# THE ROLE OF LECTURER'S CHARACTERISTICS TOWARDS STUDENTS' MOTIVATIONS AT INDRAPRASTA PGRI UNIVERSITY

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## *Abstract*

*The purposes of the research was to investigate the significant role of lecturer's characteristics both verbal and non-verbal towards students' motivation in Indraprasta PGRI University. The students were in the third year (semester six) during a period of two months in which this study was conducted. The researchers used survey method in this study. Data collection were conducted by distributing questionnaires both to lecturers and students. The data were processed and analyzed by using statistic descriptive, normality test, linearity test, homogenity test, and hypotheses test. Statistic test uses t test and F test. The research was conducted from second week of March until fourth week of June 2015. The research shows that there is not an effect of lecturer's characteristics towards students' motivation with the regression analisis: Y= 43,923 + 0.322 X. Whenever there is a rise in the value of lecturer's characteristics, there will be a decrease in students' motivation for 0.322.*

*Key words: lecturer's characteristics, students' motivation*

## Peran Karakter Dosen Terhadap Motivasi Mahasiswa di Universitas Indraprasta PGRI

### Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui seberapa besar peranan karakteristik dosen baik secara verbal maupun non-verbal terhadap motivasi mahasiswa Universitas PGRI Jakarta. Para mahasiswa ini adalah mahasiswa tahun ketiga semester 6 dan sudah kuliah selama dua bulan pada saat penelitian ini dilaksanakan. Peneliti menggunakan metode survey dalam penelitian ini. Pengumpulan data dilaksanakan dengan penyebaran kuesioner kepada dosen dan mahasiswa. Data penelitian diolah dan dianalisa dengan menggunakan statistik deskriptif, uji normalitas, uji homogenitas, uji linearitas, dan uji hipotesis. Uji statistik menggunakan t tes dan F tes. Penelitian dilaksanakan mulai dari minggu kedua bulan Maret sampai dengan bulan minggu keempat bulan Juni 2015. Penelitian menunjukkan bahwa tidak ada pengaruh karakteristik dosen terhadap motivasi siswa dengan analisa regresi *Y= 43,923 + 0,322 X*. Manakala ada kenaikan nilai karakteristik dosen maka akan ada penurunan terhadap motivasi siswa sebesar 0.322.

Kata kunci: karakteristik dosen, motivasi siswa

## INTRODUCTION

The relationship between students and lecturers in teaching and learning process is one of the thing that will make the successful of the study. The best characteristic of the lectures when they teach in the class or outside the classroom takes a very important role, as a lecturer has to know how to manage his or her characteristics to make the students feel comfortable with him or her. Sometimes the fail of teaching and

learning process is because of the students do not like the lectures' characteristics, so it makes the students are lazy to join in the class.

Student motivation and lecturers' behaviors are indeed related to each other. Students and lecturers are two important figures in the teaching and learning process. In the situation such as Indonesia, less student-centered but more lecturers-centered is the common approach applied in the classroom all across subject areas. Despite the efforts of promoting student-centered approach, the practice is clearly showing that lecturer still holds more dominant role as far as teaching English is concerned. That the teaching and learning activities are still relying heavily on lecturers is not entirely the lecturers' fault because, in this case, cultural background played its important role in such condition. Therefore, when such question is put forward, we can not deny that lecturers' behaviors are very much influential to students' motivation in studying, positively or negatively.

Based on the explanation above, the researcher wants to know the significant role of the lecturers' characteristics, particularly their verbal and non verbal immediacy behaviors, in increasing students' motivation. The researcher is going to conduct the research in Indraprasta PGRI University.

## DISCUSSION
### THEORETICAL REVIEW

The literature review in this research will describe many theories from the experts and then the theories will be elaborated as the guidance in this research. The things address concept of the students' motivation, some techniques for teaching target language culture, video viewing, and implementing video viewing in the classroom.

