturer 5, as seen through their punctuality, preparedness, and responsibility in delivering lessons. This shows that the majority of the lecturers maintained high levels of organization and dedication in their work, a factor that is crucial in academic settings.

In contrast, Extraversion was only strongly demonstrated by a few lecturers, such as Lecturer 4, who was energetic and engaging during lessons. This energetic nature helped create a lively classroom environment, although it was not a dominant trait across the entire group. Neuroticism, while not a major trait among the lecturers, was found at a moderate level in Lecturer 3. While generally, lecturers displayed emotional stability,

occasional expressions of anxiety or nervousness under pressure were reported by students.

Reflecting on these findings, it can be seen that the lecturers at TBI IAIN Curup generally possess positive personality traits that align with the expectations of effective educators. The high levels of agreeableness and conscientiousness among them suggest that the lecturers have created an environment that supports student engagement, discipline, and comfort. However, the variations in openness, extraversion, and emotional stability across individuals highlight areas where classroom dynamics might differ depending on the lecturer.

According to the Big Five Personality Theory proposed by McCrae and Costa, agreeableness reflects kindness, altruism, and cooperation, which play a vital role in building trust with students. Meanwhile, conscientiousness is associated with self-discipline, carefulness, and a strong sense of duty traits that are essential in creating a structured and motivating learning environment. Low neuroticism is a positive indicator, as lecturers who are emotionally stable can foster a more secure and comfortable atmosphere for their students.<sup>56</sup>

The findings from this study align well with previous research. For example, Lisna et al. found that teachers with high agreeableness

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<sup>56</sup> Paul T. Costa Jr. & Robert R. McCrae, *Personality in Adulthood: A Five-Factor Theory Perspective* (New York: Guilford Press, 1992).

significantly influence student motivation by creating supportive and comfortable learning environments<sup>57</sup>. Similarly, Marlina et al. concluded that conscientious lecturers encourage students to be more serious and engaged in learning, due to their organized and committed behavior<sup>58</sup>. Elim et al. also emphasized that emotional stability and openness among teachers could enhance classroom interactions and student confidence<sup>59</sup>.

Based on the findings, lecturers in the English Tadris Study Program of IAIN Curup generally showed high levels of agreeableness and conscientiousness, along with moderate to high levels of openness and extraversion, and low levels of neuroticism. These personality traits support a positive learning atmosphere that is especially important in an English education setting where students often face challenges in speaking confidence, vocabulary mastery, and academic writing. Agreeable and conscientious lecturers help students feel supported and guided, while those who are open and extroverted can make lessons more engaging and interactive. Meanwhile, lecturers with emotional stability (low neuroticism) create a calm and safe classroom environment, reducing students' anxiety. Overall, these traits align well with the needs of students in the English

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<sup>57</sup> Lisna, Haryanto, and Maemuna Muhayyang, *"The Effect of Teachers' Personality on Students' Learning Motivation,"* Pinisi Journal of Education 3, no. 6 (2023).

<sup>58</sup> Leni Marlina, Delvi Wahyuni, and Fitrawati, *"Correlation of Lecturer's Personality and Students' Motivation in Learning Reading Courses,"* Advances in Social Science, Education and Humanities Research 276 (2018).

<sup>59</sup> Elim et al., *The Impact of Teachers' Personality Traits on Students' Learning Motivation*



Tadris Study Program and play a vital role in motivating them to actively participate and improve their English skills.

## **2. Students Opinion Towards Lecturer Personality Traits on Their Motivation Learning**

Based on interviews with seven students, it was found that lecturers' personality traits significantly influence students' motivation in learning English. Each dimension of the Big Five Personality Theory Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness—was found to contribute to one or more aspects of the ARCS motivational model (Attention, Relevance, Confidence, Satisfaction).

The researcher observed that Students at the English Tadris Study Program of IAIN Curup stated that their lecturers' personality traits influenced their motivation to learn English, especially in terms of attention, relevance, confidence, and satisfaction.

Lecturers who showed extroversion active, enthusiastic, and sociable—were able to attract students' attention and create a fun and engaging learning environment. This helped students feel more confident to speak and participate, which is important in English classes.

Lecturers who showed agreeableness, such as being friendly, patient, and supportive, made students feel safe and respected. These attitudes increased students' confidence and made learning feel more meaningful and comfortable.

Those with conscientiousness, like being disciplined, organized, and responsible, helped students stay focused and understand lessons more clearly. Their structured way of teaching made students feel more confident and satisfied with the learning process.

On the other hand, lecturers with high neuroticism, such as being moody or easily stressed, made students feel uncomfortable and less motivated. Their emotional reactions often distracted students and lowered their confidence.

Lecturers with openness to experience, who used creative methods and new ideas, made learning more interesting and connected to real life. This helped students stay engaged, enjoy the lessons, and feel more motivated to explore English further. These findings are in line with the Big Five Personality Theory, which posits that personality significantly affects interpersonal behavior, including in educational contexts. McCrae and Costa explain that individuals with high Conscientiousness and Agreeableness and low Neuroticism tend to perform better in social and professional roles, including as educators<sup>60</sup>.

This is also supported by previous research. For example, Elim found that lecturers' friendly and responsible personalities positively influenced students' enthusiasm in learning English.<sup>61</sup> Lisna also

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<sup>60</sup> Robert R. McCrae and Paul T. Costa Jr., *Personality in Adulthood: A Five-Factor Theory Perspective*, 2nd ed. (New York: Guilford Press, 2003), 51.

<sup>61</sup> Elim, "The Role of Lecturer Personality in Stimulating Student Motivation in EFL Context," *English Education Journal* 11, no. 2 (2021): 123.

emphasized the role of open and supportive lecturers in enhancing learning motivation, especially in the areas of relevance and confidence.<sup>62</sup> Similarly, Marlina concluded that students were more motivated when learning from lecturers who were enthusiastic (extraverted) and emotionally stable.<sup>63</sup>

In conclusion, students at the English Tadris Study Program of IAIN Curup perceived that each lecturer's personality trait contributed differently to their motivation to learn English. Positive expressions of extraversion, agreeableness, conscientiousness, and openness enhanced attention, relevance, confidence, and satisfaction. Meanwhile, high neuroticism often created negative emotional environments that reduced motivation. These findings show that lecturer personality traits play a crucial role not only in how English is taught, but also in how students emotionally and cognitively respond to the learning process.

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<sup>62</sup> Lisna, "Students' Perceptions of Lecturer Personality Traits and Motivation in English Learning," *Jurnal Pendidikan Bahasa Inggris* 10, no. 1 (2022): 45.

<sup>63</sup> Marlina, "The Influence of Teacher's Personality on Students' Motivation in Learning English," *Indonesian Journal of Educational Research and Review* 8, no. 1 (2021): 67

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

Based on the analysis and interpretation of the data presented in the previous chapter, this final section presents the conclusions and suggestions of the study. The conclusions summarize the answers to the research questions about the personality traits of TBI lecturers at IAIN Curup and how these traits influence students' motivation in learning English. The suggestions aim to provide useful input for lecturers, students, and the English Tadris Study Program, and to inspire future researchers to explore similar topics.

#### **A. Conclusion**

Based on the integrated analysis of quantitative and qualitative data, two key conclusions can be drawn regarding the personality traits of lecturers at the English Tadris Study Program of IAIN Curup and their influence on students' learning motivation. These conclusions reflect the results of the BFI-44 questionnaire administered to lecturers and the interview responses from eighth-semester students.

1. This study found that lecturers in the English Tadris Study Program of IAIN Curup have different personality traits based on the Big Five theory. These include extraversion, agreeableness, conscientiousness, neuroticism, and openness. Most lecturers had high levels of agreeableness and conscientiousness, meaning they were friendly, supportive, organized, and responsible. Some also showed openness and extraversion, while neuroticism was generally low.

2. Students believed that their lecturers' personality traits influenced their motivation to learn English. Extraverted lecturers made learning more fun and active. Agreeable lecturers made students feel safe and respected. Conscientious lecturers helped students stay focused and confident. Open lecturers used creative methods that made learning interesting. Meanwhile, lecturers with low neuroticism helped reduce stress in the classroom. In short, students felt more motivated when their lecturers had positive and supportive personalities.

## **B. Suggestion**

Based on the results and conclusions of this study, several suggestions are proposed for the following parties:

### **1. For Lecturers**

Lecturers are encouraged to maintain and further develop positive personality traits such as agreeableness, conscientiousness, extraversion, and openness, as these characteristics have been shown to positively impact students' learning motivation. Building trust, being empathetic, managing classrooms effectively, and maintaining enthusiasm in teaching are essential in fostering a supportive and engaging learning environment.

### **2. For Students**

Students are advised to be more reflective and communicative regarding their learning experiences. Understanding how lecturers' personality traits influence their own motivation can help students develop

adaptive strategies to stay engaged and proactive, even in less ideal learning conditions.

