

The Effect of The Teachers' Inspirational Behavior on The Students' Self-Directed Learning

Agus Prianto^{1,*}, Riful Hamidah², Achmad Soedarto³, Retno Sri Hartati⁴,
Dian Khoirun Nisak⁵

¹Economic Education Department, STKIP PGRI Jombang, Indonesia

²SMK N 1 Magetan, Indonesia

³SMK PGRI 1 Giri Banyuwangi, Indonesia

⁴SMK N 1 Jombang, Jl. Dr. Sutomo 15 Jombang, Indonesia

⁵Postgraduate School of Economic Education, STKIP PGRI Jombang, Indonesia

*Corresponding email: agustkip@gmail.com

Received: 18 February 2021

Accepted: 24 March 2021

Published: 18 April 2021

Abstract: The Effect of The Teachers' Inspirational Behavior on The Students' Self-Directed Learning. Objectives: This study intends to examine the effect of the teachers' inspirational behavior on the students' self-directed learning. **Methods:** The data analysis use a descriptive approach to describe the teacher's inspirational behavior and the level of student's self-directed learning. This study used analysis of variance and regression techniques to examine the relationship between inspirational behavior and self-directed learning. **Findings:** Several indicators of inspirational behavior that have a dominant influence in forming students' self-directed learning, namely: the ability of teachers to stimulate students, to create an exciting learning atmosphere, to motivate students, to deliver up to date material, and to carry out learning innovatively and creatively. **Conclusion:** This study concludes that the teachers' inspirational behavior has a positive effect on the students' self-directed learning.

Keywords: Inspirational behavior, ability to stimulate, motivation, self-directed learning.

Abstrak: Pengaruh Perilaku Inspiratif Guru terhadap Self-Directed Learning Siswa. Tujuan: Penelitian ini bermaksud untuk mengkaji pengaruh perilaku inspiratif guru terhadap kemandirian belajar siswa. **Metode:** Teknik analisis data menggunakan pendekatan deskriptif untuk menggambarkan perilaku inspiratif guru dan tingkat kemandirian belajar siswa. Teknik analisis varian dan regresi digunakan dalam penelitian ini untuk menguji keterkaitan antara berbagai indikator perilaku inspiratif dan berbagai indikator kemandirian belajar. **Temuan:** Beberapa indikator perilaku inspiratif yang berpengaruh dominan dalam membentuk kemandirian belajar para siswa, yaitu: kemampuan guru dalam menstimuli para siswa, menciptakan suasana belajar yang menyenangkan, memotivasi para siswa, menyampaikan materi pelajaran yang terbaru, dan melaksanakan pembelajaran inovatif dan kreatif. **Kesimpulan:** Penelitian ini menyimpulkan bahwa perilaku inspiratif guru berpengaruh positif terhadap tumbuhnya kemandirian siswa dalam belajar.

Kata kunci: Perilaku inspiratif, kemampuan merangsang, motivasi, pembelajaran mandiri.

To cite this article:

Prianto, A., Hamidah, R., Soedarto, A., Hartati, R, S., & Nisak, D, K. (2021). The Effect of The Teachers' Inspirational Behavior on The Students' Self-Directed Learning. *Jurnal Pendidikan Progresif*, 11(1), 112-128. doi: 10.23960/jpp.v11.i1.202110.

■ INTRODUCTION

A teacher is one of the professions that cannot be replaced when the phenomenon of disruption triggered by the rapid development of digital technology engulfs all countries in the world. At the beginning of the emergence of digital technology, such as the presence of Google which can be used to search various types of data and information; many observers worry that the role of teachers will be replaced by this digital device. But this concern was immediately eroded by itself, because not only educational activities are related to the transfer of knowledge, but moreover they also deal with the transfer of values, attitudes, and character development to strengthen the personality.

Educational activities intended to reinforce values, attitudes, characters, and build personality cannot possibly be carried out by a soulless entity. Digital technology is a neutral device. It can be good if it is used for positive activities. But at the same time, it can also be bad; if it is used for negative activities. Adults who have established beliefs and personalities may be able to take advantage of the existence of digital technology for positive purposes. On the other hand, children who are in the process of growth and development, and do not yet fully understand what is good and what is bad; then maybe they will fall into a puddle of ugliness. Technology will never be able to direct children to take only the good things, and ignore the bad. In short, technology will never be able to educate children.

Thus, educational activities can not be separated from the existence of a teacher who is able to accompany, invite, direct, persuade, strengthen students with a heart-to-heart approach. Education cannot be given to soulless inanimate objects. Because how can we build souls only through soulless objects? Therefore, the teaching profession is one of the few professions that at present cannot be replaced

by a robot, no matter how smart a robot is. The teaching profession will not be disrupted by technological sophistication.