**Students' Motivation**

Student motivation is an essential element that is necessary for quality education. How do we know when students are motivated? They pay attention, they begin working on tasks immediately, they ask questions and volunteer answers, and they appear to be happy and eager (Palmer, 2007). Basically, very little if any learning can occur unless students are motivated on a consistent basis. The five key ingredients impacting student motivation are: student, lecturer, content, method/ process, and environment. For example, the student must have access, ability, interest, and value education. The lecturer must be well trained, must focus and monitor the educational process, be dedicated and responsive to his or her students, and be inspirational. The content must be accurate, timely, stimulating, and pertinent to the student's current and future needs. The method or process must be inventive, encouraging, interesting, beneficial, and provide tools that can be applied to the student's real life. The environment needs to be accessible, safe, positive, personalized as much as possible, and empowering. Motivation is optimized when students are exposed to a large number of these motivating experiences and variables on a regular basis, Montalvo, (1998) said "Students display more motivational benefits from lecturers they like over lecturers they dislike." However, education is much more than a personality contest. The role of lecturers seems to be shifting from preprogrammed knowledge dispensers to instead managers of student learning.

One of the factors that influence the students learning, motivation is surely one of the most potent. Lecturers can affect students' motivations in ways that either facilitate or impede learning.

Nilson, (2010) said that there are some strategies for increasing students' motivations the first is deliver your presentations with enthusiasm and energy, explain your reasons for being so interested in the material, and make it relevant to your students' concerns, get to know your students, foster good lines of communication in both directions, use humor where appropriate, maintain classroom order and civility to earn your students' respect as well as to create a positive learning environment.

While the subject of motivation is complex, and can be approached from a variety of theoretical perspectives, some basic aspects of student motivation for learning can be culled from the numerous studies done on the subject. According to Barbara McCombs,(1998) "Research has shown that for students to be optimally motivated to learn, they must:

1.  See schooling and education as personally relevant to their interests and goals.
2.  Believe that they possess the skills and competencies to successfully accomplish these learning goals.
3.  See themselves as responsible agents in the definition and accomplishment of personal goals.
4.  Understand the higher level thinking and self-regulation skills that lead to goal attainment.
5.  Call into play processes for effectively and efficiently encoding, processing, and recalling information.

## Lecturers' Perspectives

Classroom instruction is a critical component of the educational system; some would say the most critical component, "where the rubber meets the road." And for meaningful learning to be an outcome of instruction, lecturers must clearly understand how to adjust and refine their practices to address students' needs. Yet in spite of the central role that lecturers' understandings of teaching and learning play in helping lecturers address student needs, we know very little about how and why lecturers do the things they do in classrooms, or about how to help them make the best decisions for their students.

In the current reform climate, lecturers have little time and less guidance to learn or rethink and relearn---how learning takes place or how their instruction can be modified to take learners' needs into consideration. Many lecturers make instructional decisions based simply on their immediate needs to comply, survive, conform, or meet a time constraint (Hargreaves, 1994). It is easier for them to rely on external sources of authority, such as curricular documents, assessments, textbooks, and lecturers' guides, to provide the guiding vision for their instruction than to rethink and reform that practice. Reliance on external materials designed for use across a large number of classrooms by a diverse group of lecturers with some typical student can promote teaching that is routine and unthinking. Yet, as Coldron and Smith (1995) contend, "teaching which is routine and unthinking sells pupils *andlecturers* short learning to teach and sustaining professional development require reflection which is closely linked to action".

## Lecturers' Characteristics

What differentiates the best from the rest? There's no shortage of bodies (some dramatically misguided) attempting to solve this riddle. The answers are nebulous at best. Below is a list of traits, some of which may be familiar but many of which will never show up on any sort of performance

review. Ian Lancaster (2015) said that there are some

1.  They're People, Not Heroes.

    Yes, all lecturers are heroes. Now let's move beyond the platitude to what this really means. Some lecturers still have trouble showing any sort of vulnerability of fallibility. These lecturers will expend immense amounts of energy hiding the fact they're frustrated at something, that they're upset or perhaps even angry. Why? Other lecturers get tied into logical knots to avoid admitting "I have no idea what the answer to your question is." But lecturers who genuinely connect with students are the ones who aren't afraid to show emotions in class, who can admit that they aren't in fact the repository of all knowledge.

