How is an Arabic Lecturer's Personality Competence as Expected by Students? An Analysis of Students' Perceptions in Indonesia

Hamidah[1], Noor Amalina Audina[2], Mahfuz Rizqi Mubarak[3]
Institut Agama Islam Negeri Palangka Raya[1,2,3]
hamidah@iain-palangkaraya.ac.id[1], nooramalinaaudina@yahoo.com[2],
mahfuzrizqimubarak@iain-palangkaraya.ac.id[3]

Abstract

This study aimed to examine students' perceptions of an ideal Arabic lecturer's personality competence. This study used an exploratory approach with the data collection technique deploying an online questionnaire distributed via a Google Form. After completing the online questionnaire, the researchers also selected three students for individual interviews based on their availability and willingness to participate. This study revealed several important findings: First, Arabic language lecturers must act according to the prevailing norms and feel proud of their profession. Second, an Arabic lecturer must be independent in acting without being influenced by interventions from anyone and have a high work ethic. Third, an Arabic lecturer must be neutral in treating students in the classroom. Fourth, an Arabic lecturer must use polite language when delivering materials and not be arrogant, which could create a tense/scary atmosphere during the learning process. Fifth, an Arabic language lecturer must set an example for students, such as getting used to speaking Arabic in everyday life so that students could imprint the lecturer.

Keywords: Arabic lecturer; personality competence; students' perceptions

Abstrak

Penelitian ini bertujuan untuk mengkaji tentang persepsi mahasiswa mengenai kompetensi kepribadian seorang pendidik bahasa Arab yang ideal. Penelitian ini menggunakan pendekatan eksploratif dengan teknik pengumpulan data menggunakan kuesioner online yang disajikan via Google Form. Setelah kuesioner online selesai diisi, peneliti juga memilih 3 mahasiswa untuk wawancara individu

berdasarkan ketersediaan dan keinginan mereka untuk berpartisipasi, Penelitian ini menghasilkan beberapa temuan penting yakni: Pertama, seorang pendidik bahasa Arab harus bertindak sesuai norma-norma yang berlaku dan merasa bangga atas profesi yang mereka jalani saat ini sebagai pendidik bahasa Arab. Kedua, seorang pendidik bahasa Arab harus mandiri dalam bertindak tanpa terpengaruh intervensi dari siapapun serta memilik etos kerja yang tinggi. Ketiga, seorang pendidik bahasa Arab harus netral dalam memperlakukan para peserta didik di kelas. Keempat, seorang pendidik bahasa Arab menggunakan bahasa yang santun ketika penyampaian materi dan tidak arogan yang berpotensi menimbulkan suasana mencekam/menakutkan ketika proses pembelajaran berlangsung. Kelima, pendidik bahasa Arab harus memberikan teladan kepada peserta didik seperti membiasakan untuk berbicara bahasa Arab dalam kehidupan sehari-hari yang nantinya hal tersebut juga akan diteladani oleh peserta didik.

Kata Kunci: Kompetensi kepribadian; pendidik bahasa Arab; persepsi peserta didik

Introduction

There is no doubt that the existence of a lecturer in the learning process has an important role in achieving learning objectives. A lecturer is a determining factor of students' success in achieving learning outcomes because a lecturer is a leader and facilitator during the learning process.[1] This cannot be separated from the professionalism of a lecturer in carrying out his mandate to educate the nation.

In the aspect of professional lecturers, various kinds of competencies have been formulated in Law No. 14 of 2005, which become the benchmarks for the professionalism of a lecturer.[2] Therefore, a professional lecturer must

---

[1] Uril Bahruddin, Abdul Malik Karim Amrullah, and Noor Amalina Audina, "Constructivism in Maharah Kalam Lecture Using the Instagram Media: The Implementation, Problems, and Tertiary Students' Perceptions in Indonesia/Kontruktivisme dalam Perkuliahan Maharah Kalam Menggunakan Media Instagram: Implementasi, Problematika dan Persepsi Mahasiswa di Indonesia," *Arabiyatuna : Jurnal Bahasa Arab* 5, no. 1 (May 7, 2021): 127–40, https://doi.org/10.29240/jba.v5i1.2396; Cathrine V. Felix, "The Role of the Teacher and AI in Education," in *International Perspectives on the Role of Technology in Humanizing Higher Education*, ed. Enakshi Sengupta, Patrick Blessinger, and Mandla S. Makhanya, vol. 33, Innovations in Higher Education Teaching and Learning (Emerald Publishing Limited, 2020), 33–48, https://doi.org/10.1108/S2055-364120200000033003.

[2] "Undang-Undang Nomor 14 Tahun 2005," accessed September 7, 2021, https://jdih.kemenkeu.go.id/fulltext/2005/14tahun2005uu.htm.

have criteria according to the law that has been formulated and make these criteria a qualification requirement to become a lecturer.

In the context of learning Arabic, several researchers have focused their research on the role of teacher and lecturer competence in achieving learning outcomes. In their study, Abdurrahman, Suherman, Masor, and Fadhillah reported that pedagogic and professional competencies were needed in the Arabic learning process.3 Ilhami, in his research, reported that the pedagogic competence of an Arabic language lecturer can lead students to achieve perfect learning goals.4 Likewise, Fatmawati and Masnan in their research also reported that social competence in the form of polite, interesting, and comfortable communication in the Arabic language learning process had a positive impact on students' Arabic learning outcomes.5 From the research analysis above, it can be concluded that several competencies such as pedagogic, social, and professional skills possessed by Arabic language lecturers have been shown to affect students' learning outcomes positively.