In developed countries, where technology has penetrated various niches of people's lives; it is almost impossible for the teacher's work to be disrupted or automated by technological devices. It is the teacher who must master these technological devices to support their duties in teaching and educating students. The latest data from developed countries, such as in Australia; shows that the automation risk level of teacher profession is only 1%. The teacher profession in a country like Australia is given a "totally safe" rating, it means that it is "irreplaceable" (<https://willrobotstakemyjob.com/25-3099-teachers-and-instructors-all-other>). If the teacher profession in a developed country as Australia cannot be replaced by technological instruments, moreover in Indonesia where most of its citizens do not fully have adequate technological literacy.

The question is, what should the teachers do when their existence is not replaced by any party? The general answer that we usually hear is the demand for teachers to be able to appear as professional figures. Professional teachers are teachers who have intellectual, emotional and spiritual abilities and have skills that can create optimal learning outcomes, have sensitivity in reading the signs of the times, have intellectual insight and think forward, and are never satisfied with existing knowledge to themselves. Referring to Law No. 14/2005 on teachers and lecturers, professional teachers must have 4 competencies, namely, pedagogical, personal, professional, and social competencies.

Several previous experts and researchers have provided one key sentence to describe the figure of a professional teacher, namely an inspiring teacher (Burke & Nierenberg, 1998; Gilson, et al., 2002; Day, 2004; Richards, 2004; Collins, 2006; Bryson & Hand, 2007; McGuey &

Moore, 2007; Erwin, 2010; Mart, 2013; Bruns & Luque, 2014; and Sammons, 2016). The various studies of these experts agreed that these inspirational teachers were believed to have the qualified ability to develop a great generation, who would also have the opportunity to inspire the next generation to contribute in improving the quality of life (Trash, et al., 2010a). Education is a very strategic long-term investment in human resources in preparing candidates of future generations. All countries in the world place education as the main pillar of the nation's progress. One of the important actors in educational activities that aim to prepare candidates of future generations is the teacher. This study intends to examine the extent to which the teacher's role in inspiring students and to become independent learners. This study is considered to have an urgent value, because independent learning is a key factor that will enable students to keep up with the fast-moving developments of science and technology (Patterson, et al., 2002; Arpanantikul, et al., 2006; Williams & Brown, 2013; Malison & Thammakoranonta, 2018). Learning independent is also an absolute prerequisite for students to study independently in the pandemic era, which requires them to study at home. This study is also to answer the question of the extent to which teachers and students are able to implement the concept of "freedom of learning".

Inspirational Behavior of Teachers in Learning Activities

Inspirational teaching and learning activities will be characterized by the existence of teaching and learning activities with the following characteristics: (1) the teacher is able to stimulate students to seek and explore more about various materials that have been taught by the teacher (stimulating), (2) the teacher is able to motivate students to study hard, without being affected by

any rewards or awards; they learn solely for the fulfillment of their desire to learn and self-satisfaction (motivating), (3) the teacher is able to make students find passionate in learning, makes students excited to master what is learnt and dedicated to the good friends, family, the environment, and their world (exciting), (4) the teacher is able to make students fascinated with what he has taught, so that students are willing to continue to learn it again at another time, including in their spare time when they are in the school environment (captivating), the teacher is able to make students have a deep belief that education will have an impact on the quality of life, their lives, and the lives of those around them (effective) (Constantinou, 2015). How the teachers are able to appear as an inspirational figure? Palmer (1998) stated that Teachers' success in implementing teaching and learning activities is not only determined by good mastery of teaching techniques, but moreover; personality and integrity are very decisive factors for teachers to inspire students. Meanwhile, Steele (2011) stated that to be an inspirational figure, a teacher must master the subject matter, be able to explain subject matter to students, and be able to control student activities to focus on learning activities. Thus, it can be said that in order to appear as an inspirational figure, the teacher must have strong self-integrity, a strong personality, and be supported by mastery of knowledge and skills in the field of education. Alang (2014) called it as a combination of spiritual, emotional, and intellectual intelligence. Sammons, et al. (2016) identified an inspirational teacher has characteristics of personality and capacities. From the personality dimension, an inspirational teacher is characterized by the following characteristics: (1) having a high desire or passion in carrying out their professional duties. Desire is indicated by a strong tendency or desire from an activity a person likes and it is important, and therefore the teacher