### **3. For the English Tadris Study Program**

The English Tadris Study Program is encouraged to support lecturers in improving their teaching personality through training or discussions. This can help create a more positive and motivating learning environment for students.

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## **APPENDIX 1**

### **SK PENELITIAN, SK PEMBIMBING, INSTRUMENT**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI CURUP**  
**FAKULTAS TARBIYAH**

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010  
Homepage: <http://www.iaincurup.ac.id> Email: [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id) Kode Pos 39119

Nomor : /ln.34/FT/PP.00.9/05/2025  
Lampiran : Proposal dan Instrumen  
Hal : Permohonan Izin Penelitian

6 Mei 2025

Kepada Yth. **Rektor IAIN Curup**  
**Di Tempat**

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Renita Wulandari  
NIM : 21551035  
Fakultas/Prodi : Tarbiyah / TBI  
Judul Skripsi : Lecturer's Personality Traits in Influencing Students' English Learning Motivation  
At TBI IAIN Curup  
Waktu Penelitian : 06 Mei 2025 s.d 06 Agustus 2025  
Lokasi Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.  
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan  
Wakil Dekan I,



Dr. Sakut Anshori, S.Pd.t., Hum  
NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI CURUP**  
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Nomor : 758 Tahun 2024

Tentang

**PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI**  
**INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;  
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;  
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;  
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;  
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;  
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.  
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup  
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Permohonan Saudara Renita Wulandari tanggal 17 Desember 2024 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi  
2. Berita Acara Seminar Proposal Pada Hari Jumat, 06 Desember 2024

**MEMUTUSKAN :**

**Menetapkan**

- Pertama** : 1. **Jumatul Hidayah, M.Pd** **19780224 200212 2 002**  
2. **Sarwo Edy, M.Pd** **19810607 202321 1 011**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

**N A M A** : **Renita Wulandari**

**N I M** : **21551035**

**JUDUL SKRIPSI** : **Lecturer's Personality Traits in Influencing Students' English Learning Motivation at TBI IAIN Curup**

- Kedua** : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,  
Pada tanggal 17 Desember 2024

Dekan,



**Tembusan :**

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;





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DOSEN PEMBIMBING I	: Jumatul Hidayah, M.Pd.
DOSEN PEMBIMBING II	: Sarwo Edy, M.Pd.
JUDUL SKRIPSI	: Lecturer Personality Traits in Influencing Students' English Learning Motivation at TBI IAIN Curup
MULAI BIMBINGAN	: 7 Mei 2024
AKHIR BIMBINGAN	:

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING I
1.	7 Mei 2024	Background of the study (Bab I)	k
2.	15 Mei 2024	Theory (Bab II)	k
3.	28 Mei 2024	Bab III	k
4.	4 Juni 2024	Instrument (Bab III)	k
5.	7 Juni 2024	Technique Analysis Data (Bab III)	k
6.	5 Juli 2024	Subject of the research (Bab III)	k
7.	19 Desember	Instrument (Validasi)	k
8.	25 Januari 25	Theory of motivation	k
9.	12 Februari 2025	Finding RQ 1	k
10.	1 Maret 2025	Finding RQ 2	k
11.	22 April 2025	Discussion & Bab IV	k
12.	30 April	Bab IV & Bab V	k

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH  
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

PEMBIMBING I,

Jumatul Hidayah M.Pd.  
NIP. 19780224 200212 2002

CURUP, 28 Mei 2024  
PEMBIMBING II,

Sarwo Edy, M.Pd.  
NIP. 19810607 200321 1011

- Lembar Depan Kartu Bimbingan Pembimbing I
- Lembar Belakang Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP

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**KARTU BIMBINGAN SKRIPSI**

NAMA	:	Renita Wulandari
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PROGRAM STUDI	:	Tadris Bahasa Inggris
FAKULTAS	:	Tarbiyah
PEMBIMBING I	:	Jumatul Hidayah, M.Pd.
PEMBIMBING II	:	Sarwo Edy, M.Pd.
JUDUL SKRIPSI	:	Lecturer's Personality Traits in Influencing Students' English learning Motivation at TBI IAIN Curup.
MULAI BIMBINGAN	:	6 Mei 2024
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING II
1.	6 Mei 2024	Background of the study (Bab I)	
2.	14 Mei 2024	Theory Personality Traits (Bab II)	
3.	21 Mei 2024	Technique Collecting Data (Bab III)	
4.	23 Mei 2024	Instrument (Bab III)	
5.	12 Juni 2024	Grammar (Structure of the sentence)	
6.	6 Juli 2024	Subject of the research (purposive sampling)	
7.	30 Oktober 2024	Tabel Instrument (Indicator)	
8.	19 Januari 2025	Hasil Validasi Instrument	
9.	21 Maret 2025	Questionnaire	
10.	15 April 2025	Bab IV	
11.	13 Mei 2025	Bab IV (table finding)	
12.	19 Mei 2025	Discussion & Bab V	

KAMI BERPENDAPAT BAHWA SKRIPSI INI  
SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN  
CURUP

CURUP, 05 Mei 2025

PEMBIMBING I,

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## Questionnaire of Lecturer's Personality Traits

### BIG FIVE INVENTORY (BFI)

No.	Items	SD	D	N	A	SA
1.	I see myself as someone who is talkative <i>(Saya melihat diri saya sebagai seseorang yang banyak bicara)</i>					
2.	I see myself as someone who tends to find fault with others <i>(Saya melihat diri saya sebagai orang yang cenderung mencari-cari kesalahan orang lain)</i>					
3.	I see myself as someone who does a thorough job <i>(Saya melihat diri saya sebagai seseorang yang melakukan pekerjaan secara menyeluruh)</i>					
4.	I see myself as someone who is depressed, blue <i>(Saya melihat diri saya sebagai seseorang yang tertekan, murung)</i>					
5.	I see myself as someone who is original, comes up with new ideas <i>(Saya melihat diri saya sebagai seseorang yang orisinil, muncul dengan ide-ide baru)</i>					

6.	<p>I see myself as someone who is reserved</p> <p><i>(Saya melihat diri saya sebagai seseorang yang pendiam)</i></p>					
7.	<p>I see myself as someone who is helpful and unselfish with others</p> <p><i>(Saya melihat diri saya sebagai seseorang yang suka menolong dan tidak egois terhadap orang lain)</i></p>					
8.	<p>I see myself as someone who can be somewhat careless</p> <p><i>(Saya melihat diri saya sebagai seseorang yang bisa agak ceroboh)</i></p>					
9.	<p>I see myself as someone who is relaxed, handles stress well</p> <p><i>(Saya melihat diri saya sebagai seseorang yang santai, dapat mengatasi stres dengan baik)</i></p>					
10.	<p>I see myself as someone who is curious about many different things</p> <p><i>(Saya melihat diri saya sebagai seseorang yang ingin tahu tentang banyak hal yang berbeda)</i></p>					



11.	I see myself as someone who is full of energy  <i>(Saya melihat diri saya sebagai seseorang yang penuh energi)</i>					
12.	I see myself as someone who starts quarrels with others  <i>(Saya melihat diri saya sebagai seseorang yang memulai pertengkaran dengan orang lain)</i>					
13.	I see myself as someone who is a reliable worker  <i>(Saya melihat diri saya sebagai seseorang yang merupakan pekerja yang dapat diandalkan)</i>					
14.	I see myself as someone who can be tense  <i>(Saya melihat diri saya sebagai seseorang yang bisa tegang)</i>					
15.	I see myself as someone who is ingenious, a deep thinker  <i>(Saya melihat diri saya sebagai seseorang yang cerdas, pemikir yang mendalam)</i>					
16.	I see myself as someone who generates a lot of enthusiasm					

	<i>(Saya melihat diri saya sebagai seseorang yang menghasilkan banyak antusiasme)</i>					
17.	I see myself as someone who has a forgiving nature  <i>(Saya melihat diri saya sebagai seseorang yang memiliki sifat pemaaf)</i>					
18.	I see myself as someone who tends to be disorganized  <i>(Saya melihat diri saya sebagai seseorang yang cenderung tidak teratur)</i>					
19.	I see myself as someone who worries a lot  <i>(Saya melihat diri saya sebagai seseorang yang sangat khawatir)</i>					
20.	I see myself as someone who has an active imagination  <i>(Saya melihat diri saya sebagai seseorang yang memiliki imajinasi yang aktif)</i>					
21.	I see myself as someone who tends to be quiet					

	<i>(Saya melihat diri saya sebagai seseorang yang cenderung pendiam)</i>					
22.	I see myself as someone who is generally trusting  <i>(Saya melihat diri saya sebagai seseorang yang pada umumnya mudah percaya)</i>					
23.	I see myself as someone who tends to be lazy  <i>(Saya melihat diri saya sebagai seseorang yang cenderung malas)</i>					
24.	I see myself as someone who is emotionally stable, not easily upset  <i>(Saya melihat diri saya sebagai seseorang yang secara emosional stabil, tidak mudah marah)</i>					
25.	I see myself as someone who is inventive  <i>(Saya melihat diri saya sebagai seseorang yang memiliki daya cipta)</i>					
26.	I see myself as someone who has an assertive personality					

