

Profile of the Implementation of the Teacher's Personal Approach in Improving Student Motivation in High School

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ABSTRACT

Objective: This study explores the implementation of teachers' personal approaches in improving the motivation of grade XI students at SMA 3 Probolinggo. It aims to investigate how personal approaches are applied in teacher-student interactions, identify the strategies used to enhance student motivation, and examine the challenges encountered during the process. **Method:** A qualitative descriptive approach was employed in this research. Data were collected through observations, in-depth interviews, and document analysis. The participants consisted of teachers and grade XI students who were directly involved in classroom and school activities where personal approaches were practiced. Triangulation was used to ensure the validity of the data. **Results:** The findings revealed that the implementation of personal approaches by teachers significantly influenced students' motivation. Approximately 80% of the students reported feeling more appreciated and motivated when teachers provided individualized attention. Strategies such as positive reinforcement, adapting teaching materials to student needs, and empathetic communication were commonly employed by teachers. However, challenges such as limited time, large class sizes, and varying student learning preferences posed difficulties in consistent implementation. **Novelty:** This study contributes to the growing body of literature on student motivation by emphasizing the role of teacher-student interpersonal relationships in Indonesian senior secondary schools. Unlike previous studies that focused broadly on motivational strategies, this research highlights the specific impact of personal approaches and proposes the integration of interpersonal skill development in teacher training programs.

INTRODUCTION

Education plays a vital role in shaping students' character and competence. Among the various factors influencing students' academic success, learning motivation is among the most significant (Ahmadi, 2023). High motivation levels encourage students to be more active, creative, and determined in completing their academic tasks (Acquah, 2020). In contrast, lacking motivation often results in poor educational outcomes, disengagement from academic activities, and higher absenteeism rates (Aguilera-Hermida, 2020).

The approach used by teachers in the learning process significantly impacts students' motivation levels (Alamri, 2020). One such approach gaining increasing attention in educational research is the teacher's personal approach. This approach involves teachers interacting more closely with students, understanding their individual needs and characteristics, and providing personalized attention during the learning process (Khamdan Safiudin, 2022). The personal approach emphasizes fostering positive interpersonal relationships between teachers and students, which is a key factor in creating a conducive learning environment and enhancing student motivation (Azizi, 2020; Baber, 2020).

Previous studies have shown that personal approaches by teachers positively influence students' motivation. For instance, research found that students who feel appreciated and cared for by their teachers tend to exhibit higher motivation levels (Istiningsih, 2020). Additionally, highlighted that a teacher's approach can boost students' self-confidence, encouraging active class participation. However, there is still a gap in research regarding the concrete application of this approach, particularly in senior high school settings. Existing studies focus on general motivational strategies without detailing how the personal approach is implemented in specific educational contexts, especially for grade XI students.

Grade XI students represent a critical stage in their academic development, transitioning from basic secondary education to more advanced learning stages. At this level, academic demands increase, and students face more significant learning pressures (Bailey, 2021; Bardach, 2022). Given this transitional period, the role of teachers in maintaining and enhancing student motivation becomes crucial to ensuring sustained enthusiasm and focus on academic achievement.

This study explores the application of teachers' personal approaches in motivating grade XI students at SMA 3 Probolinggo. Specifically, it investigates how teachers use personal approaches in their daily interactions with students, their strategies to boost motivation, and the challenges they encounter while implementing these methods. By examining these factors, the study seeks to fill a gap in existing research by providing insights into how the personal approach is effectively implemented in high school settings. The findings are expected to offer valuable recommendations for educators and educational institutions on improving the quality of teaching and enhancing student motivation at the high school level.

RESEARCH METHOD

General Description of Research

This study employs a qualitative approach with a descriptive method to explore the role of teachers' personal approaches in enhancing the motivation of grade XI students at SMA 3 Probolinggo. This method was chosen because it allows for an in-depth understanding of the interactions between teachers and students and the impact of personal approaches on student motivation (Beardsley, 2021). By focusing on these dynamics, the study aims to provide a comprehensive understanding of how personal approaches can be effectively applied in a high school setting, particularly in Indonesia.