However, research that examines the personality competence of an Arabic language lecturer in achieving the goals of learning outcomes is rarely touched by researchers. The personality competence of a teacher, as reported by Ahmadi-Azad, is one of the important factors in achieving success in language learning.6 The enjoyment of learning that is built from a positive personality atmosphere affects the teaching style of a lecturer.7 Some researchers corroborate the above statement by saying that the ideal lecturer's personality,

---

3 Maman Abdurrahman et al., "Tantangan Guru Bahasa Arab Madrasah Aliyah dalam Perspektif Kompetensi Pedagogik dan Profesional," *Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 2, no. 1 (July 1, 2015): 43–58, https://doi.org/10.15408/a.v2i1.1513.

4 Zera Ilhami, "Persepsi Siswa Tentang Profesionalisme Guru Ditinjau Dari Kompetensi Pedagogik Terhadap Motivasi Belajar Bahasa Arab," *Studi Arab* 11, no. 2 (December 30, 2020): 115–28, https://doi.org/10.35891/sa.v11i2.2464.

5 Said Said, Fatmawati Fatmawati, and Sulaeman Masnan, "Analisis Kompetensi Sosial Guru Bahasa Arab Dalam Meningkatkan Minat Belajar Siswa Bahasa Arab Pada Masa Pandemi Covid-19 Di Sma Muhammadiyah 1 Unismuh Makassar," *Al-Maraji' : Jurnal Pendidikan Bahasa Arab* 5, no. 1 (August 20, 2021): 1–17.

6 Shima Ahmadi-Azad, Hassan Asadollahfam, and Masoud Zoghi, "Effects of Teacher's Personality Traits on EFL Learners' Foreign Language Enjoyment," *System* 95 (December 1, 2020): 102369, https://doi.org/10.1016/j.system.2020.102369.

7 Li-fang Zhang, "Psychosocial Development and the Big Five Personality Traits among Chinese University Students," *Learning and Individual Differences* 23 (February 1, 2013): 163–67, https://doi.org/10.1016/j.lindif.2012.07.015.

such as emotional stability and awareness, gives satisfactory results to students[8] and has a positive effect on the teaching technique of a lecturer.[9]

Based on a couple of reasons above, this research is important to understand and broaden the horizons related to the personality competencies of the ideal Arabic language education lecturer. The results of this study are expected to provide insight to Arabic language educators to understand the ideal personality competencies. The results of this study are also expected to be adopted by managers of formal and informal educational institutions in the personality selectivity of ideal teacher and lecturer candidates in learning Arabic. From the description above, the formulation of this study's problem is how an ideal Arabic lecturer's personality is according to students' perceptions.

This study used an exploratory approach involving 24 students of the 2018 batch of Arabic language education study programs at one of the universities located in Central Kalimantan Province. The selection of the 24 students was based on their experience during Arabic language education courses from 2018 to 2021, so it was expected to provide extensive data regarding the ideal personality of the Arabic language lecturer.

The online questionnaire was presented using a google form with four Likert scales: 1 = Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree. All data from the questionnaire were analyzed using descriptive statistical techniques to simplify, research, and describe the main features of the data.[10] After completing the online questionnaire, the researcher also selected three students for individual interviews based on their availability and willingness to participate. Asking for the availability of the participants needed to be done so that the data presented were empirical. The researcher also disguised the names and colleges of the participants to protect their privacy and maintain the research's ethics[11].

---

[8] Lisa E. Kim and Carolyn MacCann, "What Is Students' Ideal University Instructor Personality? An Investigation of Absolute and Relative Personality Preferences," *Personality and Individual Differences* 102 (November 1, 2016): 190–203, https://doi.org/10.1016/j.paid.2016.06.068.

[9] Adela Anggraini, Sutaman Sutaman, and Abdul Muntaqim al Anshory, "Teacher's Personality as a Motivation in Arabic Learning: A Systematic Review Based on Five Professional Teacher Personality Frameworks," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 9, no. 2 (December 2, 2021): 145–54, https://doi.org/10.23971/altarib.v9i2.3263.

[10] Zealure C Holcomb, *Fundamentals of Descriptive Statistics* (London: Routledge, 2017), http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=1360546.

[11] Handoyo Puji Widodo, "Methodological Considerations in Interview Data Transcription," *International Journal of Innovation in English Language Teaching and Research* 3, no. 1 (2014): 7, https://search.proquest.com/docview/1625463330?pq-origsite=gscholar&fromopenview=true.