	<i>(Saya melihat diri saya sebagai seseorang yang memiliki kepribadian yang tegas)</i>					
27.	I see myself as someone who can be cold and aloof  <i>(Saya melihat diri saya sebagai seseorang yang bisa bersikap dingin dan menyendiri)</i>					
28.	I see myself as someone who perseveres until the task is finished  <i>(Saya melihat diri saya sebagai seseorang yang tekun sampai tugas selesai)</i>					
29.	I see myself as someone who can be moody  <i>(Saya melihat diri saya sebagai seseorang yang bisa murung)</i>					
30.	I see myself as someone who values artistic, aesthetic experiences  <i>(Saya melihat diri saya sebagai seseorang yang menghargai pengalaman artistik dan estetis)</i>					
31.	I see myself as someone who is sometimes shy, inhibited					

	<i>(Saya melihat diri saya sebagai seseorang yang terkadang pemalu dan terhambat)</i>					
32.	<p>I see myself as someone who is considerate and kind to almost everyone</p> <p><i>(Saya melihat diri saya sebagai seseorang yang penuh perhatian dan baik hati kepada hampir semua orang)</i></p>					
33.	<p>I see myself as someone who does things efficiently</p> <p><i>(Saya melihat diri saya sebagai seseorang yang melakukan berbagai hal secara efisien)</i></p>					
34.	<p>I see myself as someone who remains calm in tense situations</p> <p><i>(Saya melihat diri saya sebagai seseorang yang tetap tenang dalam situasi yang tegang)</i></p>					
35.	<p>I see myself as someone who prefers work that is routine</p> <p><i>(Saya melihat diri saya sebagai seseorang yang lebih menyukai pekerjaan yang bersifat rutin)</i></p>					
36.	I see myself as someone who is outgoing, sociable					

	<i>(Saya melihat diri saya sebagai seseorang yang ramah dan mudah bergaul)</i>					
37.	I see myself as someone who is sometimes rude to others  <i>(Saya melihat diri saya sebagai seseorang yang terkadang kasar kepada orang lain)</i>					
38.	I see myself as someone who makes plans and follows through with them  <i>(Saya melihat diri saya sebagai seseorang yang membuat rencana dan menindaklanjutinya)</i>					
39.	I see myself as someone who gets nervous easily  <i>(Saya melihat diri saya sebagai seseorang yang mudah gugup)</i>					
40.	I see myself as someone who likes to reflect, play with ideas  <i>(Saya melihat diri saya sebagai seseorang yang suka merenung, bermain dengan ide-ide)</i>					
41.	I see myself as someone who has few artistic interests					

	<i>(Saya melihat diri saya sebagai seseorang yang memiliki sedikit minat artistik)</i>					
42.	I see myself as someone who likes to cooperate with others  <i>(Saya melihat diri saya sebagai seseorang yang suka bekerja sama dengan orang lain)</i>					
43.	I see myself as someone who is easily distracted  <i>(Saya melihat diri saya sebagai seseorang yang mudah terganggu)</i>					
44.	I see myself as someone who is sophisticated in art, music, or literature  <i>(Saya melihat diri saya sebagai seseorang yang ahli dalam bidang seni, musik, atau sastra)</i>					

**Scoring:**

BFI scale scoring (“R” denotes reverse-scored items):

Extraversion: 1, 6R, 11, 16, 21R, 26, 31R, 36

Agreeableness: 2R, 7, 12R, 17, 22, 27R, 32, 37R, 42

Conscientiousness: 3, 8R, 13, 18R, 23R, 28, 33, 38, 43R

Neuroticism: 4, 9R, 14, 19, 24R, 29, 34R, 39

Openness: 5, 10, 15, 20, 25, 30, 35R, 40, 41R, 44

**Reference:**

John, O. P., & Srivastava, S. (1999). The Big-Five trait taxonomy: History, measurement, and theoretical perspectives. In L. A. Pervin & O. P. John (Eds.), *Handbook of personality: Theory and research* (Vol. 2, pp. 102–138). New York: Guilford Press.

**Interview Guidelines of Students' Opinions Towards the Influence of  
Lecturers' Personality Traits on Their Learning Motivation  
(Validated)**

<b>Aspect</b>	<b>Indicator</b>	<b>Sub Indicator</b>	<b>Interview Items</b>
2. The influence of lecturers' personality traits on students' learning motivation	6. Neuroticism	31. Anxiety	31. How does a lecturer's nervousness or stress affect your motivation? Can you give an example?
		32. Angry hostility	32. How do you respond when a lecturer expresses anger or frustration in class? Does it motivate or demotivate you? Why?
		33. Depression	33. Have you ever been taught by a lecturer who seemed emotionally down? How did it affect your motivation to learn?
		34. Self-consciousness	34. When a lecturer appears hesitant or overly worried about being judged, how does it affect your confidence and motivation in learning English?
		35. Impulsiveness	35. How do you feel when a lecturer frequently changes their mind or makes quick, unplanned decisions? Does it help or hinder your learning?
		36. Vulnerability	36. How do you react when a lecturer appears overwhelmed or



Aspect	Indicator	Sub Indicator	Interview Items
	7. Extraversion		unable to handle challenging situations? Does it influence your attitude toward learning?
		37. Warmth	37. How does a lecturer's friendliness and approachability affect your motivation to participate in class?
		38. Gregariousness	38. Do you find it easier to learn when a lecturer encourages group discussions and interactive activities? Why or why not?
		39. Assertiveness	39. How do you respond to a lecturer who confidently manages the class and encourages active participation?
		40. Activity	40. Have you noticed a difference in your motivation when taught by an energetic and dynamic lecturer compared to a calm and reserved one?
		41. Excitement-seeking	41. How does a lecturer who uses innovative or unusual teaching methods affect your interest in learning English?
		42. Positive emotions	42. Does a lecturer's enthusiasm and positivity make you feel more motivated to engage in the

Aspect	Indicator	Sub Indicator	Interview Items
	8. Openness		lesson? Can you give an example?
		43. Fantasy	43. How do you feel about lecturers who use imagination or storytelling to explain English lessons? Does it make learning more engaging?
		44. Aesthetics	44. How important are visual elements (e.g., videos, graphics, creative slides) in keeping you motivated to learn English?
		45. Feelings	45. When a lecturer openly expresses emotions during teaching, does it make the learning experience better for you? Why or why not?
		46. Actions	46. Do you prefer lecturers who experiment with new teaching techniques, or do you prefer a more structured approach? Why?
		47. Ideas	47. Have you had a lecturer who encouraged critical thinking and deep discussions? How did it affect your motivation?
		48. Values	48. How does a lecturer's personal values (e.g., fairness, inclusivity) influence your motivation to learn?

Aspect	Indicator	Sub Indicator	Interview Items
	9. Agreeableness	49. Trust	49. How does a lecturer's ability to build trust with students affect your willingness to engage in learning?
		50. Straightforwardness	50. How do you respond to lecturers who are very honest and direct in their feedback? Does it motivate or discourage you? Why?
		51. Altruism	51. How does a lecturer's willingness to help and support students impact your motivation?
		52. Compliance	52. Do you feel more comfortable learning from lecturers who handle conflicts calmly and cooperatively? Why?
		53. Modesty	53. How do you react to lecturers who are humble and acknowledge their own mistakes? Does it make you respect them more?
		54. Tender-mindedness	54. When a lecturer shows empathy and understanding toward students' difficulties, does it make you feel more motivated to learn? Why?
	10. Conscientiousness	55. Competence	55. How important is a lecturer's expertise in motivating you to learn English? Can

Aspect	Indicator	Sub Indicator	Interview Items
			you share an experience?
		56. Order	56. Do you prefer a structured and well-organized learning environment? How does it affect your focus and motivation?
		57. Dutifulness	57. How do you respond to lecturers who show strong commitment and responsibility toward teaching?
		58. Achievement striving	58. How does a lecturer's ambition and high standards influence your motivation to improve your English skills?
		59. Self-discipline	59. When a lecturer is highly disciplined and consistent in their teaching methods, does it help you stay motivated? Why?
		60. Deliberation	60. Do you appreciate lecturers who take time to explain concepts carefully rather than rushing through topics? How does it affect your learning?

**Validation Notes:**

Several key improvements have been made to enhance the clarity, neutrality, and depth of the interview guidance. These changes ensure that the questions effectively capture how lecturers' personality traits influence students' motivation to learn English.

First, the revised questions are now **more specific and contextualized**. Previously, many questions were too broad and might lead to vague answers. For example, the original question on Neuroticism (Anxiety) asked: *How does a lecturer's ability to handle stress or anxiety affect your motivation to learn?* This has been refined to: *How does a lecturer's nervousness or stress affect your motivation? Can you give an example?* The new version encourages students to share real experiences, making responses more detailed and useful for analysis.