is willing to sacrifice energy and time for that activity (Carbonneau, et al. (2008). Specifically, Fried (2001) explained a teacher who has passion is likened as someone who falls in love with the field of knowledge, is really moved to propose ideas changing the world, they are very interested in the various dynamics and problems on the students who come to class every day, (2) having a strong high will of keep learning, (3) having high self-confidence when carrying out assignments, (4) being able to relax and appear as a pleasant person while carrying out tasks, making students feel happy, calm, and courageous to carry out learning activities. The inspirational teacher usually has high emotional intelligence, which is able to influence and condition students to learn, and (5) being discipline and having high respect for the profession and students. High self-respect for the profession and students will be able to generate sincerity, integrity, honesty, seriousness, and strenght of teachers in carrying out learning activities. Inspirational teachers always position their profession as a calling. It can never be subdued by material magnitude (Garrison & Liston, 2004). Inspirational teachers are those who make big changes in life (Thrash, & Elliot, 2004; Mart, 2013). The beliefs and actions of inspirational teachers are able to make students realize how important inner values which are able to bewitch those who are inspired to take big leaps, far beyond their potential. From the dimension of capacity, Fried (2001), Thrash, & Elliot (2004); Day (2004), Collins (2006), Bryson & Hand (2007), Mart (2013), and Sammons, et al. (2016) explained that inspiring teachers are characterized by the following characteristics: (1) being able to build positive relationships with students, care about life development, and their learning communities, (2) being able to manage the classroom well, (3) being able to build a positive learning atmosphere, (4) being able to provide feedback for student

learning activities, (5) having a meaningful learning experience to develop learning activities, (6) being able to motivate and engage students in learning at a high level, (7) fostering students' enthusiasm for learning, (8) being driven to create innovation and creativity in learning, (9) being able to follow and update knowledge and skills according to the times, (10) having good communication skills, (11) being able to reflect on learning activities that have been implemented for improvement in the next lesson, (12) being able to collaborate with fellow educators in building an learning atmosphere that allows students to learn better.

Student's Self-Directed Learning (SDL)

SDL is any increase in knowledge, skill, accomplishment, or personal development that an individual selects and brings about by his or her own efforts using any method in any circumstances at any time (Gibbons, 2002). Furthermore, Gibbons (2002) describes the SDL elements, as follows: (a) Student control over as much of the learning experience as possible, (b) Skill development, (c) Students' learning to challenge themselves to their best possible performance, (d) Student self-management — that is, management of themselves and their learning enterprises, and (e) Self-motivation and self-assessment. Learning independent is the main characteristic in SDL.

According to Dickinson (1995), the characteristics of students who are able to become independent learners are characterized by having sufficient capacity to become active learners and be independent during learning activities. Meanwhile, according to Benson & Voller (1997) there are five categories explaining independent learning, namely: a situation where students are able to learn on their own, students have the ability to direct themselves in learning activities, students have the talent to become independent learners, students feel that they have

responsibility for their own learning activities, and students feel they have the right to determine their learning activities independently. To reach the peak of learning, it requires a long process.

The teacher must help students to develop gradually, from the stage of depending on the teacher to the stage of independent learning. As the old Chinese saying goes, “Give a man a fish, and you feed him a day; teach him how to fish, then he will last all his life”. One popular Confucian teaching also states, “show someone one corner in a box; then he will be able to find 3 other angles”. This Chinese proverb and Confucian teachings explain the importance of an inspirational teacher who can encourage students to become independent learners. A study conducted by Scharle and Szabo (2000) states that students will succeed in their learning activities if they have a responsible attitude towards their learning activities. Meanwhile the study conducted by Eyob (2008) states that students who are responsible for their learning activities will encourage them to consistently reflect on what they have learned, why they should study it, and with what level of success; and their learning becomes fully part of their life purpose.

Hedge (2000) mentions the characteristics of students who have independent learning, namely: (1) understanding what the learning objectives are, and together with the teacher trying hard to make them happen, (2) being motivated to continue learning well in the classroom (in lesson hours) and outside the classroom (outside class hours), (3) being encouraged to develop understanding of the material studied in the classroom, (4) being able to optimize learning resources optimally, (5) thinking actively during the learning process, (6) being actively able to make adjustments to learning methods to achieve optimal learning outcomes, (7) being able to manage study time effectively and efficiently, (8) not entirely

dependent on the teacher during the learning process. Meanwhile, according to Wenden (1991) independent learning is characterized by: (1) being able to control learning activities, (2) having strong learning motivation, (3) willing to take risks, (4) actively working on assignments, (5) actively looking for subject matter, how to learn the material, and the tasks that must be done, (6) completing tasks with high standards.