The results of the interviews were analyzed using four steps: First, collecting interview data as a whole; second, reducing based on the themes raised in this study; third, presenting data according to the themes raised in this study; and fourth, conclude the research results.12 The themes adopted in the presentation of the results of this study adopt five aspects of educator personality competence based on Law Number 14 of 2005.13

Result and Discussion

Based on the results of questionnaires and interview data, this study explores student perceptions of the personality of the ideal Arabic lecturer according to student perceptions comprehensively. The research findings are presented based on five aspects of lecturer personality competence based on Law Number 14 of 200514 as follows:

Steady and Stable Personality

The researcher begins the theme of this research by analyzing the results of a questionnaire about a stable and stable personality for Arabic language lecturers. Diagram 1 shows 24 responses from student participants regarding a durable and long-lasting personality. 14 Participants (58.3%) agreed that an Arabic language lecturer should have a steady and demanding personality. Meanwhile, 10 participants (41.7%) strongly agree that an Arabic language lecturer must have a steady and stable personality.
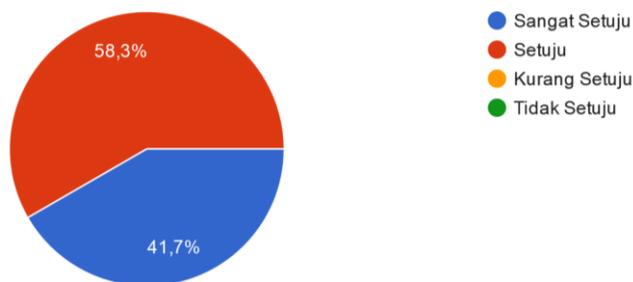

Diagram 1:
Stable personality for Arabic lecturer

In addition to the data in diagram 1, participants were also asked to provide their perceptions of the responses they gave to the questionnaire. The following is the response of student participants to how a stable personality is for Arabic language lecturers.

---

12 Michael Huberman and Matthew B. Miles, *The Qualitative Researcher's Companion* (SAGE, 2002).

13 "Undang-Undang Nomor 14 Tahun 2005."

14 "Undang-Undang Nomor 14 Tahun 2005."

Participant 1

In my opinion, Arabic lecturers should ideally act according to norms such as religious norms, legal norms, and social norms. If a lecturer adheres to these norms, at least it can be implemented to minimize delays in Arabic lecturers entering class.

Participant 2

In my opinion, Arabic language lecturers should have a sense of pride in their profession as Arabic language lecturers. That sense of pride will usually rub off on us to also take pride in learning Arabic.

Participant 3

Because lecturers who teach become role models, not a few students or students out there imitate their teachers; having good norms will have an impact on students or students and vice versa; with the standards that teachers and students run, there will be reciprocity to respect each other, respect and show empathy between teacher and student.
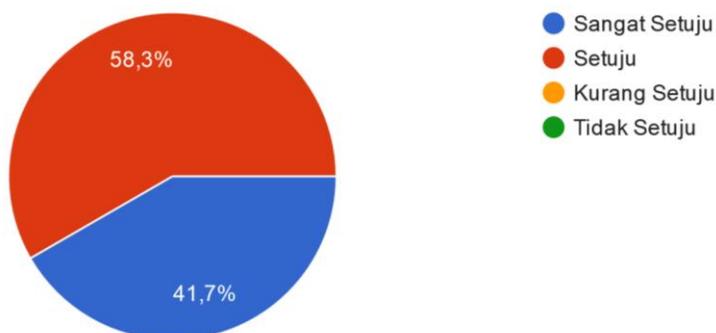
From the results of the interviews above, it can be concluded that a steady and stable personality for Arabic language lecturers can be realized by actions that are in harmony with applicable norms, both religious, legal, and social norms. The application of these norms can at least be realized with the consistency of the arrival of a lecturer on a predetermined schedule. On the other hand, participants also suggested that Arabic language lecturers should have a sense of pride in their profession as Arabic language lecturers. Rahayu, in his research, reports that the purpose of satisfaction that arises from a lecturer is one indication of a stable and stable personality trait and has a positive effect on students' learning motivation.[15]

Adult Personality

Regarding adult personality for an Arabic language lecturer, the participants also expressed various things related to adult personality competencies. The results of diagram 2 show 24 results of student participant responses regarding adult personality. 14 Participants (58.3%) agreed that an Arabic language lecturer should have a mature personality. While 10 participants (41.7%) strongly agree that an Arabic language lecturer must have a mature personality.

---

[15] Sayogya Agung Puji Rahayu, "Peran Kepribadian Guru Dalam Memotivasi Belajar Siswa," *Vicratina: Jurnal Pendidikan Islam* 4, no. 1 (July 13, 2019): 54–74, https://doi.org/Peran Kepribadian Guru dalam Memotivasi Belajar Siswa.

Diagram 2:
Adult personality for Arabic lecturer

In addition to the data in diagram 2, participants were also asked to provide their perceptions of their responses to the questionnaire. The following are student participants' responses to how mature the personalities of Arabic lecturers are.

Participant 1

Arabic lecturers must think maturely. In my opinion, an indication of an adult that can be applied is independence in acting without being disturbed by the intervention of more than one student's requests. Usually, some students are spoiled and reluctant to take part in learning.

Participant 2

Because some students have a lot of variety and many ways to assess and take what the teacher does, the teacher must display the personality carefully and mature in making good decisions so that students do not misunderstand the teacher's personality.

Participant 3

A mature personality for me will certainly produce a positive interaction in the learning process. If the Arabic language lecturer has a high work ethic, then, of course, the learning atmosphere in the classroom will also produce a positive atmosphere of enthusiasm.