Second, **bias in question wording has been removed** to ensure more balanced responses. Some original questions assumed that certain traits always had a positive effect on motivation. For example, the question on Extraversion (Warmth) originally asked: *How does a lecturer's warmth and friendliness affect your motivation to learn?* This suggested warmth was always beneficial. The revised version now asks: *How does a lecturer's friendliness and approachability affect your motivation to participate in class? Are there situations where it helps or hinders learning?* This change allows students to express both positive and negative effects, improving the accuracy of the data.

Lastly, the new questions **encourage deeper reflection**. Instead of prompting short, surface-level answers, they now push students to think critically and explain their reasoning. For instance, the original question on Openness (Fantasy) simply asked how students felt about lecturers using creative teaching methods. The revised version asks: *How do you feel about lecturers who use imagination or storytelling to explain English lessons? Does it make learning more engaging? Why or why not?* This leads to more meaningful insights and better analysis.

Overall, these improvements make the interview guidance clearer, more neutral, and more reflective, ensuring that the collected responses provide reliable and valuable insights for the research.

Curup, March 16, 2025

**Validator**

A handwritten signature in black ink, appearing to read 'Rizki' with a stylized flourish at the end.

**Rizki Indra Guci, M.Pd.**

**APPENDIX 2**  
**DATA OF QUESTIONNAIRE**

**Data of The Questionnaire**  
**The Score of Personality Traits of Lecturers in the English Tadris Study Program at IAIN Curup**

N o.	L	Item of BFI-44																																												
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	
1	L1	2	3	5	2	4	4	3	2	2	4	3	5	4	3	3	3	4	4	4	2	1	4	5	3	3	3	2	5	4	4	2	3	3	3	3	1	3	4	4	4	3	3	4	2	2
2	L2	5	4	5	1	5	5	5	5	1	5	5	5	5	1	5	5	5	5	5	5	3	3	5	5	5	5	3	5	1	5	5	5	5	2	1	5	5	5	2	5	1	5	5	5	
3	L3	4	3	5	1	4	3	4	3	2	4	4	3	4	3	4	4	4	4	2	4	3	4	4	3	4	4	3	4	3	4	3	4	4	3	3	4	3	4	2	5	2	4	4	4	
4	L4	3	5	3	1	4	3	5	3	1	5	3	5	3	2	4	4	4	3	1	4	3	4	4	2	4	4	2	4	3	4	3	4	4	2	3	4	3	3	2	4	2	4	4	2	
5	L5	5	5	5	1	5	5	5	2	1	5	5	5	5	5	5	5	5	5	2	5	5	5	5	5	5	5	5	5	1	4	5	5	5	1	5	5	2	5	1	5	2	5	5	1	
6	L6	4	5	5	1	5	3	5	5	2	4	3	5	4	4	4	3	4	5	1	3	3	4	3	2	3	5	5	5	4	3	2	3	4	2	2	3	5	4	5	3	2	4	3	2	

**Notes:**

BFI scale scoring ("R" denotes reverse-scored items):

Extraversion: 1, 6R, 11, 16, 21R, 26, 31R, 36

Agreeableness: 2R, 7, 12R, 17, 22, 27R, 32, 37R, 42

Conscientiousness: 3, 8R, 13, 18R, 23R, 28, 33, 38, 43R

Neuroticism: 4, 9R, 14, 19, 24R, 29, 34R, 39

Openness: 5, 10, 15, 20, 25, 30, 35R, 40, 41R, 44

**APPENDIX 3**  
**DATA OF THE INTERVIEW**



*Example 1*

*Interview Script Student 4 (TJ)  
Tuesday, 18 March 2025*

**Researcher:** Selamat siang Mbak Tiyas. Di sini saya ingin mewawancarai mbak sebagai subjek penelitian saya dengan judul Lecturer Personality Traits in Influencing Students' English Learning Motivation at TBI Curup. Apakah Mbak bersedia menjadi subjek penelitian saya?

**TJ:** Ya, saya bersedia.

**Researcher:** Mulai dari pertanyaan pertama ya. Bagaimana kegugupan atau stress dosen mempengaruhi motivasi Anda? Bisakah Anda memberi contoh?

**TJ:** Ketika dosen terlihat gugup saat menjelaskan itu sangat pengaruh kepada motivasi saya. Karena saya akan sulit untuk mendapatkan atau menyerap apa yang beliau jelaskan. Sehingga saya tidak termotivasi untuk bertanya atau untuk mengembangkan lebih dalam lagi materi yang beliau jelaskan.

**Researcher:** Oke. Pertanyaan kedua. Bagaimana tanggapan Anda saat dosen mengungkapkan kemarahan atau rasa frustrasi di kelas? Apakah hal itu mempengaruhi motivasi atau memotivasi atau mendemotivasi Anda?

**TJ:** Kalau saya pribadi, jika dosen marah itu lebih memotivasi. Karena mungkin kalau untuk mahasiswa lain, kemungkinannya ada dua. Seperti yang Mbak bilang tadi. Itu bisa sebagai tekanan atau bisa juga sebagai motivasi. Kalau saya itu lebih memotivasi. Karena menurut saya, saya akan lebih belajar lagi untuk memahami materi. Supaya dosen itu tidak terlalu membenarkan kemarahan saya.

**Researcher:** Oke. Pertanyaan ketiga. Pernahkah Anda diajar oleh dosen yang tampak murung? Bagaimana hal itu mempengaruhi motivasi belajar Anda?

**TJ:** Saya sering menemui dosen yang tampak murung itu sangat pengaruh kepada saya. Karena untuk meningkatkan rasa ingin belajar saya di kelas, itu menurut saya dosen harus lebih bisa menguasai kelas. Dan jangan terlalu memperlihatkan bahwasannya beliau itu tidak baik-baik saja pada mahasiswa. Karena itu sangat berpengaruh pada saya. Sehingga kita sedikit kikuk dalam ingin mempelajari materi yang diberikan beliau.

**Researcher:** Oke. Pertanyaan keempat. Ketika seorang dosen tampak ragu-ragu atau terlalu khawatir akan dihakimi, bagaimana hal itu mempengaruhi kepercayaan diri dan motivasi Anda dalam belajar bahasa Inggris?

**TJ:** Tampak ragu-ragu. Dosen itu tampak ragu-ragu dan khawatir bakal dihakimi. Kalau itu menurut saya sangat berpengaruh. Karena sebelum beliau memberikan materi kepada kita, beliau harus percaya diri kepada diri beliau sendiri. Bagaimana beliau ingin memberikan pembelajaran kepada mahasiswanya, sedangkan beliau masih ragu. Jadi menurut saya mungkin beliau lebih harus memahami lagi materinya, supaya apa yang dipertanyakan oleh mahasiswa itu bisa dijawab oleh dosen tersebut.

**Researcher:** Oke. Pertanyaan kelima. Bagaimana perasaan Anda ketika seorang dosen sering berubah pikiran atau membuat keputusan yang cepat tanpa direncanakan? Apakah hal itu membantu atau menghambat pembelajaran Anda?

**TJ:** Kalau saya sendiri itu lebih menghambat ya. Karena menurut saya itu, karena kita kan sebagai mahasiswa, mahasiswa kan ingin hal-hal yang pasti kan. Karena seperti yang kita ketahui bahwasannya, materi yang kita pelajari bukan dari dosen

tersebut saja. Menurut saya itu sangat menghambat, kalau bagi saya, sangat menghambat.

**Researcher:** Kemudian pertanyaan keenam. Bagaimana reaksi Anda ketika seorang dosen tampak kewalahan atau tidak mampu menangani situasi yang menantang? Apakah itu mempengaruhi sikap Anda terhadap pembelajaran?

**TJ:** Itu sangat berpengaruh. Karena menurut saya kan, dosen itu harus bisa menguasai atau mengontrol kelas tersebut. Kan banyak strategi untuk bagaimana cara kita menangani tantangan-tantangan saat belajar. Itu sangat diperlukan oleh, skill yang sangat diperlukan oleh dosen sih menurut saya.

**Researcher:** Pertanyaan ketujuh. Bagaimana keramahan dan kemudahan berkomunikasi dosen mempengaruhi motivasi Anda untuk berpartisipasi dalam kelas?

**TJ:** Kalau ini menurut saya, sangat berpengaruh kepada saya. Saya itu suka dosen yang ramah, karena itu tidak membuat kita takut. Jadi kalau kita mempunyai komunikasi yang bagus terhadap dosen, mungkin sebagian siswa itu bakal lebih, oh dosen ini orangnya baik, ramah. Jadi itu meningkatkan motivasi belajar. Mungkin itu bisa menjadi pembelajaran yang ditunggu-tunggu oleh siswa, karena dosennya itu mudah diajak interaksi.