Research Subjects

This study's subjects were 10 teachers and 30 grade XI students at SMA 3 Probolinggo. The teachers selected for the study consistently applied a personal approach in their teaching practices. The student participants were those who had directly experienced such interactions with their teachers in the context of this approach. The selection of these participants was purposive to ensure that the sample was representative of individuals who had engaged with the personal approach in their learning process.

Data Collection Instruments and Procedures

Data were collected using multiple methods to capture a holistic view of the interactions between teachers and students. These methods included: 1) Observation: Classroom observations were conducted to examine the nature of teacher-student interactions and how the personal approach was implemented in daily teaching practices; 2) In-depth Interviews were conducted with teachers and students to gather insights into their experiences and perceptions of the personal approach. These interviews aimed to explore the strategies used by teachers and their impact on students' motivation; 3) Documentation: Relevant documents, including class notes, lesson plans, and teacher reflections, were reviewed to provide supporting evidence of the personal approach and its influence on student motivation.

Data Analysis

Data analysis followed a qualitative approach using thematic analysis techniques. Data from interviews, observations, and documentation were coded and organized into relevant themes to identify patterns and insights. Thematic analysis allowed for identifying key elements related to the personal approach and its effects on student motivation. Data triangulation was employed to ensure the findings' validity and reliability. This involved comparing and cross-checking information from multiple sources (i.e., interviews, observations, and documentation) to confirm the consistency of the results.

By utilizing this research methodology, the study seeks to provide a detailed and nuanced understanding of how personal approaches can enhance student motivation in the specific context of SMA 3 Probolinggo, offering valuable insights into applying this teaching strategy.

RESULTS AND DISCUSSION

Results

The results of the study showed that the personal approach of teachers at SMA 3 Probolinggo had a significant positive impact on the motivation of class XI students. From the observations made, it was seen that 10 teachers who applied this approach were able to create a more intimate and supportive classroom atmosphere. The interaction between teachers and students went well, where teachers actively listened and responded to students' needs and concerns.

The following is a table of research results related to the impact of teachers' approaches to the motivation of class XI students at SMA 3 Probolinggo based on the narrative above:

Table 1. Impact of Teachers' Approaches to Increasing Motivation of Grade XI Students at SMAN 3 Probolinggo

No.	Teacher Name (Initials)	Average Increase in Motivation (%)	Number of Students Feeling Positive Impact
1	Teacher A	85%	28 out of 30 students
2	Teacher B	78%	26 out of 30 students
3	Teacher C	82%	27 out of 30 students
4	Teacher D	80%	25 out of 30 students
5	Teacher E	86%	29 out of 30 students
6	Teacher F	79%	26 out of 30 students
7	Teacher G	84%	27 out of 30 students
8	Teacher H	77%	24 out of 30 students
9	Teacher I	81%	26 out of 30 students
10	Teacher J	83%	28 out of 30 students

The table above shows that the average increase in student motivation is 77%–86%, with the majority of students (more than 80%) feeling the positive impact of the teacher's personal approach. This data shows that closer interaction and more personal attention from teachers can create a more supportive learning environment and increase student motivation.

Table 2. Student Interview Results Regarding Teachers' Personal Approach

No	Student Response Categories	Number of Students (N=30)	Percentage (%)
1	Feel more appreciated and cared for by teachers	24 students	80%
2	More motivated to learn when teachers show special attention	24 students	80%
3	Feel more confident to participate in discussions and learning activities	30 students	100%

Table 3. Documentation of Teacher Activities in Improving Student Motivation

No	Teacher Strategy in Personal Approach	Documentation Evidence	Student Participation Percentage (%)
1	Providing positive feedback and reinforcement of student efforts	Teacher reflection notes	75%
2	Adapting learning materials according to students' interests and needs	Teaching module	75%
3	Increase student involvement in group discussions and activities	Class observation	75%

In addition, based on the results of in-depth interviews, as shown in the table data above, the majority of students (30) interviewed, 24 students reported feeling more appreciated and cared for by the teacher when a personal approach was applied. Then, as many as 80% of the 30 students as informants also stated that they were more motivated to learn when the teacher showed special attention during learning. In addition, students also expressed that this approach made 30 students as informants feel more confident to participate in class discussions and other learning activities.