    Of course nobody want to be a wallowing, blubbering mess in class, but what better way to teach empathy than to give the students someone to empathize with when we're having a bad day? What better way to foster collaboration and to teach that it's okay not to know something than to say "I don't know, let's find that out!"?

2.  They're Technologically Capable

    Let's not belabour this point, after all, plenty of ink (or pixels as the case may be!) has already been spilled on this topic. As time passes, the statement "But I'm not very good with _____."(fill in the blank with any number of technological devices) is sounding ever more like "But I'm not very good with a telephone."

    The only time the sentiment above is acceptable is if it's followed immediately by "…but I'm very willing to learn!" After all, we wouldn't accept such weak rationalizations from students regarding their work. In 2013, as a profession, we lose credibility every

time we allow excuses like this to go unchallenged. Enough said.

3.  They Model Risk Taking

    We encourage our students to be risk takers, we'd all like to be risk takers, but let's be honest, the nature of the beast is that many lecturers are not naturally risk takers. This point goes hand in hand with showing vulnerability, the lecturer who's willing to go out on a limb, to try something new, to be "wacky" in the name of pedagogy earns the respect of students, even if the snickers seem to say something different.

    No matter the success or failure of the risk taken, the experience will certainly be memorable for the kids in that class, and isn't that what we're aiming for? After all, as the old adage goes, there's no such thing as bad publicity.

4.  They Focus On Important Stuff

    Whether it's worrying about who's late to class, collecting every little piece of work in order to "gather marks" or spending too much time lecturing to the class in order to "cover the material", there's no shortage of ways to distract lecturers from what's important. Strong lecturers know that things like chronic tardiness or skipping class are usually symptoms of larger issues and as such, spending precious time and energy trying to "fix" the issue almost never works. That's what administrators and counselors are for.

    They also understand that efficient and effective assessment means eliminating busy work while giving targeted, meaningful feedback and that engaging the students, connecting the material to their interests and passions, is the surest way to maximize learning. There's plenty of minutiae and enough CYA in education to easily get

sidetracked, strong lecturers keep their focus on what's important.

5.  They Don't Worry Too Much About What Administrators Think

This trait is tied in with many of the others listed above. Strong lecturers do their job without worrying too much about "what the principal will think". They'll take risks, their classes may be noisy, or messy, or both. Their activities may end up breaking something (usually the rules) in order to spark excitement or engagement.

They understand that learning is not a neat and tidy activity and that adhering too closely to rules and routines can drain from students the natural curiosity, spontaneity and passion that they bring to school. Worrying about what the boss may think can be draining and restrictive in any job, teaching is no exception.

## RESEARCH METHOD

The research employed a quantitative research design to find out the effects of lecturer's characteristics towards students' motivation. It means there is one independent variable and one dependent variable; variable X as the first independent variables (lecturer's characteristics) which has interconnected and influenced the variable Y as the dependent variable (students' motivation).

The method employed in this research is a survey method by using Linearity Regression. We distributed a questionnaire to the lecturers to find out their perspective and characteristics. After that we analyse the result by using SPSS program. Besides that we also gave the students questionnaire to find out the students' perception on the lecturer's characteristics and their motivation. This method is conducted to get and determine the effect of lecturer's

characteristics towards students' motivation.