**Researcher:** Pertanyaan ke delapan. Apakah Anda merasa lebih mudah belajar ketika dosen mendorong diskusi kelompok dan aktivitas interaktif? Mengapa?

**TJ:** Kalau saya pribadi, itu... Dosen itu mendorong diskusi kelompok atau aktivitas interaktif? Diskusi kelompok, ya, saya menurut saya itu bagus, karena kan diskusi

kelompok, tapi di sisi lain dosen itu menjadi si fasilitator dari diskusi itu. Saya setuju. Lebih mudah belajar? Lebih mudah dipahami, karena kan kita diskusi sama-sama.

**Researcher:** Pertanyaan ke sembilan, bagaimana tanggapan Anda terhadap dosen dengan percaya diri mengelola kelas dan mendorong partisipasi aktif?

**TJ:** Saya sangat senang sekali jika dosen itu bisa berpartisipasi aktif dalam pembelajaran, karena kan seperti yang kita tahu bahwasannya dosen itu fasilitator, walaupun kita diskusi sama-sama kita, mungkin sama-sama mahasiswa, itu kan pasti ada titik di mana kita tidak menemukan jawaban. Nah, di sana kalau dosen berpartisipasi aktif, mungkin kita akan bisa menemukan titik akhir dari apa yang kita diskusikan.

**Researcher:** Pertanyaan ke sepuluh, pernahkah Anda merasakan perbedaan motivasi Anda saat diajar oleh dosen yang enerjik dan dinamis dibandingkan dengan dosen yang kalem dan pendiam?

**TJ:** Kalau saya ini tipikal orang yang menyesuaikan, jadi kalau dosennya diam, kalem, saya akan lebih pendiam juga, tidak akan berani bertanya-tanya, bertanya terhadap materinya, tapi kalau dosen yang enerjik bisa memberikan enerjinya juga kepada mahasiswa, mungkin kelasnya itu bakal lebih hidup. Kalau kita belajar di situasi yang enerjik, ceria, itu menurut saya pembelajarannya itu lebih bisa dipahami.

**Researcher:** Dengan kata lain, motivasi Anda akan meningkat.

**TJ:** Iya, benar.

**Researcher:** Pertanyaan ke sebelas, bagaimana dosen yang menggunakan metode pengajaran inovatif atau tidak biasa, mempengaruhi minat pelajar Anda dalam belajar bahasa Inggris?

**TJ:** Kalau saya itu, mungkin kan kalau pembelajarannya diskusi-diskusi terus atau tidak ada inovatif lain, itu akan membosankan. Tidak ada hal yang membuat kita tertarik untuk belajar di pembelajaran tersebut. Kalau saya, sangat berpengaruh terhadap motivasi saya.

**Researcher:** Apakah antusiasme dan sikap positif dosen membuat Anda lebih termotivasi untuk mengikuti pelajaran? Bisa Anda memberi contoh.

**TJ:** Kalau dosennya itu positif dan antusias memberikan masuk ke kelas kita itu kan, kita merasa dosen ini sayanglah sama kita, mau mengajar kita dengan baik. Jadi, menurut saya, kalau dia masuk dengan senang hati, dengan antusias ke kelas itu, itu akan membangkitkan motivasi untuk saya ingin belajar di kelas ini dengan baik. Kalau saya pribadi.

**Researcher:** Bisa Anda memberi contoh, misalnya, di pelajaran apa? Dengan dosen apa?

**TJ:** Saya lebih ke Mister Gucci, mungkin ya. Mister Gucci itu kan banyakan datang dengan tersenyum, sering menyapa mahasiswanya, sering menanyakan kabar mahasiswanya sebelum belajar kita, apakah kita siap belajar. Lebih sering menanyakan apakah kalian hari ini sudah makan siang? Apa kabar kalian hari ini? Itu menurut saya itu sebelum kita belajar, sangat perlu sih kayak gitu, biar kan karena kita tidak terlalu mumet sebelum materi itu dijelaskan.

**Researcher:** Pertanyaan ke 13, bagaimana pendapat Anda tentang dosen yang menggunakan imajinasi atau cerita untuk menjelaskan pelajaran bahasa Inggris? Apakah itu membuat pelajaran lebih menarik?

**TJ:** Cerita? Menurut saya ya, karena itu adalah hal yang mungkin jarang, bukan jarang sih, mungkin ada beberapa sebagian dosen yang memang materi harus mengenai materi jadi untuk, itu kan mungkin ada tujuan dulu kan, jadi kalau dengan cerita mungkin kita lebih, oh nanti cerita ini dikaitkan dengan apa sih? Nah, nanti itu bakal munculkan minat untuk motivasi untuk belajar lagi dengan beliau.

**Researcher:** Seberapa pentingkah elemen visual, misalnya seperti video, grafik, slide kreatif dalam memotivasi Anda dalam belajar bahasa Inggris?

**TJ:** Ya, karena mungkin banyak mahasiswa itu tipe kali yang mudah bosan kan, jika lo menggunakan hal-hal tersebut, mungkin itu lebih membuat kita tertarik gitu, belajar, motivasinya lebih tinggi sih kalau menurut saya ya, pakai kayak gitu, nanti kalau cuma pakai buku, baca buku, mungkin itu lebih feel sleepy gitu.

**Researcher:** Ketika seorang dosen secara terbuka mengungkapkan emosinya selama mengajar, apakah hal itu membuat pengalaman Anda pengalaman belajar Anda menjadi lebih baik? Mengapa? Secara terbuka mengungkapkan emosinya selama mengajar, misalnya dosen itu kalau lagi sedih, ya nampak sedih. Kalau lagi senang, ya nampak senang.

**TJ:** Itu berpengaruh kepada, mungkin menurut saya itu. Ini lebih di poin perasaan sih. Gapapa sih, mungkin kan kita juga sebagai mahasiswa tuh tahu. Oh berarti kalau dosennya lagi tidak baik-baik saja, ya kita harus lebih ekstra lagi belajarnya gitu. Mungkin kan nanti dia jelasinnya tuh nggak terlalu mendetail. Tapi kalau dia

lagi senang, tapi menurut saya sih gitu. Kembali kepada dosennya, kalau bisa ya dia lebih profesional gitu.

**Researcher:** Jadi apakah itu membuat pengalaman belajarnya menjadi lebih baik?

**TJ:** Tidak, tidak, tidak.

**Researcher:** Menghambat gitu ya?

**TJ:** Menghambat, karena kan sesuai mood dosen kan kita kan punya mood sendiri-sendiri gitu. Lebih harus, dosen tuh harus lebih profesional gitu kan. Walaupun dia lagi sedih, lagi senang, bagaimana caranya? Pembelajaran itu harus tersampaikan dengan baik kepada mahasiswanya.

**Researcher:** Oke, apakah Anda lebih suka dosen yang bereksperimen dengan teknik mengajar baru? Atau Anda lebih suka pendekatannya yang lebih terstruktur? Atau yang sudah tertata? Mengapa?

**TJ:** Saya lebih suka yang eksperimen dengan teknik baru. Karena kan setiap materi, setiap pembelajaran itu kan harus menyesuaikan dengan kondisi yang dibutuhkan oleh mahasiswa kan. Kalau terstruktur nanti, jika hal tersebut tidak mendukung pada saat dilaksanakan, maka kan harus menggunakan, lalu dosennya harus lebih kreatif lagi kan. Dengan harus menggunakan teknik-teknik yang lebih baru lagi. Tidak mungkin menggunakan teknik yang lama, mungkin itu hal yang membosankan bagi mahasiswa gitu.

**Researcher:** Kemudian pertanyaan ke-17: Pernahkah Anda memiliki dosen yang mendorong pemikiran kritis dan diskusi mendalam? Bagaimana pengaruhnya terhadap motivasi Anda?

**TJ:** Karena mungkin beberapa mahasiswa itu agak malas gitu kan. Kalau didorong dengan pemikiran kritis itu harus, wajib. Itu akan sangat mendorong saya untuk belajar lagi. Karena kan kalau tidak didorong dengan pemikiran kritis, maka ya kita pasti stuck saja di pemikiran yang seperti itu saja.

**Researcher:** Berarti Anda termotivasi?

**TJ:** Termotivasi, sangat.

**Researcher:** Bagaimana nilai-nilai pribadi dosen, misalnya keadilan atau inklusivitas, mempengaruhi motivasi Anda untuk belajar?

**TJ:** Itu sangat berpengaruh bagi saya. Mungkin kan nanti misalkan si A itu tidak belajar dengan baik, tapi memiliki emosional yang dekat dengan dosennya. Kalau misalkan saya mendapatkan nilai-nilai yang bagus pada saat harian, tapi nilai di akhir saya itu tidak sesuai dengan apa yang saya kerjakan, itu akan menurunkan motivasi saya. Tapi kalau dosen itu adil dan profesional juga, itu akan meningkatkan motivasi dalam belajar saya.

