



The Significance of Teacher Mastery of Student Psychology in Teaching and Learning Process

Husnul Khatimah¹, Aslin Antonius¹

¹English Education Department, Faculty of Teacher and Training, Muhammadiyah University of Makassar, Indonesia

*Corresponding Author: Husnul Khatimah



Article Info

Article history:

Received 25 September 2020

Received in revised form 01

October 2020

Accepted 03 October 2020

Keywords:

Psychological

Learning Process

Students Spiritual

Abstract

This study discusses teacher mastery of students' psychology in Learning process. Forms of the Student's (spiritual) Psychological Aspects Intelligence/level of Student Intelligence is the ability to react / adapt to the environment student attitude It is a tendency to respond in a relatively constant manner to all objects of people, goods, etc, both positively and negatively. The Role of teachers in fostering student Psychology important psychological factor in achieving learning success, every prospective teacher/professional teacher needs to have knowledge and understanding of intelligence so that they can understand the level of intelligence of their students. it can be interpreted that the role of the teacher in coaching students' psychology which includes internal aspects (intelligence, talents, attitudes, interests and motivation) as well as external aspects of students are very important.

Introduction

In the teaching and learning process, the teacher must master many things besides the material to be taught. Teachers as educators and mediators in educating the nation's life, especially for the nation's future generations, must have the ability to be more sensitive to the abilities of their students, both the students' abilities in learning and the difficulties of the students themselves.

Psychology in education must be needed and studied by educators because in this way they can approach their students with the aim of providing the knowledge they can. By knowing the development of children's psychology, the teacher will find it easier to find the right solutions and ways to develop and help the child in the teaching and learning process.

The student himself is an important factor in educational matters besides the education staff, namely the teacher. Students are students who want to gain knowledge and develop their abilities. In learning, children will feel many things, both physically and emotionally.

Factors that influence the development of children's learning consist of internal and external factors (Paradis, 2011). Other factors that affect the process of learning outcomes in each person are factors from outside and factors from within. External factors are in the form of instruments and environment, while internal factors are physiology and psychology where the urine psychology includes talents, interests, intelligence, motivation and cognitive abilities.

Child psychology greatly affects the success of a teacher's education and affects the results of the learning process itself (Durlak et al., 2011). Therefore, teachers are expected to be able to master things related to children's psychology so that the goals of the learning itself can be achieved. If the teacher only carries out his duties by providing knowledge or material in the classroom without considering the emotional and psychological conditions of the child himself, the results obtained in the learning will not be as optimal if the teacher understands the psychology of each student being taught by him.

Forms of the Student's (spiritual) Psychological Aspects

Macdonald (2004) stated that Intelligence / Level of Student Intelligence is the ability to react / adapt to the environment Student Attitude It is a tendency to respond in a relatively constant manner to all objects of people, goods, etc., both positively and negatively.

Student Talent is a potential ability that a person has to achieve success in the future (Csikszentmihalyi, 1997). Student Interest is a tendency / high enthusiasm for something and it is also a factor that affects the quality of student learning outcomes achievement in certain fields. (Kunter et al., 2013; Kember & Gow, 1994). Student Motivation is a situation where it encourages someone or humans to do something that can come from within or outside. To achieve this, all teachers are required not only to know and understand the conditions of the students, but teachers are required to have teacher competence which is better known as professional teachers. The competency standards of teachers as learning agents are as follows: (1) Pedagogic competence, (2) Personality competence, (3) Professional competence and (4) Social competence.

The Role of Teachers in Fostering Student Psychology

Level of Student Intelligence

According to Stamberg (2000) intelligence is the most important psychological factor in the student learning process, because it determines the quality of student learning. The higher the student's intelligence level, the greater the chance for the student to be successful in learning and vice versa. Therefore there needs to be guidance from parents, teachers, and others. As an important psychological factor in achieving learning success, every prospective teacher / professional teacher needs to have knowledge and understanding of intelligence so that they can understand the level of intelligence of their students (Aronson et al., 2002; Weiler, 2005).