Student learning independent will be formed if the teacher is able to establish good relationships with students. If the relationship between teachers and students is based on mutual trust, it will make students feel comfortable in learning, so that they will continue to be motivated to learn independently. In such conditions, the teacher does not dominate the learning activities, and students also do not act passively during the learning process. Teachers have a more role to challenge and assist students in developing themselves to be independent learners (Benson & Voller, 1997).

Independent Learning is also marked by the activeness of students in learning activities. Students are said to be active in learning or become a self-directed learner (Ayyildiz & Tarhan, 2015), if they meet the following criteria: (1) students are more involved in learning activities, not just as listeners during learning, (2) students develop higher order thinking skills (analysis, synthesis, evaluation), (3) Students are involved in learning activities including reading, having discussion, and writing ideas, (4) Students actively convey ideas, views, attitudes, and assessments of various things being learned (Bonwell & Eison, 1991; Michael, 2006; Hartikainen, et al., 2019). By paying attention to various studies on inspirational teachers and students' independence in learning, it can be seen that there is a theoretical relationship between the two variables. Inspirational teachers are able to arouse the will and ability of students in learning.

Students who have the willingness and ability to learn will enable them to become independent learners, which is the main capital in achieving success in learning and in developing their careers later when they become adults.

■ METHODS

This research was conducted on 12th grade students of secondary schools in 8 cities in East Java, including: Surabaya, Jombang, Malang, Madiun, Kediri, Jember, Banyuwangi, and Magetan. By paying attention to the aspect of maturity in responding to something, what is determined as the unit of analysis in this study is the students at the final level of secondary school. In accordance with the period of development and maturity, students at this level are on average 18-19 years old and are considered to be able to provide an objective response to themselves and their environment (Jahja, 2011).

The researchers determined the research sample by combining purposive sampling and accidental sampling techniques (Scheaffer, 1995).

Each region was determined by 20 respondents, taking into account the balance of respondents between private schools and state schools. The first twenty respondents who responded to a questionnaire in the google form and the backgrounds of state and private schools as sample members. Thus, the total sample are 160 students.

The data collection was conducted by researchers by asking students for responses as long as they were involved in learning activities. Various studies and previous research results explain that students can be asked to provide an attitude scale to describe the teacher's appearance during learning activities (Liaw & Goh, 2003; Berk, 2005; Spooren & Mortelmans, 2006; Goe, et al., 2008; Little, et al., 2009; Yeoh, et al., 2012; Jimaa, 2013).

Measurement of teachers' inspirational behavior and students' self-directed learning by paying attention to various indicators derived from various theoretical studies and previous research studies, as shown in table below:

Table 1. Indicators of inspirational behavior (IB) and self-directed learning (SDL)

Variable	Indikator	Reference
Inspirational Behavior	The ability to stimulate students (IB-1)	Palmer, 1998;
	High integrity, vigorously in teaching (IB-2)	Fried, 2001;
	Making fun learning (IB-3)	Thrash, & Elliot,
	Make students enamored with the material (IB-4)	2004; Day, 2004;
	Ability to motivate students (IB-5)	Collins, 2006;
	Confidence (IB-6)	Bryson & Hand,
	The subject matter is up to date (IB -7)	2007; Mart, 2013,
	Appear relaxed and fun (IB-8)	Constantinou,
	Carry out innovative and creative learning (IB-9)	2015; Sammons,
	Provide feedback to students (IB-10)	2016;
Self-directed learning (SDL)	Self-motivation and self-assessment (SDL-1)	Bonwell & Eison,
	Doing tasks with high standards (SDL -2)	1991; Wenden,
	Feeling happy and enjoying learning activities (SDL -3)	1991; Dickinson, 1995; Benson &

Self-directed learning	Responsible for learning activities (SDL -4)	Voller, 1997; Scharle and Szabo, 2000; Hedge, 2000; Patterson, et.al., 2002; Gibbons, 2002; Arpanantikul, et al., 2006; Eyob, 2008; Williams & Brown, 2013; Ayyildiz & Tarhan,2015; Malison &Thammakoranont a, 2018; Hartikainen, et al., 2019
	Reflecting themselves on learning activities (SDL-5)	
	Being aware of the learning objectives (SDL-6)	
	Being encouraged to continue learning inside/ outside the classroom (SDL-7)	
	Optimizing learning resources (SDL-8)	
	High-level thinking during learning (SDL-9)	
	Self-management (SDL-10)	

The researchers developed the questionnaire with Likert rating scale model (the lowest score is 1, the highest score is 5) to explore various data about the teachers' inspirational behavior and the students' self-directed learning. The validity and reliability test of the questionnaire was given to the public high school and the private high school students in the cities of Jombang, Surabaya and Malang; 30 students were taken

from each city. The researcher determined one of the questionnaire statements of each indicator that had the best validity which was used as a research instrument to obtain data on the teachers' inspirational behavior and the students' self-directed learning. Table 2 shows the results of the validity and reliability test of the research instrument developed by the researcher.