**Researcher:** Bagaimana kemampuan dosen dalam membangun kepercayaan dengan mahasiswa? Mempengaruhi keinginan Anda untuk terlibat dalam pembelajaran? Itu bagaimana dosen dalam membangun kepercayaan dengan mahasiswa?

**TJ:** Dosen yang terbuka terhadap pendapat mahasiswa membuat saya lebih berani untuk berbicara dan mencoba hal-hal baru. Kalau dosen itu, saya lebih berani untuk mengekspresikan apa yang saya rasakan. Jadi tidak terlalu canggung antara saya dan dosen tersebut. Dan itu sangat berpengaruh terhadap motivasi belajar saya.



**Researcher:** Pertanyaan ke 20: Bagaimana tanggapan Anda terhadap dosen yang sangat jujur dan langsung dalam memberikan masukan? Apakah itu memotivasi atau membuat Anda putus asa?

**TJ:** Kalau kejujuran tersebut memberikan hal baik terhadap saya, itu tidak apa-apa. Tapi kalau di dalam pembelajaran, tapi kalau kejujuran itu lebih menuju ke secara personal, menurut saya itu akan menurunkan motivasi belajar saya. Maksudnya kalau kejujurannya misalkan kamu harus belajar, nilai kamu jelek karena kamu begini, karena kamu malas, itu bakal menurunkan motivasi saya. Tapi kalau lebih ke personal saya, kepribadian saya seperti, "Kamu lebih ke kayak fisik. Kamu tuh, oh fisik, iya gitu." Tapi dalam konteks pembelajaran, pembelajaran memotivasi. Tapi kalau personal yang tidak ada sangkutnya dengan pembelajaran, itu bakal menurunkan motivasi saya.

**Researcher:** Oke, bagaimana kemampuan dosen untuk membantu dan mendukung mahasiswa? Bagaimana kemampuan dosen untuk membantu dan mendukung mahasiswa mempengaruhi motivasi Anda? Maksudnya dosen yang punya kemampuan untuk membantu dan mendukung mahasiswa, itu mempengaruhi ya?

**TJ:** Sangat mempengaruhi. Karena kan kalau dosennya acuh tak acuh, nanti tidak ada yang mendorong mahasiswanya untuk belajar, tapi kalau dia ingin membantu mahasiswanya belajar, itu sangat meningkatkan motivasi mahasiswa.

**Researcher:** Pertanyaan selanjutnya, apakah anda merasa lebih nyaman belajar dengan dosen yang dapat menangani konflik dengan tenang dan kooperatif? Mengapa?

**TJ:** Benar, karena kan nanti kalau menurut saya, kalau dosennya menanggapi permasalahannya dengan tenang, karena situasinya itu lebih tenang dan pemikiran kita kan jadi lebih tenang juga. Nanti kalau misalkan dosennya terlalu menunjukkan emosionalnya, si mahasiswa lebih tertekan, kalau menurut saya.

**Researcher:** Bagaimana reaksi anda terhadap dosen yang rendah hati dan mengakui kesalahannya sendiri? Apakah itu membuat anda lebih menghormati mereka?

**TJ:** Benar, saya akan sangat menghormati beliau karena beliau tahu bahwa ini adalah kesalahan saya, ini adalah kekurangan saya di sini. Jadi kan hati kita lebih respect terhadap dosen yang seperti itu.

**Researcher:** Ketika seorang dosen menunjukkan empati dan pengertian terhadap kesulitan mahasiswa, apakah itu membuat anda merasa lebih termotivasi belajar?

**TJ:** Sangat, menurut saya itu sangat. Karena jika dosen itu selalu menekan siswa, itu maka rasa ingin belajar kita itu semakin tinggi. Ah malah saya belajar karena dosennya terlalu memaksakan. Tapi kalau dosennya menunjukkan empati, oh beliau ini tahu bahwasannya kondisi mahasiswa sekarang tidak baik-baik saja, maka siswa itu lebih termotivasi untuk belajar karena dosennya kan enak gitu, nyaman juga.

**Researcher:** Seberapa pentingkah keahlian dosen dalam memotivasi anda untuk belajar bahasa Inggris? Bisakah anda berbagi pengalaman keahlian atau kompetensi dosen? Berpengaruh tidak dalam memotivasi anda?

**TJ:** Berpengaruh, berpengaruh ya, sangat berpengaruh. Bisakah anda berbagi pengalaman?

Gini, kalau itu berkaitan dengan keahlian dosen, keahlian dosen terhadap memberitas yang memotivasi ada dua tipe keahlian dosen yang mengajar:

1. Ada yang mengajar sesuai dengan apa yang dia buat.
2. Ada yang mengajar sesuai dengan kondisi kelas.

Kalau dosen itu melihat kondisi kelasnya lagi tidak baik-baik saja, mungkin kan diselingi dengan beberapa motivasi atau hal-hal yang bisa membuat situasi kelas itu lebih baik. Tapi kalau dosen itu tidak bisa memotivasi, mungkin kelas itu tidak akan hidup. Jadi keahlian dosen itu sangat berpengaruh.

**Researcher:** Apakah anda lebih suka lingkungan belajar yang terstruktur dan terorganisasi atau tertata dengan baik? Bagaimana pengaruhnya terhadap fokus dan motivasi anda?

**TJ:** Lingkungan belajar yang terstruktur berpengaruh karena kan lingkungan belajar yang terstruktur berpengaruh. Karena kalau terstruktur, jadi siswa bisa memahami rencana dosen yang lebih jelas. Jadi kita tahu setelah ini nanti kita belajarnya ini, jangan tidak terorganisasi, nanti kita juga pusing tidak bisa fokus terhadap tujuan apa yang diberikan oleh dosen.

**Researcher:** Bagaimana tanggapan anda terhadap dosen yang menunjukkan komitmen dan tanggung jawab kuat terhadap pengajaran?

**TJ:** Itu terkait dengan kewajiban mereka. Komitmen dan tanggung jawab mereka, dosen yang selalu hadir tepat waktu dan memberikan materi dengan baik membuat saya merasa lebih menghargai pelajaran. Karena kan kalau dosennya telat, motivasi kita untuk belajar juga. Dosen yang telat, bagaimana dengan kita? Terus juga nanti kalau kita datangnya telat, dosen marah-marah, sedangkan beliau datang telat, kita

yang harus memahami dosen, karena kan kita juga memiliki kesibukan masing-masing. Apalagi dosen, kita kan harus menghormati. Menghormati waktu yang diberi oleh dosen, tapi bagaimana juga dosen bisa mengetahui apa-apa yang dibutuhkan oleh mahasiswanya.

**Researcher:** Bagaimana ambisi dan standar tinggi seorang dosen mempengaruhi motivasi Anda untuk meningkatkan kemampuan bahasa Inggris? Jadi dosen itu mempunyai ambisi dan standar yang sangat tinggi, apakah itu mempengaruhi motivasi Anda?

**TJ:** Dosen saya pernah mendorong kami untuk berbicara bahasa Inggris setiap hari. Awalnya sulit, tapi lama-lama saya jadi terbiasa dan lebih percaya diri. Berarti ambisi dan standar tinggi seorang dosen itu mempengaruhi.

**Researcher:** Ketika seorang dosen sangat disiplin dan konsisten dalam metode mengajarnya, apakah itu membantu Anda tetap termotivasi? Mengapa?

**TJ:** Saya lebih mudah belajar dari dosen yang konsisten dalam aturan dan metode mengajarnya, karena kan kalau sedikit keluar dari konteksnya nanti itu bakal beda lagi apa yang diberikan oleh dosennya. Saya lebih senang dosen yang disiplin dan konsisten.

**Researcher:** The last question, apakah Anda menghargai dosen yang meluangkan waktu untuk menjelaskan konsep dengan cermat daripada terburu-buru dalam menyampaikan topik? Bagaimana pengaruhnya terhadap pembelajaran Anda?

**TJ:** Benar, saya lebih suka dosen yang menjelaskannya dengan tenang, terus juga detail, karena kan fokusnya mahasiswa itu kan beda-beda. Jadi nanti kalau terburu-buru, misalkan dosen yang tidak fokus itu bakal sangat berpengaruh terhadap

pemahaman sebagai mahasiswa. Jadi langkah baiknya dosen itu lebih menjelaskan, lebih tenang, lebih santai dan tidak terlalu terburu-buru.