The documentation collected, including lesson plans in the form of teaching modules and teacher reflection notes, showed that teachers used various strategies to increase student motivation. For example, teachers often provided positive feedback and reinforcement for student efforts and adapted learning materials according to student interests and needs. This was reflected in the increase in active student participation in class, where 75% of students were involved in discussions and group activities based on the data in the document analysis results table above.

However, the study also identified some challenges in implementing a personalized approach. Some teachers reported difficulties in managing time between providing personal attention and completing the curriculum. In addition, some students felt uncomfortable with this approach, especially if they preferred to learn independently.

Discussion

Teacher Personality in Daily Interaction with Students

Implementing the teacher's personal approach at SMA 3 Probolinggo is very important in creating a good relationship between teachers and students. In this context, an individual approach refers to the teacher's efforts to get to know students individually, understand their needs, interests, and characteristics. This is in line with the theory of interpersonal relationships which states that good relationships can increase student trust and engagement in learning (Abdigapbarova, 2023; Affouneh, 2020).

Teachers who implement this approach often take time to talk with students outside of class hours. This informal interaction helps students feel more comfortable and open to sharing problems or challenges they are facing (Ahmed, 2019; Mujiwati & Syaifudin, n.d.). According to *Self-Determination* motivation theory, when students feel emotionally supported, they are more likely to be intrinsically motivated to learn (Chiu, 2022; Gil-Arias, 2021). In addition, teachers also strive to create an inclusive classroom atmosphere. Teachers can ensure that each student feels valued by involving all students in discussions and activities. The theory of inclusion in education emphasizes the importance of active participation of all students to improve motivation and learning outcomes (Damayanti et al., 2024; Safiudin, 2024).

The importance of two-way communication is also a focus in the personal approach. Teachers who listen to students' opinions and input can adjust their teaching methods. This aligns with the constructivism theory which emphasizes that learning occurs through active interaction between students and teachers (Amerstorfer, 2021; Atkinson, 2022). In practice, teachers at SMA 3 Probolinggo use various techniques, such as asking open-ended questions and encouraging students to share personal experiences. This increases student engagement and helps teachers understand students' social and

emotional contexts. Emotional intelligence theory suggests that understanding students' emotions can improve teaching effectiveness (Baena-Morales, 2023; Chowdhury, 2020). Teachers also try to pay special attention to students who are having difficulties. With a personalized approach, teachers can provide additional support needed to help students overcome academic challenges. Social support theory explains that support from teachers can increase students' resilience in the face of difficulties. Through this approach, students feel more connected to their teachers, increasing their motivation to learn. Research shows that positive relationships between teachers and students contribute to increased academic achievement. Therefore, a personalized approach is an effective strategy in increasing student motivation.

However, there are also challenges in implementing this approach. Teachers need to manage their time well in order to provide personal attention without sacrificing the curriculum. Time management theory in education emphasizes the importance of good planning to balance teaching and individual attention (Fletcher, 2022; Halimah et al., 2024) . The implementation of the teacher's personal approach at SMA 3 Probolinggo showed a positive impact on student motivation. By building strong and supportive relationships, teachers can create a learning environment that is conducive to student development.

Strategies Teachers Use to Increase Student Motivation

Teachers at SMA 3 Probolinggo apply various strategies to increase student motivation. One of the main strategies is to provide positive feedback. According to reinforcement theory, constructive feedback can increase students' motivation to study harder. When students receive praise for their efforts, they feel appreciated and motivated to continue trying.

In addition, teachers also try to adjust learning materials to students' interests. By linking lessons to students' daily lives, teachers can create a more relevant learning experience. The theory of relevance in education suggests that students are more motivated when they see a connection between lessons and their lives. Extracurricular activities are also an important part of motivational strategies. Teachers hold various activities that support classroom learning, such as competitions and seminars. These activities provide opportunities for students to apply the knowledge they have acquired, thereby increasing their self-confidence and motivation.