Table 2. The research questionnaire validity and reliability

Variable	Statement	Validity coefficient	Reliability coefficient
Inspirational Behavior (IB)	My teacher was able to encourage me to study hard	0.811*	0.845**
	My teacher is passionate about teaching, and makes me excited in learning	0.823*	
	My teacher teaches in a fun way, and makes me happy in learning	0.885*	
	I feel interested with the subject matter presented by the teacher	0.802*	
	My teachers are always able to motivate me in learning	0.822*	
	My teacher was able to inspire the students' confidence	0.799*	
	The teacher always delivers up to date		

	subject matter, which makes me even more motivated to study it	0.798*	
	The teacher teaches in a relaxed and pleasant atmosphere, which makes me happy to learn	0.889*	
	My teacher teaches with an innovative and creative approach, which makes me even more interested in the subject matter	0.834*	
	My teacher always provides feedback on assignments that I have done	0.896*	
Self-directed learning (SDL)	I feel that I have a strong motivation to learn	0.887*	
	I am driven to do my job well	0.889*	
	I feel very happy and really enjoy in my learning activities	0.839*	
	I am aware and responsible for my learning activities	0.888*	
	I always reflect on the learning activities that I have done	0.824*	
	I understand what my learning goals are	0.854*	0.853**
	I have always been driven to learn both in class and outside of the classroom	0.811*	
	I am driven to optimize the facilities and learning resources that I have	0.823*	
	I always try to understand the subject matter and try to make connections with various issues that occur in society	0.799*	
	I used the time to study well, and was able to achieve the targets I set	0.798*	

*) valid, **) reliable

Measurement of the teachers' inspirational behavior gradations and the students' self-directed learning is carried out by using assessment guidelines with the range score, as follow: 1.00 - 1.80 (very low), 1.81 - 2.60 (low), 2.61 - 3.40 (moderate), 3.41 - 4.20 (high), 4.21 - 5.00 (very high).

Descriptive analysis was carried out to describe the gradation of teacher inspirational behavior and the students' self-directed learning. Correlation analysis between indicators is carried out to identify various indicators of inspirational behavior that have a strong influence on indicators of self-directed learning. Overall, the relationship between inspirational behavior and self-directed learning was analyzed by using a linear regression model.

■ RESULTS AND DISCUSSION

Based on the results of descriptive analysis describing the level of the students' self-directed learning and the teachers' inspirational behavior, it is known various information that are presented in table 3 and table 4. Overall, students have a high and very high level of self-directed learning. Based on the location of residence, students who have very high self-directed learning are in 6 cities, including: Jombang, Madiun, Kediri, Jember, Banyuwangi, and Magetan.

Based on the school status, there is a difference in self-directed learning between students with state school backgrounds and students with private school backgrounds. This is possible because the academic background abilities of students who study in state schools

are better than those in private schools. Typically, students who are admitted to state schools are those who have passed the selection with the minimum academic ability standards set by each school. Meanwhile, students who are in private schools are usually those who do not pass the

selection in state schools. This also reveals the existence of an interdependency relationship between the level of the students' self-directed learning and the students' academic achievement. The complete information of the students' levels of self-directed learning can be seen in table 3.

Table 3. Average of Self-Directed Learning (SDL)

Location of Students	School Status	Score of SDL	Description
Surabaya	State	4.18	High
	Private	4.00	High
Jombang	State	4.33	Very high
	Private	4.02	High
Malang	State	4.12	High
	Private	4.07	High
Madiun	State	4.35	Very High
	Private	4.05	High
Kediri	State	4.34	Very High
	Private	4.06	High
Jember	State	4.24	Very High
	Private	4.17	High
Banyuwangi	State	4.38	Very High
	Private	4.23	Very High
Magetan	State	4.39	Very High
	Private	4.03	High

This research also revealed the level of the teachers' inspirational behavior perceived by students, as presented in table 4. Overall students in state schools gave a score of the teachers' inspirational behavior in the very high category. Meanwhile, students in private schools gave a score of the teachers' inspirational behavior in the high category. This result is a subjective assessment from students, so it is certainly very much influenced by the background of the students' academic abilities and learning abilities. This study also revealed a pattern of interdependency relationships between the perceived inspirational behavior of teachers and the students' level of self-directed learning.