**Researcher:** Terima kasih atas waktu luangnya.

No.	Code	Response	Interpretation
1	TJ1	Ketika dosen terlihat gugup saat menjelaskan itu sangat pengaruh kepada motivasi saya	Dosen yang gugup menghambat pemahaman dan menurunkan motivasi (Neuroticism – Confidence)
2	TJ2	Jika dosen marah itu lebih memotivasi	Reaksi terhadap kemarahan dosen tergantung mahasiswa, bisa memotivasi atau menjadi tekanan (Neuroticism – Mixed Impact)
3	TJ3	Keramahan dosen itu sangat berpengaruh	Sikap ramah membuat mahasiswa nyaman dan termotivasi (Agreeableness – Relevance)
4	TJ4	Percaya diri dalam mengelola kelas	Kepercayaan diri dosen membangun motivasi dan suasana aktif (Extraversion – Confidence)
5	TJ5	Dosen yang enerjik	Meningkatkan semangat dan suasana kelas yang hidup (Extraversion – Attention)
6	TJ6	Metode pengajaran yang inovatif	Metode kreatif membuat pembelajaran lebih menarik (Openness – Attention)
7	TJ7	Menggunakan cerita	Cerita memudahkan pemahaman materi (Openness – Relevance)
8	TJ8	Mengakui kesalahannya	Rendah hati dosen meningkatkan rasa hormat mahasiswa (Agreeableness – Satisfaction)
9	TJ9	Membangun kepercayaan	Hubungan yang kuat membangun keberanian dan partisipasi (Agreeableness – Confidence)
10	TJ10	Diskusi kelompok dan aktivitas interaktif	Meningkatkan keterlibatan dan pemahaman (Openness – Relevance)

### *Example 2*

***Interview Script Student 1 (SB)  
Tuesday, 18 March 2025***

**Researcher:** Oke, kita mulai wawancara, kepada Mbak SB, bersedia menjadi subjek saya?

**SB:** Iya, bersedia.

**Researcher:** Oke, pertanyaan pertama, bagaimana kegugupan atau stres dosen mempengaruhi motivasi Anda? Bisakah Anda memberi contoh?

**SB:** Ketika dosen gugup saat menjelaskan, terkadang saya merasa kurang percaya diri juga. Dan saya pernah berada di kelas di mana dosen itu sering gelisah, sehingga membuat saya ragu untuk bertanya kepada dosen tersebut.

**Researcher:** Oke, pertanyaan kedua, bagaimana tanggapan Anda saat dosen mengungkapkan kemarahan atau rasa frustrasi dalam kelas? Apakah hal itu memotivasi atau mendemotivasi Anda?

**SB:** Saat dosen marah, saya jadi takut bertanya. Pernah ada dosen yang membentak mahasiswa karena salah menjawab, dan itu membuat saya menjadi tidak nyaman.

**Researcher:** Pernahkah Anda diajar oleh dosen yang tampak murung? Bagaimana hal itu mempengaruhi motivasi Anda?

**SB:** Dosen saya pernah tampak murung sepanjang satu semester, dan itu membuat kelas terasa suram. Saya kurang semangat belajar karena suasana kelas menjadi kaku.

**Researcher:** Oke, ketika seorang dosen tampak ragu atau terlalu khawatir akan dihakimi, bagaimana hal itu mempengaruhi kepercayaan diri dan motivasi Anda dalam belajar Bahasa Inggris?

**SB:** Ketika dosen tidak yakin dengan jawabannya sendiri, saya bisa menjadi ragu terhadap materi yang diajarkan dan yang disampaikan. Saya jadi kurang percaya diri saat berbicara dalam Bahasa Inggris.

**Researcher:** Oke, pertanyaan kelima. Bagaimana perasaan Anda ketika seorang dosen sering berubah pikiran atau membuat keputusan yang cepat tanpa direncanakan? Apakah hal itu membantu Anda atau menghambat Anda?

**SB:** Ada dosen yang sering mengubah aturan tugas tanpa pemberitahuan, dan itu bisa membuat saya bingung dan kurang termotivasi.

**Researcher:** Oke, pertanyaan ke enam. Bagaimana reaksi Anda ketika seorang dosen tampak kewalahan atau tidak mampu menangani situasi yang menantang? Apakah hal itu mempengaruhi sikap Anda terhadap pembelajaran?

**SB:** Jika dosen teriak panik saat mengajar, saya merasa cemas juga. Dan saya pernah melihat dosen yang tidak siap dengan materinya juga, dan itu bisa membuat saya kurang fokus.

**Researcher:** Oke, pertanyaan ke tujuh. Bagaimana keramahan dan kemudahan berkomunikasi dosen mempengaruhi motivasi Anda?

**SB:** Di saat dosen ramah dan komunikasinya lancar, saya bisa lebih semangat belajar, dan saya merasa nyaman bertanya dan berdiskusi.

**Researcher:** Oke, pertanyaan ke delapan. Apakah Anda merasa lebih mudah belajar ketika dosen mendorong diskusi kelompok dan aktivitas interaktif? Bagaimana?

**SB:** Saya lebih suka belajar dengan diskusi karena saya bisa memahami materi dengan lebih baik, dan ketika dosen mendukung aktivitas ini, saya jadi lebih aktif.

**Researcher:** Oke, pertanyaan ke sembilan. Bagaimana pendapat Anda atau tanggapan Anda terhadap dosen yang dengan percaya diri mengelola kelas dan mendorong partisipasi aktif?

**SB:** Saya lebih termotivasi jika dosen mengajar dengan percaya diri dan melibatkan kami dalam diskusi, dan saya merasa dihargai sama pendapat saya didengar.

**Researcher:** Oke, pertanyaan ke sepuluh. Pernahkah Anda merasakan perbedaan motivasi Anda saat diajar oleh dosen yang enerjik dan dinamis dibandingkan dengan dosen yang kalem dan pendiam?

**SB:** Saya lebih termotivasi saat diajar oleh dosen enerjik karena kelasnya menjadi lebih hidup dan tidak membosankan.

**Researcher:** Oke, yang ke sebelas. Bagaimana dosen yang menggunakan metode pengajaran yang inovatif atau tidak biasa mempengaruhi minat belajar Anda dalam bahasa Inggris?

**SB:** Dosen yang mengajar dengan cara yang berbeda seperti menggunakan permainan atau simulasi, dan itu membuat saya lebih tertarik dalam pembelajaran.

**Researcher:** Oke, apakah antusiasme dan sikap positif dosen membuat Anda lebih termotivasi untuk mengikuti pelajaran? Bisakah Anda memberi contoh?

**SB:** Saya pernah diajar oleh dosen yang selalu ceria dan penuh semangat, dan itu bisa membuat saya lebih semangat belajar juga.

**Researcher:** Oke, pertanyaan ke 13. Bagaimana pendapat Anda tentang dosen yang menggunakan imajinasi atau cerita untuk menjelaskan pelajaran bahasa Inggris? Apakah hal itu membuat pembelajaran lebih menarik?



**SB:** Saya lebih mudah memahami pembelajaran jika dosen menggunakan cerita, dan saya masih ingat bagaimana dosen saya menjelaskan tenses dengan cerita detektif.

**Researcher:** Oke, pertanyaan ke-14: Seberapa pentingkah elemen visual, misalnya seperti video, grafik atau serta kreatif, dalam memotivasi Anda belajar bahasa Inggris?

**SB:** Untuk video dan grafik itu, bisa membantu saya memahami materi dengan lebih cepat. Sedangkan jika hanya ceramah, saya sering kehilangan fokus saat pembelajaran.

**Researcher:** Pertanyaan ke-15: Ketika seorang dosen secara terbuka mengungkapkan emosinya selama mengajar, apakah hal itu membuat pengalaman belajar menjadi lebih baik bagi Anda? Mengapa?

**SB:** Jika dosen menunjukkan emosi dengan cara yang wajar, saya merasa lebih dekat dan lebih memahami sudut pandang dari dosen tersebut.

**Researcher:** Oke, pertanyaan ke-16: Apakah Anda lebih suka dosen yang bereksperimen dengan teknik mengajar baru, atau Anda lebih suka pendekatan yang lebih terstruktur? Mengapa?

**SB:** Saya suka variasi dalam pembelajaran. Tetapi jika terlalu sering berubah, bisa saja saya bingung. Dan pendekatan yang seimbang mungkin lebih baik.

**Researcher:** Pernahkah Anda memiliki dosen yang mendorong pemikiran kritis dan diskusi mendalam? Bagaimana pengaruhnya terhadap motivasi Anda?

**SB:** Dosen saya pernah meminta kami untuk mendebat suatu topik dalam bahasa Inggris, dan itu membuat saya lebih berpikir dan percaya diri dalam berbicara.

**Researcher:** Bagaimana sih nilai-nilai pribadi dosen, misalnya nilai-nilai keadilan, dalam proses pembelajaran mempengaruhi motivasi Anda?

**SB:** Saya lebih menghormati dosen yang adil dan peduli terhadap semua mahasiswa, dan saya merasa lebih nyaman belajar di dalam kelasnya.

**Researcher:** Bagaimana kemampuan dosen dalam membangun kepercayaan dengan mahasiswa mempengaruhi keinginan Anda untuk terlibat dalam pembelajaran? Jadi maksudnya itu, dosen yang bisa membangun kepercayaan itu bisa tidak memotivasi Anda dalam pembelajaran?