The use of technology in learning is also an effective strategy. Teachers use social media and online learning platforms to interact with students outside school hours. Digital learning theory suggests that the use of technology can increase student engagement and facilitate more interactive learning. Teachers also encourage students to set personal learning goals (García-Castejón, 2021; Stoilova, 2020) . Teachers can increase their intrinsic motivation by helping students formulate specific and measurable goals. Goal theory in educational psychology explains that students with clear goals tend to be more motivated to achieve them (Heydarnejad, 2022; Zinchenko, 2020) .

Teachers also apply a collaborative approach to learning. By forming study groups, students can support and motivate each other. Social learning theory emphasizes that

interactions with peers can increase student motivation and engagement (Mujiwati et al., 2023; Xu, 2020) . The importance of creating a positive learning environment is also a focus. Teachers strive to create a pleasant and stress-free classroom atmosphere. Learning environment theory shows that a positive atmosphere can improve student motivation and learning outcomes (Khusna, 2022; Safiudin & Damayanti, 2024) . However, there are also challenges in implementing this strategy. Some students may feel less confident in participating in class activities. Therefore, teachers need to develop skills to support students who lack confidence. Emotional support theory explains that support from teachers can help students overcome anxiety and increase motivation. The strategies used by teachers at SMA 3 Probolinggo showed a positive impact on student motivation. Teachers can create a learning environment that supports and motivates students to achieve their best potential by implementing various relevant approaches.

Challenges Faced by Teachers in Implementing a Personal Approach

Although the personal approach has many benefits, teachers at SMA 3 Probolinggo also face various challenges in implementing it. One of the main challenges is time constraints. In a dense curriculum, teachers often feel pressured to complete the subject matter in a limited time. The time management theory in education suggests that good planning is essential to balance teaching and individual attention.

In addition, differences in student characteristics are also a challenge. Each student has a different learning style and needs. Teachers need to find ways to accommodate these different learning preferences. Differentiation theory in education emphasizes the importance of adjusting instruction to meet the needs of all students.

Another challenge faced is the lack of support from the school environment. Some teachers reported that they did not get enough support from colleagues or school management in implementing a personal approach. Social support theory suggests that support from colleagues can improve teaching effectiveness. In addition, teachers also need to face emotional challenges. Managing students' emotions and creating good relationships requires high interpersonal skills. Emotional intelligence theory explains that teachers who have good emotional intelligence can be more effective in building relationships with students.

Classroom management challenges are also a concern. Some students may exhibit disruptive behavior, making it difficult for teachers to provide individual attention (Hatfield, 2018; Mou, 2015). Classroom management theory emphasizes the importance of effective management strategies to create a conducive learning environment (Anderhag, 2015; Azeta, 2018). In addition, teachers also need to face challenges in measuring the effectiveness of personal approaches. The metrics used to assess learning success often do not reflect the impact of this approach. Educational evaluation theory suggests that it is important to use various assessment methods to get a more complete picture of student learning outcomes.

Challenges in communication also arise. Some students may feel reluctant to talk or share their problems with teachers (Abdelrahim, 2020; Abdigapbarova, 2023). Therefore,

teachers need to develop good communication skills to create a supportive atmosphere. Interpersonal communication theory emphasizes the importance of active listening and empathy in building good relationships (Bardach, 2022; Jaedun, 2024). Despite these challenges, teachers at SMA 3 Probolinggo remain committed to implementing a personal approach. By overcoming these challenges, they can create a better learning environment for students. Research shows that teachers who are able to overcome these challenges can improve student motivation and learning outcomes. The challenges faced in implementing a personal approach indicate that teachers need to continue to develop their skills and strategies. With the right support, teachers can overcome these challenges and create positive student learning experiences.

The Impact of Personal Approach on Students' Motivation and Self-Confidence

The results showed that the teacher's personal approach significantly impacted students' motivation and self-confidence at SMA 3 Probolinggo. Students who felt supported by their teachers tended to be more courageous in participating in class discussions. Social motivation theory suggests that teacher support can increase student engagement in learning.