Student Attitudes in the learning process, students' attitudes can influence the learning process (Byers et al., 2018). The student's attitude can be happy or unhappy with the material being taught or the teacher himself. Therefore, as a teacher, you should try to be a professional and responsible teacher for her profession and she should have an empathic, patient and sincere attitude to her students, trying to present the lessons she mastered and attracting students so that they make students happy with the lesson he feels that the lesson has benefits for the students themselves

Student Talents

Approach from Jolly & Hughes (2015) that each student has different talents or potentials in achieving learning achievement according to their respective abilities. If these students develop their talents, they will easily absorb information and develop their skills. So every parent and teacher should provide support for the talents or potentials possessed by these students and not force these students to choose majors that are not in accordance with their talents / potential.

Student Interest To generate interest in student learning, there are many ways that can be used, namely: (1) First, by making the material to be studied as interesting as possible and not boring, both from the form of material books, learning designs that free students to explore what is being learned, involves all student learning domains (cognitive, affective, psychomotor) so that students become active, as well as interesting teacher performance when teaching. (2) Second, choosing a department or field of study, in this case it is a good step if the department or field of study is chosen by students according to their interests.

Student Motivation In the learning process, motivation has a more effective influence, because intrinsic motivation is relatively longer and does not depend on external motivation which is

included in intrinsic motivation to learn, including: (a) The urge to curiosity and want to explore the wider world . (b) The existence of positive and creative traits that exist in humans and the desire to progress. (c) There is a desire to achieve achievement so that it gets support from important people, for example parents, siblings, teachers, or other friends. (d) There is a need to master knowledge or knowledge that is useful for himself and others.

Motivation that comes from outside the student is called extrinsic motivation, such as praise and gifts, rules, school rules, role models of teachers, parents, and so on, all of which are concrete examples of extrinsic motivation that can help students learn (Keller, 2009).

The Signification of Teacher Mastery of Student Psychology in Teaching and Learning Process

Defined by Hoy & Spero (2005) that intelligence, every prospective teacher and professional teacher should be aware that the extraordinary intelligence of students, whether positive, such as superior or negative, such as borderline, usually creates learning difficulties for the students concerned. The phenomenon that often occurs in the educational environment is that on the one hand, highly intelligent students will feel that they do not get adequate attention from school because the lessons presented are too easy for them. As a result, they become bored and frustrated because the demands of their curiosity needs feel unfairly dammed. On the other hand, students who are very stupid will feel very lousy following the course of the lesson because it is too difficult for him. Because of that the student is very depressed, and finally feels bored and frustrated as experienced until he is an extraordinarily positive colleague. To help students who are intelligent, it is better for the teacher to raise his class a notch higher than his current class. And so on until he gets a class whose subject difficulty level matches his intelligence level. Helping students whose intelligence is below normal, an action that is considered wiser is to transfer the student to a special educational institution.

This attitude of the teacher not only masters the materials contained in the field of study, but is also able to convince students of the benefits of the field of study for their lives and explain the importance of norms / values and their benefits in life, then make them uphold high, respect and love him who further practice it. By ensuring the benefits of a particular field of study, students will feel a need for it, and from that feeling of need it is hoped that a positive attitude will emerge towards that field of study as well as towards the teacher who teaches it. And it will all be realized, if the educators in the school are human beings who have complete and good personalities, who support the values they teach by becoming real for their students.

Talent basically, everyone has the talent or potential to achieve learning achievement according to their respective abilities. Individuals who already have certain talents will more easily absorb all information related to their talents. Because learning is also influenced by the potential of each individual, educators, parents, and teachers need to pay attention to the talents possessed by their children or students, among others by supporting, participating in developing, and not forcing children to choose majors that are not in accordance with talent. If a person's talent is in accordance with the field he is studying, then that talent will support his learning process so that he is likely to succeed

Interest has a big effect on learning, because if the learning material is not in accordance with the student's interest, the student will not study as well as possible because there is no attraction for him. If there are students who are less interested in learning, then the teacher can make an effort so that he has a greater interest in a way, first explains things that are interesting and useful for life as well as things that are related to ideals and their relation to the subject matter

learned. Second, the selection of majors or fields of study. In this case, it would be nice if the department or field of study was chosen by students according to their interests.