The score level of the teacher inspirational behavior assessed by students basically also describes the ability of students to give appreciation and understand the lesson taught by teachers. The students' level of appreciation for the teacher inspirational behavior also illustrates the students' ability to understand the lesson. Thus, the research reveals that teachers in state schools are perceived to be more inspirational than teachers in private schools, this does not necessarily reflect the ability of teachers, both in state and private schools, in inspiring their students. Therefore, previous researchers involving students as a source of information to assess the effectiveness of learning carried out

by teachers have always suggested the need to carry out continuous research in order to obtain data that can be seen the level of consistency (Abrami, et al., 1990; Marsh, et al., 2002; Marsh, 2007; Jimaa, 2013).

Table 4. Average of Teacher Inspirational Behavior

Location of Students	School Status	Inspirational Score	Information
Surabaya	State	4.23	Very High
	Private	3.98	High
Jombang	State	4.27	Very High
	Private	3.97	High
Malang	State	4.24	Very High
	Private	4.02	High
Madiun	State	4.31	Very High
	Private	4.01	High
Kediri	State	4.29	Very High
	Private	4.01	High
Jember	State	4.22	Very High
	Private	4.13	High
Banyuwangi	State	4.34	Very High
	Private	4.18	High
Magetan	State	4.36	Very High
	Private	4.00	High

To find out the relationship between the teachers' inspirational behavior and the students' self-directed learning can be seen in Table 5. Based on the results of the correlation analysis, in general it can be stated that all indicators of inspirational behavior (IB1-IB10) have a positive relationship with all indicators of self-directed learning (SDL1-SDL10). Even so, the results of the analysis reveal several indicators of inspirational behavior that have a dominant effect (80% or more) on the indicators of self-directed learning. There are 5 indicators of inspirational

behavior that have a dominant influence on self-directed learning, namely: IB1 (teacher's ability to stimulate students, IB3 (teacher's ability to create an exciting learning atmosphere), IB5 (teacher's ability to motivate students), IB7 (teacher's ability to deliver up to date subject matter), and IB9 (the ability of teachers to carry out innovative and creative learning). The findings of this study are in line with the study of Gibbons (2002) on various elements of student directed learning.

Table 5. Correlation between Inspirational Behavior to Independent Learning

	SDL-1	SDL-2	SDL-3	SDL-4	SDL-5	SDL-6	SDL-7	SDL-8	SDL-9	SDL-10
IB-1	0.88*	0.82 *	0.81 *	0.80 *	0.82*	0.74*	0.72*	0.86**	0.85*	0.89*
IB-2	0.57**	0.66*	0.73*	0.61*	0.83*	0.77*	0.81*	0.59**	0.86*	0.82*
IB-3	0.81 *	0, 83 *	0.84 *	0.63*	0.81*	0.86*	0.78*	0.89*	0.81*	0.81*
IB-4	0.55**	0.61*	0.71*	0.67*	0.53**	0.84*	0.87*	0.52**	0.78*	0.87*
IB-5	0.82 *	0.84 *	0.86 *	0.78*	0.82*	0.81*	0.78*	0.86*	0.82*	0.83*
IB-6	0.84 *	0.67*	0.83 *	0.61*	0.53**	0.74*	0.66*	0.88*	0.74*	0.81*

IB-7	0.81 *	0.81 *	0.85 *	0.63*	0.86*	0.83*	0.82*	0.87*	0.84*	0.73*
IB-8	0.56**	0.63*	0.77*	0.61*	0.51**	0.72*	0.75*	0.66*	0.72*	0.70*
IB-9	0.86 *	0.82 *	0.85 *	0.81 *	0.79*	0.83*	0.81*	0.89*	0.85*	0.82*
IB-10	0.53**	0.64*	0.77*	0.64*	0.52**	0.84*	0.88*	0.53**	0.74*	0.81*

*) Correlation is significant at the level $\alpha = 0.01$, **) Correlation is significant at the level $\alpha = 0.05$

Overall, the pattern of the relationship between teachers' inspirational behavior and students' self-directed learning can be stated in a convincing linear regression equation that can be used to predict the level of students' self-directed learning if teachers are able to display inspirational behavior at a certain level. There is also a regression equation obtained, as follows: Self-directed learning = $0.363 + 0.92$ (Inspirational Behavior). This proves that the higher the teachers' inspirational behavior, the stronger the students' self-directed learning. In short, an inspirational teacher greatly influences the students self-directed learning. The findings of this study support various previous studies that examine the importance of teachers' inspirational behavior in strengthening students' self-directed learning

(Thrash & Elliot, 2004; Bryson & Hand, 2007; McGuey & Moore, 2007; Mart, 2013; Bruns & Luque, 2014; Constantinou, 2015; Sammons, et al., 2016).