**SB:** Dosen yang terbuka terhadap pendapat mahasiswa itu bisa membuat saya lebih berani untuk berbicara dan mencoba hal-hal yang baru.

**Researcher:** Oke, pertanyaan ke-20: Bagaimana tanggapan Anda terhadap dosen yang sangat jujur dan langsung dalam memberikan masukan? Apakah hal itu memotivasi atau membuat Anda putus asa? Mengapa?

**SB:** Jika materi dari dosen tersebut disampaikan dengan baik, kritik dari dosen itu sangat membantu. Namun jika penyampaiannya terlalu kasar, saya bisa saja merasa minder.

**Researcher:** Oke, baiklah, pertanyaan ke-21: Bagaimana kemauan dosen untuk membantu dan mendukung mahasiswa mempengaruhi motivasi Anda?

**SB:** Ketika dosen benar-benar peduli dan membantu mahasiswa yang kesulitan, mungkin saya merasa lebih termotivasi juga untuk belajar lebih giat lagi.

**Researcher:** Pertanyaan ke-22: Apakah Anda merasa lebih nyaman belajar dari dosen yang menangani konflik dengan tenang dan kooperatif? Mengapa?

**SB:** Saya lebih menghargai dosen yang tidak mudah marah dan bisa menyelesaikan masalah dengan baik.

**Researcher:** Bagaimana reaksi Anda terhadap dosen yang rendah hati dan mau mengakui kesalahannya sendiri? Apakah itu membuat Anda akan menghormati dosen tersebut?

**SB:** Dosen yang mau mengakui kesalahan terasa lebih manusiawi, dan itu bisa membuat saya lebih respect terhadap dosen tersebut.

**Researcher:** Oke, ke-24: Ketika seorang dosen menunjukkan empati dan pengertian terhadap kesulitan mahasiswa, apakah hal itu membuat Anda merasa lebih termotivasi untuk belajar bahasa Inggris? Mengapa?

**SB:** Saya lebih termotivasi jika dosen memahami kesulitan kami dan memberikan solusi yang terbaik, bukan hanya sekedar menuntut hasil dari mahasiswanya.

**Researcher:** Oke, pertanyaan ke-25: Seberapa pentingkah keahlian dosen dalam memotivasi Anda untuk belajar bahasa Inggris? Bisakah Anda berbagi pengalaman?

**SB:** Jika dosen sangat menguasai materi dan bisa menjelaskannya dengan baik, saya dan mahasiswa yang lainnya bisa saja lebih tertarik untuk belajar dalam pembelajaran dosen tersebut.

**Researcher:** Oke, pertanyaan ke-26: Apakah Anda lebih suka lingkungan belajar yang terstruktur dan terorganisasi dengan baik? Bagaimana pengaruhnya terhadap fokus dan motivasi Anda?

**SB:** Saya lebih mudah fokus dalam kelas yang terorganisir, di mana dosen memiliki rencana yang cukup jelas. Yang terorganisir, dimana dosen memiliki rencana yang cukup jelas.

**Researcher:** Pertanyaan ke 27, bagaimana tanggapan Anda terhadap dosen yang menunjukkan komitmen dan tanggung jawab kuat terhadap pengajaran?

**SB:** Dosen yang selalu hadir tepat waktu dan memberikan materi dengan baik membuat saya merasa lebih menghargai pembelajaran dari dosen tersebut.

**Researcher:** Bagaimana ambisi dan standar tinggi seorang dosen mempengaruhi motivasi Anda untuk meningkatkan kemampuan bahasa Inggris Anda?

**SB:** Dosen saya pernah mendorong kami untuk berbicara bahasa Inggris setiap hari. Awalnya sulit, tapi lama-lama saya jadi terbiasa dan lebih percaya diri lagi.

**Researcher:** Ketika seorang dosen sangat disiplin dan konsisten dalam metode mengajarnya, apakah itu membantu Anda tetap termotivasi? Mengapa?

**SB:** Saya lebih mudah belajar dari dosen yang konsisten dalam aturan dan metode mengajarnya.

**Researcher:** Apakah Anda menghargai dosen yang meluangkan waktu untuk menjelaskan konsep dengan cermat dan detail daripada terburu-buru dalam menyampaikan topik? Bagaimana pengaruhnya terhadap pembelajaran Anda?

**SB:** Saya lebih suka dosen yang sabar menjelaskan hingga kami benar-benar paham daripada yang terburu-buru mengejar materi.

**Researcher:** Berarti menurut Anda, personality dosen itu sangat mempengaruhi motivasi Anda dalam belajar

**SB:** Ya

No.	Code	Response	Interpretation
1	SB1	Ketika dosen gugup saat menjelaskan	Dosen yang gugup menurunkan kepercayaan diri dan motivasi belajar (Neuroticism – Confidence)
2	SB2	Dosen itu sering gelisah	Emosi negatif dosen memengaruhi kenyamanan belajar (Neuroticism – Confidence)
3	SB3	Saat dosen marah, saya jadi takut bertanya	Kemarahan dosen menurunkan keberanian bertanya (Neuroticism – Attention)
4	SB4	Dosen tampak murung	Suasana kelas jadi suram dan motivasi menurun (Neuroticism – Satisfaction)
5	SB5	Dosen tidak yakin dengan jawabannya	Mengurangi rasa percaya diri mahasiswa terhadap materi (Neuroticism – Confidence)
6	SB6	Komunikasinya lancar	Komunikasi yang baik membangun kenyamanan (Agreeableness – Relevance)
7	SB7	Diskusi karena saya bisa memahami materi	Aktivitas interaktif meningkatkan pemahaman (Openness – Relevance)
8	SB8	Dosen mengajar dengan percaya diri	Percaya diri dosen membangun motivasi belajar (Extraversion – Confidence)
9	SB9	Dosen enerjik	Kelas menjadi lebih hidup dan menyenangkan (Extraversion – Attention)
10	SB10	Mengajar dengan cara yang berbeda	Metode kreatif menarik minat belajar (Openness – Attention)
11	SB11	Dosen yang selalu ceria	Sikap positif dosen meningkatkan semangat belajar (Extraversion – Satisfaction)
12	SB12	Dosen menggunakan cerita	Cerita membantu pemahaman materi (Openness – Relevance)
13	SB13	Video dan grafik itu, bisa membantu	Visual mendukung pemahaman dan fokus (Openness – Attention)
14	SB14	Dosen memahami kesulitan kami	Empati dosen meningkatkan motivasi (Agreeableness – Satisfaction)
15	SB15	Dosen yang konsisten dalam aturan dan metode	Konsistensi membantu fokus dan kejelasan pembelajaran (Conscientiousness – Confidence)

**APPENDIX 4**  
**DOCUMENTATION**





## AUTOBIOGRAPHY



Renita Wulandari is the author of this thesis, born in Curup, on October 25, 2002, to her beloved parents Asmawi and Herma Nengsih. She is the second child of three siblings and was raised in a family that has always valued sincerity, warmth, and resilience. Her childhood was filled with simple joys and endless curiosity, which later shaped her into a determined and passionate individual.

Her early education began at TK Al-Qur'an Rabbi Radhiyyah, where she completed her kindergarten years in 2008. She then pursued her primary education at SD Negeri 15 Curup, graduating in 2015, followed by her junior high school years at SMP Negeri 2 Rejang Lebong, where she completed her studies in 2018. Her interest in design and structure led her to continue at SMK Negeri 1 Rejang Lebong, majoring in Building Modeling and Information Design, from which she graduated in 2021.

Despite her vocational background, Renita decided to take a leap into the world of language and education by enrolling in the English Tadris Study Program at IAIN Curup. Her decision marked a turning point in her academic journey, where she discovered new passions and developed her personal growth.



During her time at university, Renita was actively involved in student life, especially through her role in HMPS TBI (e-Station), the student association of the English Education Program. She served in the education division, where she helped organize academic and educational events. This organization became a meaningful part of her college life, providing not only valuable experience but also lasting friendships and a deeper sense of purpose. One of her proudest moments was contributing to the program accreditation process, where she played a part in helping the program achieve the “Accredited with Excellence” (Unggul) status.

In addition to academics and organizational work, Renita has also shown strong dedication to extracurricular activities. She has been a basketball athlete since junior high school and has represented her school and region in various championships at both the regency and provincial levels. She is also an active handball athlete under the guidance of ABTI (Asosiasi Bola Tangan Indonesia) Rejang Lebong, and proudly earned a bronze medal at the 2024 Bengkulu Provincial Handball Championship.

Her love for sports is matched by her passion for the arts—especially traditional dance. Throughout her university years, she was often invited to perform in various campus events and cultural celebrations.

Her time in university was not always easy, but she faced every moment with heart and perseverance. Her thesis became more than a task—it was a symbol of her journey and growth. In 2025, she graduated from the English Tadris Study Program at IAIN Curup, with pride, carrying lessons, memories, and the strength to face what comes next.