From the results of the participants' answers above, it can be concluded that the adult personality of Arabic language lecturers can be realized in the form of independence from a lecturer in acting without any intervention or coercion from any party, especially from students. Generally, students have a

variety of characters.16 There are times when students have an introverted or extroverted personality.17 Of course, not all students will accept the actions taken by a lecturer.

However, learning Arabic built through positive interactions can at least provide an exciting and fun learning atmosphere for students. The high work ethic of an Arabic lecturer can give birth to such positive interactions. Positive interactions in the learning process, as reported by several researchers, have proven to be one of the motivational factors for students in learning.18
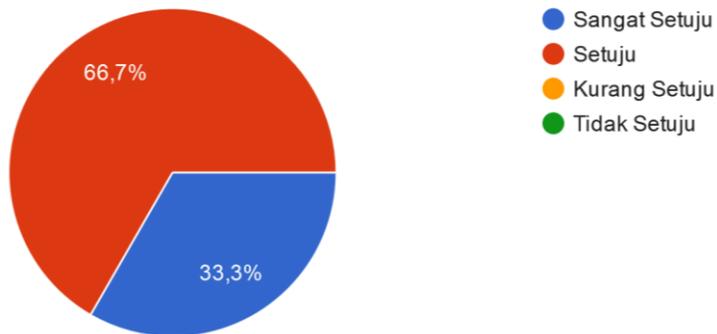
Wise and Wise Personality

The participants were also asked about their wise and wise personalities. From the results of diagram 3, there are 24 responses from student participants regarding wise and wise personalities. 16 Participants (66.7%) agreed that an Arabic language lecturer must have a wise and wise personality. While 8 participants (33.3%) strongly agree that an Arabic language lecturer must have a wise and wise personality.

---

16 Anat Cohen and Orit Baruth, "Personality, Learning, and Satisfaction in Fully Online Academic Courses," *Computers in Human Behavior* 72 (July 1, 2017): 1–12, https://doi.org/10.1016/j.chb.2017.02.030.

17 Noor Amalina Audina and Mahfuz Rizqi Mubarak, "Strategi Metakognitif dalam Belajar Bahasa Arab di Era Pandemi Covid-19: Analisis Persepsi Mahasiswa," *Proceeding NATHLA : al-Nadwah al-'Alamiyyah fi Ta'lim al-Lughah al-'Arabiyyah* 1, no. 1 (2020): 161–66, https://doi.org/10.23971/nathla.v1i1.175; Raden Ahmad Barnabas, Zainal Rafli, and Yumna Rasyid, "Cognitive and Metacognitive Strategies in Arabic Listening Learning and Relationship with Students' Personality," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 6, no. 2 (December 20, 2019): 254–71, https://doi.org/10.15408/a.v6i2.11771; Alfilia Sanjaya, Ag Bambang Setiyadi, and Feni Munifatullah, "The Comparative Study on Students' Speaking Ability of Analytical Exposition Text between Students with Extrovert and Introvert Personality through Role-Play Technique," *U-JET* 9, no. 3 (September 30, 2020): 269–81; Bejo Sutrisno, Yumna Rasyid, and Aceng Rahmat, "The Effect of Cooperative Language Learning and Personality Types Towards Essay Writing," *English Review: Journal of English Education* 6, no. 2 (June 10, 2018): 95–104, https://doi.org/10.25134/erjee.v6i2.1259.

18 Mahfuz Rizqi Mubarak et al., "Factors Influencing Motivation in Online Arabic Learning of Indonesian Older Man," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 4, no. 1 (May 10, 2021): 15–26, https://doi.org/10.22219/jiz.v4i1.15270; Yoshiyuki Nakata, Ryo Nitta, and Atsuko Tsuda, "Understanding Motivation and Classroom Modes of Regulation in Collaborative Learning: An Exploratory Study," *Innovation in Language Learning and Teaching* 0, no. 0 (November 26, 2020): 1–15, https://doi.org/10.1080/17501229.2020.1846040.

Diagram 3:

Wise and wise personality for Arabic lecturers

In addition to the data in diagram 3, participants were also asked to provide their perceptions of their responses to the questionnaire. The following is the response of student participants to how wise the personalities of Arabic language lecturers are.

Participant 1

For me, Arabic lecturers can prove their wisdom in distributing tasks evenly to all students. lecturers should not be selective in dividing tasks and for example, favoring students who already have the basics of learning Arabic in Islamic boarding schools.

Participant 2

We realize that students certainly have different educational backgrounds. Some have studied at Islamic boarding schools before, and some have never looked at Islamic boarding schools. Lecturers must be wise in making decisions. Don't let any students feel intimidated by being treated differently because of their different backgrounds.

Participant 3

Back in the early days of college, I felt "down" and insecure because students with Islamic boarding school backgrounds were always far superior and dominating in speaking and writing in Arabic. The lecturers also seem to prioritize these students more than we who do not have a background or experience in learning Arabic before.