The contribution of teachers' inspirational behavior to the formation of students' self-directed learning is 84.9%. The results of this regression equation show the strong effect of the teachers' activities in the classroom in escorting students to become independent learners.

Taking into account the variables of location and school status, this study succeeded in revealing that the location of schools in 8 regions and school status simultaneously affect students' self-directed learning with a contribution of 69.2%. The results of the complete analysis are shown in table 6.

Table 6. Test results of the influence of school location and school status on students' self-directed learning

Source	Df	Mean Square	F	Sig	R Square
Corrected model	15	0.107	10,164	.000 *	0.692
School location	7	0.046	4.41	.000 *	
School status	1	0.963	91.39	.000 *	
Location * Status	7	0.036	3,433	.003 *	

*) Significant at the level $\alpha = 0.01$

This study also revealed differences in the level of self-directed learning between students in Surabaya and students in Kediri, Jember, Banyuwangi, and Magetan; as shown in table 7. Significant differences in the level of self-directed learning also occur between students in Jombang and students in Malang and Banyuwangi; between students in Malang and students in Kediri, Jember, Banyuwangi, and Magetan; between students in Madiun and students in Banyuwangi; and

between students in Kediri and students in the Banyuwangi.

By paying attention to the average coefficient of the difference in the level of self-directed learning, it can be identified the level of students' self-directed learning in each region, from the lowest score to the highest score; they are students in Malang, Surabaya, Madiun, Jombang, Kediri, Jember, Magetan, and Banyuwangi.

Table 7. Difference of average on students' self-directed learning among regions

	Surabaya	Jombang	Malang	Madiun	Kediri	Jember	B.wangi
Surabaya	-	-	-	-	-	-	-
Jombang	-0.800	-	-	-	-	-	-
Malang	0.005	0.090*	-	-	-	-	-
Madiun	-0.069	0.015	0.075	-	-	-	-
Kediri	-0.101*	-0.016	0.107*	-0.032	-	-	-
Jember	-0.103*	-0.019	0.109*	-0.034	-0.002	-	-
B.wangi	-0.193*	-0.108*	0.198*	-0.123*	0.091*	-0.089	-
Magetan	-0.153*	-0.068	0.159*	-0.084	-0.052	-0.050	0.039

*) Significant at the level $\alpha = 0.05$

Considering school location and school status variables, this study has revealed that the location of the school in 8 regions and school status simultaneously affect the inspirational behavior of teachers, with a contribution of 68.4%. More analysis results shown in Table 8.

Table 8. The effect of school location and school status on teachers inspirational behavior

Source	df	Mean Square	F	Sig	R Square
Corrected models	15	0.106	9.820	.000 *	0684
School location	7	0031	2867	.011 **	
School Status	1	1130	104.466	.000 *	
Location * Status	7	0.026	2.390	.030 **	

*) Significant at the level $\alpha = 0.01$ **) Significant at the level $\alpha = 0.05$

This study also revealed differences in the level of inspiration of teachers, between teachers in Surabaya and teachers in Banyuwangi and Magetan. A significant difference in the level of inspiration also occurred between teachers in Jombang and teachers in Banyuwangi; between teachers in Malang and teachers in Banyuwangi; between teachers in Madiun and teachers in Banyuwangi and Magetan; and between teachers

in Kediri and teachers in Banyuwangi. By taking into account the mean coefficient of differences in the level of teacher inspiration, it is possible to identify the level of inspiration for teachers in each region, from the lowest score to the highest score; they are teachers in Surabaya, Madiun, Malang, Kediri, Jember, Magetan, and Banyuwangi. data can be seen in table 9.

Table 9. Differences in inspirational behavior of teachers among regions

	Surabaya	Jombang	Malang	Madiun	Kediri	Jember	B.wangi
Surabaya	-	-	-	-	-	-	-
Jombang	-0.650	-	-	-	-	-	-
Malang	-0.059	0.006	-	-	-	-	-
Madiun	-0.057	0.008	0.002	-	-	-	-
Kediri	-0.080	-0.015	-0.021	-0.023	-	-	-
Jember	-0.091	-0.026	-0.032	-0.034	-0.011	-	-

B.wangi	-0.180*	-0.115*	0.122*	-0.123*	0.10*	-0.089	-
Magetan	-0.145*	-0.080	-0.086	-0.088*	-0.065	-0.054	0.035

*) Significant at the level $\alpha = 0.05$

Inspirational teachers are people who are able to make learning activities like an excursion (Thrash & Elliot, 2004). They make students happy to learn, so that they can last a long time in the learning process. Therefore, their presence is usually always awaited by students. Moreover, students then always miss their presence in the learning activities. Thus, inspirational teachers play a major role in fostering learning motivation to achieve optimal learning outcomes.