## RESEARCH FINDINGS

There are some following descriptions can be drawn on the basis of this research. Based on the analysis of data, whole of the result of the research can be stated as follow:

**The Description of Data**

Data of lecturer's characteristics are taken from a questionnaire. The questionnaire consists of 15 items. Out of 16 respondents, it is known that the scores are in the range 61 to 71. Meaning that the minimum score is 61 and the maximum score is 71. In addition, mean (average of all scores in the data set) is 67.73, median (score at centre of distribution) is 68.00 and mode (most frequently obtained score in the data set) is 68. Furthermore, the tendency of respondents to answer the lecturer's characteristics questionnaire is in the position 4.02%. That score is then strengthened from percentile which is in the middle position (50%) that is 2.72. Meanwhile, standard deviation is 2.72 and variance is 7.375.

Data of student's motivation is taken from a questionnaire. The test consists of 15 numbers in the Likert Scale form. Out of 16 respondents, it is known that the scores are in the range 55 to 75. Meaning that the minimum score is 55 and the maximum score is 75. In addition, mean (average of all scores in the data set) is 65.73, median (score at centre of distribution) is 65.50 and mode (most frequently obtained score in the data set) is 63. Furthermore, a total number of respondents are 16, mean is 65.73 and standard deviation is 4.81. The standard deviation forms a normal curve. From the distribution table, histogram, it can be concluded that students target language competence score data in this

research tend to have a normal distribution.

**Table 1. The Description of Research Data**

| | | Profesionalisme Dosen | Persepsi Mahasiswa |
|---|---|---|---|
| N | Valid | 30 | 30 |
| | Missing | 0 | 0 |
| Mean | | 67,7333 | 65,7333 |
| Median | | 68,0000 | 65,5000 |
| Mode | | 68,00 | 63,00(a) |
| Std. Deviation | | 2,71564 | 4,81330 |
| Variance | | 7,375 | 23,168 |
| Range | | 10,00 | 20,00 |
| Minimum | | 61,00 | 55,00 |
| Maximum | | 71,00 | 75,00 |
| Sum | | 2032,00 | 1972,00 |

**Normality Test**

According to Kolmogorov-Smirnov (K.S Liliefors), we can see that the number on Sig column for lecturer professionalism is 0.065; and students perception is 0.794. Therefore, Sig value for all samples are higher than 0.05. In other words, H$_0$is accepted. Meaning that data from all samples have normal distribution.

**Table 2. Normality Test Result**
**One-Sample Kolmogorov-Smirnov Test**

| | | Profesionalisme Dosen | Persepsi Mahasiswa |
|---|---|---|---|
| N | | 30 | 30 |
| Normal Parameters(a,b) | Mean | 67,7333 | 65,7333 |
| | Std. Deviation | 2,71564 | 4,81330 |
| Most Extreme Differences | Absolute | ,239 | ,118 |
| | Positive | ,120 | ,096 |
| | Negative | -,239 | -,118 |
| Kolmogorov-Smirnov Z | | 1,310 | ,648 |
| Asymp. Sig. (2-tailed) | | ,065 | ,794 |

i. Test distribution is Norm
ii. Calculated from data

**Linearity Test**

Based on Anova test, it shows that the value in column Sig line *Deviation from Linierity* is 0.930 and it is higher than 0.05. therefore, $H_0$ is accepted. In other words, the regression line between variable X and variable Y is linear.

**Table 3. Recapitulation Linearity Test Result of the Regression Line Relationship between the Variable X to Variable Y**

ANOVA Table

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|---|
| Persepsi Mahasiswa * Profesionalisme Dosen | Between Groups | (Combined) | 57,021 | 6 | 9,504 | ,356 | ,899 |
| | | Linearity | 22,176 | 1 | 22,176 | ,830 | ,372 |
| | | Deviation from Linearity | 34,846 | 5 | 6,969 | ,261 | ,930 |
| | Within Groups | | 614,845 | 23 | 26,732 | | |
| | Total | | 671,867 | 29 | | | |

**Hypothesis Test**

From the result of the test, it can be seen that a simple correlation coefficient of the effect of independent variable lecturer's profesionalism (X) towards students' perception (Y) is 0.182. the calculation of correlation coefficient significance testing is not significance. in other words, there is no significant effect of independent variable, lecturer's professionalism towards students perception.