From the results of the interviews above, it can be concluded that the wise and wise personality in the context of Arabic language lecturers can be implemented with the neutrality of lecturers in treating students in the classroom. In learning Arabic, many researchers have discussed the influence of students' educational backgrounds in supporting the success of Arabic learning

outcomes 19. However, the results of these studies are still oriented towards achieving learning outcomes without describing the educational background's impact on lecturers' attitudes in the learning process.
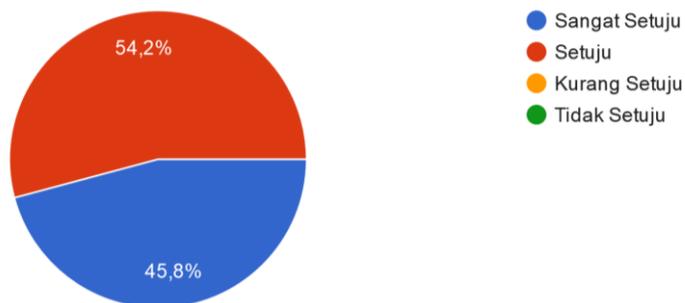
Therefore, this finding also describes the importance of an Arabic lecturer who is wise and neutral towards all students without intimidating anyone. A wise lecturer is essentially a model or characteristic of a developing teaching system.20

Dignified and Polite Personality

The participants were also asked about their authoritarian and polite personalities. The results of diagram 4 show 24 results of student participant responses regarding authoritarian and polite personality. 13 Participants (54.2%) agreed that an Arabic language lecturer must have an authoritative and polite personality. While 11 participants (45.8%) strongly agree that an Arabic language lecturer must have an authoritative and polite personality.

Diagram 4:

Authoritative and polite personality for Arabic language lecturers

In addition to the data in diagram 4, participants were also asked to provide their perceptions of the responses they gave to the questionnaire. The following are student participants' responses to how authoritative and polite personalities are for Arabic language lecturers.

---

19 Riza Khumairoh, "Analisis Hubungan Latar Belakang Pendidikan dengan Kemampuan Berbicara Bahasa Arab Siswa Kelas X MAN 2 Kota Malang," *SEMNASBAMA (SEMINAR NASIONAL BAHASA ARAB) IV* 4, no. 0 (July 18, 2020): 42–48; Mukmin Mukmin, "The Effect of Educational Background and Language Competence on Students' Arabic Language Motivation," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 6, no. 1 (June 12, 2019): 36–52, https://doi.org/10.15408/a.v6i1.10484.

20 Avraham Cohen et al., "Developing the Artistry of Teaching," in *Speaking of Teaching…: Inclinations, Inspirations, and InnerWorkings*, ed. Avraham Cohen et al. (Rotterdam: SensePublishers, 2012), 41–49, https://doi.org/10.1007/978-94-6091-787-5_6.

Participant 1

In my opinion, the meaning of authority that must exist in an Arabic language lecturer is the charismatic radiance of a lecturer. When charisma radiates from a lecturer, the lecturer will become a respected figure in the class.
Participant 2

Distinguish between respected lecturers and feared lecturers. If the students respect the Arabic language lecturer, the sign is that a lecturer is authoritative.
Participant 3

How to deliver material that is polite, not arrogant, and creates a positive atmosphere. When the learning process takes place, I belong to the category of authoritative lecturers.

From the results of the interview above, it can be concluded that the authoritarian personality of an Arabic language lecturer can be realized by positive actions such as delivering material using polite language. Arabic lecturers must avoid arrogance in attitudes that have the potential to create a tense/scary atmosphere when the learning process takes place.

Lecturers known to be killers of students certainly remove the authority from the identity of a lecturer. On the other hand, when delivering material, polite lecturers certainly provide a safe and comfortable feeling for students when the learning process occurs. 21. Muslim, in his research, reports that one of the characteristics of a good quality lecturer is a lecturer who has a polite personality.22
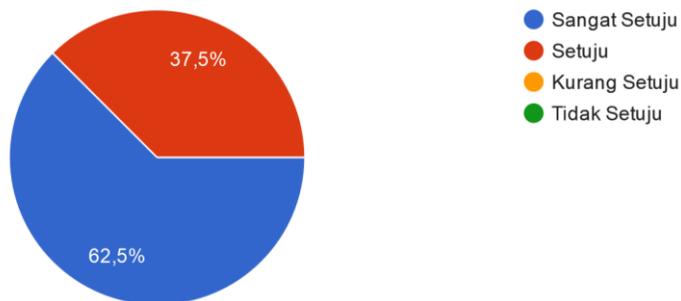
Noble Moral Personality

Finally, the participants were also asked about the personality of a noble character. The results diagram 5 shows 24 results of student participant responses regarding noble character personalities. 9 Participants (37.5%) agreed that an Arabic language lecturer must have a noble character. While 15 participants (62.5%) strongly agree that an Arabic language lecturer must have a noble character.

---

[21] Mahfuz Rizqi Mubarak, Ahmadi Ahmadi, and Noor Amalina Audina, "Kombinasi Strategi Bernyanyi dan Bermain: Upaya dalam Menumbuhkan Motivasi Mahasiswa Tadris Biologi (TBG) dalam Pembelajaran Bahasa Arab," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab* 3, no. 1 (April 30, 2020): 15–31, https://doi.org/10.17509/alsuniyat.v3i1.23996; Ubaid Ridlo, "Multiple Intelligences in Evaluation of Arabic Learning at Islamic Boarding School," *Arabiyatuna : Jurnal Bahasa Arab* 6, no. 1 (April 11, 2022): 125–46, https://doi.org/10.29240/jba.v6i1.3798.