Motivation In educational interactions not all students are motivated for certain fields of study. The motivation of students to accept certain lessons varies, there are students who have high motivation, some are moderate, and some have very little motivation. This needs to be realized by the teacher in order to provide varied motivation to students. If there are students who are less motivated to learn, the role of extrinsic motivation that comes from outside the students is very necessary. This extrinsic motivation can be given in the form of rewards, praise, gifts, and so on. The task of the teacher now is how to create educational interactions that can encourage curiosity, want to try, be independent, and want to get ahead of the students to grow and develop, which ultimately supports the brilliant success of teaching. Teachers should be able to encourage students to be enthusiastic and active in learning." In an effort to provide motivation, teachers can analyze the motives behind students being lazy to learn and their lower achievement in school. Thus the role of the teacher as a motivator is very important in educational interactions, because it involves the essence of educational work that requires social skills, regarding performance in personalization and self-socialization (Selvester & Summer, 2005).

Conclusion

Through this discussion, it can be interpreted that the role of the teacher in coaching students' psychology which includes internal aspects (intelligence, talents, attitudes, interests and motivation) as well as external aspects of students are very important. Teacher mastery of student psychology is very significant, because for a teacher who carries out his duties as an educator and teacher by having predetermined potentials or criteria, it can be seen that the teaching and learning process can take place effectively and efficiently.

References

- Aronson, J., Fried, C. B., & Good, C. (2002). Reducing the effects of stereotype threat on African American college students by shaping theories of intelligence. *Journal of experimental social psychology*, 38(2), 113-125.
- Byers, T., Imms, W., & Hartnell-Young, E. (2018). Comparative analysis of the impact of traditional versus innovative learning environment on student attitudes and learning outcomes. *Studies in Educational Evaluation*, 58, 167-177.
- Csikszentmihalyi, M., Rathunde, K., & Whalen, S. (1997). *Talented teenagers: The roots of success and failure*. Cambridge University Press.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child development*, 82(1), 405-432.
- Hoy, A. W., & Spero, R. B. (2005). Changes in teacher efficacy during the early years of teaching: A comparison of four measures. *Teaching and teacher education*, 21(4), 343-356.
- Jolly, J. L., & Hughes, C. E. (2015). The educational experience for student with gifts and talents.
- Keller, J. M. (2009). *Motivational design for learning and performance: The ARCS model approach*. Springer Science & Business Media.

- Kember, D., & Gow, L. (1994). Orientations to teaching and their effect on the quality of student learning. *The Journal of Higher Education*, 65(1), 58-74.
- Kunter, M., Klusmann, U., Baumert, J., Richter, D., Voss, T., & Hachfeld, A. (2013). Professional competence of teachers: Effects on instructional quality and student development. *Journal of Educational Psychology*, 105(3), 805.
- MacDonald, D. (2004). Collaborating with students' spirituality. *Professional School Counseling*, 293-300.
- Paradis, J. (2011). Individual differences in child English second language acquisition: Comparing child-internal and child-external factors. *Linguistic approaches to bilingualism*, 1(3), 213-237.
- Selvester, P. M., & Summers, D. G. (2015). *Socially responsible literacy: Teaching adolescents for purpose and power*. Teachers College Press.
- Sternberg, R. J. (Ed.). (2000). *Handbook of intelligence*. Cambridge University Press.
- Weiler, A. (2005). Information-seeking behavior in generation Y students: Motivation, critical thinking, and learning theory. *The journal of academic librarianship*, 31(1), 46-53.