While the coeficient determination is 0.033, the contribution effect of lecturer's professionalism towards students perception is 3.30%. Because of the other factors the least point is 96.7%. Hypotheses assessment was done by regression analysis that results as displayed in table 4.5 and 4.6. Table 4.6 is carried over by the similarity of regression line that presents the effects of variable X towards variable Y, = 43,923 + 0,322 X.

To prove the hypotheses is with regard to the value or number which are listed in the t column or Sig column for lecturer's profesionalism on table 4.6.

Based on the current standardized constituent, the regression significancy criterion is "if $t_{observed} > t_{table}$ therefore $H_0$ is rejected" or "if *Sig* < 0,05 therefore $H_0$ is rejected "*Sig* <. if $F_{observerd} > F_{table}$ $H_0$ is rejected". This means there is significancy in coefficient regression. In other words, there is significant effect of independent variables X towards dependent variable Y. *Sig* figure is number shown in *Sig* column for lecturer's professionalism (variable X) line of table 4.6. While $t_{table}$ is number shown in distribution table t for current limit of 5% within standard defiation (df = n − 2) = 28 in which n is total respondent.

**Table 4. Results of the Correlation Coefficient Calculation of the Effects of Variable X and Variable Y**

Model Summary(b)

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | ,182(a) | ,033 | -,002 | 4,81698 |

a Predictors: (Constant), Profesionalisme Dosen
b Dependent Variable: Persepsi Mahasiswa

**Table 5. Recapitulation of the Calculation of the Regression Coefficient
Significance Testing The Effect of Variable X to Variable Y**

**ANOVA$^b$**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 22,176 | 1 | 22,176 | ,956 | ,337$^a$ |
| | Residual | 649,691 | 28 | 23,203 | | |
| | Total | 671,867 | 29 | | | |

a. Predictors: (Constant), Profesionalisme Dosen

b. Dependent Variable: Persepsi Mahasiswa

**Table 6. Recapitulation of the Calculation of the Regression Line Equation the
Effect of Variable X to Variable Y**

**Coefficients$^a$**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 43,923 | 22,328 | | 1,967 | ,059 |
| | Profesionalisme Dosen | ,322 | ,329 | ,182 | ,978 | ,337 |

a. Dependent Variable: Persepsi Mahasiswa

## CONCLUSION

Lecturers' characteristics have an important role not only in teaching and learning process but also in increasing students' motivation. Increasing students' motivations to learn in relation to the their needs that are necessary for effective teaching and learning to occur is one of the competent and dedicated of a lecturer. The lecturer was among other variables which proved a powerful factor in increasing students' motivation.

However, the good character of the lecturer is not enough to motivate the students. Based on the research, it shows that on the basis of computerized processing and data analysis, some following conclusions can be drawn that there is not a significant effect of Lecturer's characteristics (X) towards student's motivation (Y). that is proved by **Sig** figures = 0.337, $t_{observed}$ = 0.978, and $t_{table}$ 1.701. Because **Sig** figures >0.05 and $t_{observed}$ < $t_{table}$, H$_o$ is accepted. Based on the result, it can be concluded that the higher value of lecturer's characteristics, the worse the level of student's motivation.

Based on the conclusion, the implications of the result of the researchisthat the lecturer's professionalism doesn't guarantee to increase the students' achievement in the classroom. This happens because the students think that professional lecturer is a strict and disciplined person and the students must obey them if they want to pass their classes. This situation will make the students don't enjoy learning in the class and automatically decrease their motivation.

There are some suggestions follows this finding. For the students, they should be given well explanation that having good knowledge and mastering the skills are better than getting good scores. For the lecturers,

they should know that becoming a professional lecturer is not enough to increase the students achievement in learning. He or she should be creative in creating an enjoyable atmosphere in the classroom and put the priority on the students' affective factors.

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