[22] M. Al-Muslim et al., "What Are the Features of Quality for Arabic Teachers Agreed by Students and Teachers?," *Journal of Education and E-Learning Research* 7, no. 1 (March 10, 2020): 56–63, https://doi.org/10.20448/journal.509.2020.71.56.63.

Diagram 5:

Noble moral personality for Arabic language lecturers

In addition to the data in diagram 5, participants were also asked to provide their perceptions of the responses they gave to the questionnaire. The following is the response of student participants to how noble moral personality is for Arabic language lecturers.

Participant 1

In any aspect, in my opinion, the most important thing is noble character. Arabic lecturers must teach sincerely. This sincerity certainly impacts the ease with which the knowledge introduced is absorbed by students. That's what I learned while studying Arabic at the Islamic boarding school.

Participant 2

There is a saying that I often hear like 'Adab Fauqol 'Ilmi.' People with good temperaments/morals are certainly more important than people with a lot of knowledge but are not civilized. The primary purpose of the Prophet Muhammad sent on this earth is to perfect morals. That is also why the Prophet became the best role model for humanity.

Participant 3

Lecturers must set good examples for their students. In Arabic education, for me, an example that a lecturer can apply is to start to get used to speaking Arabic in front of their students. If it can be applied, the students will also get accustomed to communicating using Arabic.

From the results of the interviews above, it can be concluded that a noble character (*akhlakul karimah*) is the main foundation for realizing the ideal personality of an Arabic lecturer. Lecturers who have a position as leaders during the learning process play an important role in ensuring the quality of student learning outcomes.23 An excellent example from a lecturer such as

---

23 Syarifuddin Syarifuddin, "Total Quality Manajemen (TQM) Sebagai Manajemen Mutu Alternatif Pada Program Studi Pendidikan Bahasa Arab," *Al-Ta'rib : Jurnal Ilmiah Program*

getting used to using Arabic in everyday life has the potential to increase the enthusiasm of students to apply the same things as practiced by the Lecturer.24

Enlivening the Arabic-speaking environment will undoubtedly have positive implications for the mastery of aspects of Arabic-language communication on a broad scale. In other studies, the researchers also recommend several things, such as creating an Arabic-language environment that any institution can apply.25

Conclusion

This study examines students' perceptions of the personality competencies of an ideal Arabic lecturer. From the results of the questionnaire analysis and interviews, it can be concluded that this study produced several important findings: First, an Arabic language lecturer must act according to prevailing norms and feel proud of the profession they are currently living as an Arabic language lecturer. Second, an Arabic lecturer must act independently without being influenced by intervention from anyone and have a high work ethic. Third, an Arabic lecturer must be neutral in treating students in the classroom. Fourth, an Arabic lecturer uses polite language when delivering material and is not arrogant, which can create a tense/scary atmosphere during the learning process. Fifth, an Arabic language lecturer must set an example for students, such as getting used to speaking Arabic in everyday life, which students will imitate.

The results of this study have implications for broader knowledge related to the personality of an ideal Arabic language education lecturer according to student perceptions. The researchers realize that this research is still limited to one university and cannot represent all universities in Indonesia.

Studi Pendidikan Bahasa Arab IAIN Palangka Raya 2, no. 1 (June 1, 2014): 21–34, https://doi.org/10.23971/altarib.v2i1.1531.

[24] Mahfuz Rizqi Mubarak, " تعليم مهارة الكلام على ضوء المدخل الاجتماعي في معهد دار اللغة والدعوة باسوروان جاوى الشرقية " (masters, Universitas Islam Negeri Maulana Malik Ibrahim, 2017), http://etheses.uin-malang.ac.id/9753/.

[25] Uril Bahruddin, Syuhadak Syuhadak, and Sutaman Sutaman, "Iktisāb al-Lugah al-'Arabiyyah min al-Bī`ah al-Iṣṭinā'iyyah bi Jāmi'ah Maulānā Mālik Ibrāhīm Malang," *LISANIA: Journal of Arabic Education and Literature* 5, no. 1 (June 29, 2021): 71–87, https://doi.org/10.18326/lisania.v5i1.71-87; Yoni Marlius, Bambang Bambang, and Metsra Wirman, "The Efforts to Improve Students' Arabic Speaking Skills Through Language Environment Activation: A Study of Phenomenology," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 9, no. 1 (June 1, 2021): 35–48, https://doi.org/10.23971/altarib.v9i1.2585; Gautama Veri Vetiana, "The Role of the Center for Language Improvement in Enhanching Speaking Skills of The Class One of The Modern Islamic Boarding School Darussalam Gontor at The Girls' Second Campuss (Ar)," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 7, no. 2 (December 22, 2019): 111–20, https://doi.org/10.23971/altarib.v7i2.1518.

Therefore, the researchers must do further research to generalize the findings related to the personality competencies of an ideal Arabic language education lecturer at national and international levels.

References

Abdurrahman, Maman, A. Suherman, Masor Masor, and Asep M. Irfan Fadhlillah. "Tantangan Guru Bahasa Arab Madrasah Aliyah dalam Perspektif Kompetensi Pedagogik dan Profesional." Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 2, no. 1 (July 1, 2015): 43–58. https://doi.org/10.15408/a.v2i1.1513.