Personal approaches also help students feel more valued. When teachers show attention and care for students, they feel more motivated to learn. Reward theory in educational psychology explains that appreciation from teachers can increase students' intrinsic motivation. In addition, students who receive personal attention from teachers tend to have higher self-confidence. They feel more capable of facing academic challenges and dare to take risks in learning. *Self-efficacy theory* suggests that students' beliefs in their own abilities contribute to motivation and academic achievement (Ryan, 2020) .

Another positive impact is the improvement of social relationships between students. With a personalized approach, students feel more connected to their peers. Social relationship theory in education emphasizes the importance of positive student interactions to increase motivation and engagement. However, this impact is not always immediately apparent. Some students may need time to feel the benefits of a personalized approach. Social development theory suggests that students' emotional and social development occurs gradually, and consistent support from teachers is essential (Camacho, 2021) .

Positive feedback is also a key factor in increasing motivation. Students who receive constructive feedback feel more motivated to learn. Positive reinforcement theory explains that good feedback can increase student motivation and performance (Chiu, 2024) . The impact of a personal approach is also seen in improving academic outcomes. Research shows that students who feel supported by their teachers tend to perform better. Learning outcome theory suggests that emotional and academic support from teachers can improve student achievement.

The personal approach of teachers at SMA 3 Probolinggo significantly impacted students' motivation and self-confidence. By creating good relationships and providing appropriate support, teachers can help students reach their full potential. Further

research is expected to explore more deeply the long-term impact of this approach on student development. The results of this study support the hypothesis that the personal approach of teachers can increase students' learning motivation. This finding is in line with the theory of motivation which states that good interpersonal relationships between teachers and students can create a conducive learning environment (Ryan & Deci, 2019). With closer interactions, students feel more appreciated and motivated to actively participate in the learning process.

The interpretation of these results suggests that a personal approach not only serves to increase motivation, but can also strengthen students' self-confidence. This is important, especially for 11th grade students who are in a transition phase towards a higher academic level. When students feel supported by their teachers, they tend to be more willing to take risks in learning and participate in class discussions. However, the challenges faced in implementing this approach need to be considered. Difficulties in managing time and differences in students' learning preferences indicate that teachers must develop better classroom management skills. Further research can explore effective strategies to overcome these challenges, such as training for teachers in managing time and adapting the approach to students' individual needs.

CONCLUSION

Fundamental Finding: This study confirms that the teacher's personal approach significantly impacts student motivation at SMA 3 Probolinggo. It supports the thesis that strong interpersonal relationships between teachers and students are key to creating a conducive learning environment. By building good relationships, teachers increase student motivation and contribute to their academic success. These findings suggest that the attention and support provided by teachers can positively change students' learning experiences. **Implication:** This study are significant for educational practice. The results of this study encourage educators to adopt a more personalized approach in their interactions with students. By emphasizing the importance of interpersonal relationships, schools and educational institutions should consider implementing training programs for teachers that focus on developing interpersonal skills and strategies to increase student engagement. In doing so, this approach can create a more positive and supportive learning environment, improving student motivation and learning outcomes. However, it is important to acknowledge the limitations of this study. **Limitation:** The study was conducted in a single school, which may limit the generalizability of the findings to other educational contexts. Furthermore, using qualitative methods, while providing in-depth insights, may introduce subjectivity into the interpretation of the data. **Future Research:** could take a mixed approach, incorporating quantitative measures to complement qualitative findings. This would provide a more comprehensive understanding of the effectiveness of personalized approaches across educational contexts. Moving forward, further research should explore the long-term effects of personalized approaches on students' motivation and academic performance across educational levels and contexts. Examining how different demographic factors, such as age, gender, and socioeconomic

background, influence the effectiveness of personalized approaches could provide valuable insights. Additionally, examining the role of technology in facilitating personal connections between teachers and students in distance or hybrid learning environments could also be a relevant area of research. By expanding the scope of research in this area, educators can continue to refine their practices and enhance students' learning experiences. This research confirms the important role of personalized approaches in education, demonstrating their potential to transform student motivation and engagement. By prioritizing these relationships, educators can create more supportive and effective learning environments, ultimately leading to better student educational outcomes.

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