Ahmadi-Azad, Shima, Hassan Asadollahfam, and Masoud Zoghi. "Effects of Teacher's Personality Traits on EFL Learners' Foreign Language Enjoyment." System 95 (December 1, 2020): 102369. https://doi.org/10.1016/j.system.2020.102369.

Al-Muslim, M., Mohd Fadzli Ismail, Salamiah Ab Ghani, Zulkifli Nawawi, Maryam Abdul Rahman, and Muhammad Nazri Rostam. "What Are the Features of Quality for Arabic Teachers Agreed by Students and Teachers?" Journal of Education and E-Learning Research 7, no. 1 (March 10, 2020): 56–63. https://doi.org/10.20448/journal.509.2020.71.56.63.

Anggraini, Adela, Sutaman Sutaman, and Abdul Muntaqim al Anshory. "Teacher's Personality as a Motivation in Arabic Learning: A Systematic Review Based on Five Professional Teacher Personality Frameworks." Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya 9, no. 2 (December 2, 2021): 145–54. https://doi.org/10.23971/altarib.v9i2.3263.

Audina, Noor Amalina, and Mahfuz Rizqi Mubarak. "Strategi Metakognitif dalam Belajar Bahasa Arab di Era Pandemi Covid-19 : Analisis Persepsi Mahasiswa." Proceeding NATHLA : al-Nadwah al-'Alamiyyah fi Ta'lim al-Lughah al-'Arabiyyah 1, no. 1 (2020): 161–66. https://doi.org/10.23971/nathla.v1i1.175.

Bahruddin, Uril, Abdul Malik Karim Amrullah, and Noor Amalina Audina. "Constructivism in Maharah Kalam Lecture Using the Instagram Media: The Implementation, Problems, and Tertiary Students' Perceptions in Indonesia/Kontruktivisme dalam Perkuliahan Maharah Kalam Menggunakan Media Instagram: Implementasi, Problematika dan Persepsi Mahasiswa di Indonesia." Arabiyatuna : Jurnal Bahasa Arab 5, no. 1 (May 7, 2021): 127–40. https://doi.org/10.29240/jba.v5i1.2396.

Bahruddin, Uril, Syuhadak Syuhadak, and Sutaman Sutaman. "Iktisāb al-Lugah al-'Arabiyyah min al-Bī`ah al-Iṣṭinā'iyyah bi Jāmi'ah Maulānā Mālik Ibrāhīm Malang." LISANIA: Journal of Arabic Education and Literature 5, no. 1 (June 29, 2021): 71–87. https://doi.org/10.18326/lisania.v5i1.71-87.

Barnabas, Raden Ahmad, Zainal Rafli, and Yumna Rasyid. "Cognitive and Metacognitive Strategies in Arabic Listening Learning and Relationship with Students' Personality." Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban 6, no. 2 (December 20, 2019): 254–71. https://doi.org/10.15408/a.v6i2.11771.

Cohen, Anat, and Orit Baruth. "Personality, Learning, and Satisfaction in Fully Online Academic Courses." Computers in Human Behavior 72 (July 1, 2017): 1–12. https://doi.org/10.1016/j.chb.2017.02.030.

Cohen, Avraham, Marion Porath, Anthony Clarke, Heesoon Bai, Carl Leggo, and Karen Meyer. "Developing the Artistry of Teaching." In Speaking of Teaching…: Inclinations, Inspirations, and Innerworkings, edited by Avraham Cohen, Marion Porath, Anthony Clarke, Heesoon Bai, Carl Leggo, and Karen Meyer, 41–49. Rotterdam: SensePublishers, 2012. https://doi.org/10.1007/978-94-6091-787-5_6.

Felix, Cathrine V. "The Role of the Teacher and AI in Education." In International Perspectives on the Role of Technology in Humanizing Higher Education, edited by Enakshi Sengupta, Patrick Blessinger, and Mandla S. Makhanya, 33:33–48. Innovations in Higher Education Teaching and Learning. Emerald Publishing Limited, 2020. https://doi.org/10.1108/S2055-364120200000033003.

Holcomb, Zealure C. Fundamentals of Descriptive Statistics. London: Routledge, 2017. http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=1360546.

Huberman, Michael, and Matthew B. Miles. The Qualitative Researcher's Companion. SAGE, 2002.

Ilhami, Zera. "Persepsi Siswa Tentang Profesionalisme Guru Ditinjau Dari Kompetensi Pedagogik Terhadap Motivasi Belajar Bahasa Arab." Studi Arab 11, no. 2 (December 30, 2020): 115–28. https://doi.org/10.35891/sa.v11i2.2464.

Khumairoh, Riza. "Analisis Hubungan Latar Belakang Pendidikan dengan Kemampuan Berbicara Bahasa Arab Siswa Kelas X MAN 2 Kota Malang." Semnasbama (Seminar Nasional Bahasa Arab) IV 4, no. 0 (July 18, 2020): 42–48.

Kim, Lisa E., and Carolyn MacCann. "What Is Students' Ideal University Instructor Personality? An Investigation of Absolute and Relative Personality Preferences." Personality and Individual Differences 102 (November 1, 2016): 190–203. https://doi.org/10.1016/j.paid.2016.06.068.

Marlius, Yoni, Bambang Bambang, and Metsra Wirman. "The Efforts to Improve Students' Arabic Speaking Skills Through Language Environment Activation: A Study of Phenomenology." Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya 9, no. 1 (June 1, 2021): 35–48. https://doi.org/10.23971/altarib.v9i1.2585.

Mubarak, Mahfuz Rizqi. " تعليم مهارة الكلام على ضوء المدخل الاجتماعي في معهد دار اللغة والدعوة باسوروان جاوى الشرقية." Masters, Universitas Islam Negeri Maulana Malik Ibrahim, 2017. http://etheses.uin-malang.ac.id/9753/.

Mubarak, Mahfuz Rizqi, Ahmadi Ahmadi, and Noor Amalina Audina. "Kombinasi Strategi Bernyanyi dan Bermain: Upaya dalam Menumbuhkan Motivasi Mahasiswa Tadris Biologi (TBG) dalam Pembelajaran Bahasa Arab." ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab 3, no. 1 (April 30, 2020): 15–31. https://doi.org/10.17509/alsuniyat.v3i1.23996.

Mubarak, Mahfuz Rizqi, Noor Amalina Audina, Nurul Wahdah, Hamidah Hamidah, and Aulia Mustika Ilmiani. "Factors Influencing Motivation in Online Arabic Learning of Indonesian Older Man." Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature 4, no. 1 (May 10, 2021): 15–26. https://doi.org/10.22219/jiz.v4i1.15270.

Mukmin, Mukmin. "The Effect of Educational Background and Language Competence on Students' Arabic Language Motivation." Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban 6, no. 1 (June 12, 2019): 36–52. https://doi.org/10.15408/a.v6i1.10484.

Nakata, Yoshiyuki, Ryo Nitta, and Atsuko Tsuda. "Understanding Motivation and Classroom Modes of Regulation in Collaborative Learning: An Exploratory Study." Innovation in Language Learning and Teaching 0, no. 0 (November 26, 2020): 1–15. https://doi.org/10.1080/17501229.2020.1846040.

Rahayu, Sayogya Agung Puji. "Peran Kepribadian Guru Dalam Memotivasi Belajar Siswa." Vicratina: Jurnal Pendidikan Islam 4, no. 1 (July 13, 2019): 54–74. https://doi.org/Peran Kepribadian Guru dalam Memotivasi Belajar Siswa.

Ridlo, Ubaid. "Multiple Intelligences in Evaluation of Arabic Learning at Islamic Boarding School." Arabiyatuna : Jurnal Bahasa Arab 6, no. 1 (April 11, 2022): 125–46. https://doi.org/10.29240/jba.v6i1.3798.

Said, Said, Fatmawati Fatmawati, and Sulaeman Masnan. "Analisis Kompetensi Sosial Guru Bahasa Arab Dalam Meningkatkan Minat Belajar Siswa Bahasa Arab Pada Masa Pandemi Covid-19 Di Sma Muhammadiyah 1 Unismuh Makassar." Al-Maraji' : Jurnal Pendidikan Bahasa Arab 5, no. 1 (August 20, 2021): 1–17.

Sanjaya, Alfilia, Ag Bambang Setiyadi, and Feni Munifatullah. "The Comparative Study on Students' Speaking Ability of Analytical Exposition Text between Students with Extrovert and Introvert Personality through Role-Play Technique." U-JET 9, no. 3 (September 30, 2020): 269–81.

Sutrisno, Bejo, Yumna Rasyid, and Aceng Rahmat. "The Effect of Cooperative Language Learning and Personality Types Towards Essay Writing." English Review: Journal of English Education 6, no. 2 (June 10, 2018): 95–104. https://doi.org/10.25134/erjee.v6i2.1259.

Syarifuddin, Syarifuddin. "Total Quality Manajement (TQM) Sebagai Manajemen Mutu Alternatif Pada Program Studi Pendidikan Bahasa Arab." Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya 2, no. 1 (June 1, 2014): 21–34. https://doi.org/10.23971/altarib.v2i1.1531.

"Undang-Undang Nomor 14 Tahun 2005." Accessed September 7, 2021. https://jdih.kemenkeu.go.id/fulltext/2005/14tahun2005uu.htm.

Vetiana, Gautama Veri. "The Role of the Center for Language Improvement in Enhanching Speaking Skills of The Class One of The Modern Islamic Boarding School Darussalam Gontor at The Girls' Second Campuss (Ar)." Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya 7, no. 2 (December 22, 2019): 111–20. https://doi.org/10.23971/altarib.v7i2.1518.

Widodo, Handoyo Puji. "Methodological Considerations in Interview Data Transcription." International Journal of Innovation in English Language Teaching and Research 3, no. 1 (2014): 7. https://search.proquest.com/docview/1625463330?pq-origsite=gscholar&fromopenview=true.

Zhang, Li-fang. "Psychosocial Development and the Big Five Personality Traits among Chinese University Students." Learning and Individual Differences 23 (February 1, 2013): 163–67. https://doi.org/10.1016/j.lindif.2012.07.015.

This page belongs to the Arabiyatuna: Jurnal Bahasa Arab