Inspirational teachers are those who are able to motivate students to engage in learning activities at an intensity level superior behavior (Trash, et al., 2010b; Smith, 2014). From world history we know some figures from the movement who were able to inspire their followers to make social changes, such as Mahatma Gandhi to gain independence in India and Martin Luther King Jr. to fight for human rights for black Americans. The leaders of the movement and the struggle for independence in Indonesia are certainly examples of how they were able to inspire people to unite in realizing the ideals of independence.

The teachers who are tasked with educating future generations of candidates actually have the same opportunity as the figures above, to portray themselves as inspirational figures for their students. As studied by Gibbons (2002) in his book, "The Self-Directed Learning Handbook"; inspirational teachers are figures who are able to make learning activities like a sightseeing activity. He makes students happy to learn, so that they can last a long time in the learning process. Therefore, their presence is usually always awaited by students. More than that, students then always miss their presence in the middle of learning activities.

Inspirational teachers will usually be able to move students to learn far more than their

enthusiasm for learning under normal conditions (McGuey & Moore, 2007). And as we will see, these inspirational teachers are able to make students continue to have the desire to become autonomous learners. Inspirational teachers like having a key that can be used to open the heart of the students, so that students become interested, happy, and enjoy in their learning activities. Students are able to survive for a long time to be involved in learning activities, because together with their inspirational teachers they are truly able to discover the enjoyment of the learning activities.

By inspiring teachers, students always feel how fast the learning activities is occurs. Students feel as if they are short of time in study, and for that; they are then willing to continue their learning activities independently. The more intensive students are involved in learning, the more they will want to continue in learning. This militancy in learning then also lead students to become human learners. They are continuously motivated to learn, anytime, anywhere, and under any conditions. This is the great work of an inspiring teacher, who is able to lead students to transform themselves into human learners.

Inspirational teachers are characterized by their ability to raise students from various backgrounds to continue learning optimally (Mart, 2013). They are in the state of "teacher for all students", and are able to encourage students to become independent learners. Students who are able to become human learners always have a strong impulse from within themselves to continue learning. They study not because they are ordered, supervised, or because there will be a final exam that will determine their graduation. They learn, because they feel the need to learn. They are even able to continue learning at a very

high level of militancy. They learn without feeling tired, because their part of learning is like a recreational activity. For them, learning has become a part of their life. Therefore, they do not recognize the word finished in learning activities. Later they will be able to make learning activities a lifelong activity.

The learners typically do not ever stop to keep updating knowledge and skills. Because of that, they usually have an appearance that is always in tune with the times, up to date, and cool; as the impact of their efforts to continue in learning activities. They will continue to be able at the forefront of an era, and it is not impossible from them that the leaders of the citizens will be born to build a civilization. History proves that the leaders of social movements in various fields, whether they are religious, politicians, economists, or scientists; in fact they are all people who have independent in learning. They are the ones who will make life in this world even more sparkling and civilized. The descriptions that explain the results of this study show how strategic the existence of inspirational teachers is in the learning process, who have the ability to deliver students as self-directed learners, who will fill and color life; after they become human adults.

■ CONCLUSIONS

Based on the results of the research and discussion, the research proposes the following conclusions. The inspirational behavior of teachers have a significant effect on students' self-directed learning. Several indicators of inspirational behavior that have a dominant effect in shaping students' self-directed learning, namely: the ability of teachers to stimulate students, the ability of teachers to create an exciting learning atmosphere, the ability of teachers to motivate students, the ability of teachers to deliver up to date subject matter, and the ability of teachers to carry out learning innovatively and creatively. The

results of the assessment of the inspirational behavior of the teachers by the students are strongly influenced by the academic abilities and learning abilities of the students. The level of the teacher's ability to inspire students is measured by the student's perception scale. This is of course greatly influenced by the ability of students to capture learning messages conveyed by the teachers. The higher the academic abilities and learning abilities of students, the higher their ability to capture learning messages conveyed by teachers; and the higher their assessment of teachers' inspirational behavior. In other words, the high or low level of the inspirational level of teachers is also influenced by the level of learning and academic abilities of students. This study also revealed a pattern of interdependency relationships between the perceived inspirational behavior of the teachers and the students' level of self-directed learning. The more inspirational the teachers enable them to be able to lead students to become self-directed learners. On the other hand, the more independent students in learning also allows them to capture the learning messages conveyed by the teachers, so that they can position the teachers as inspirational figures

Based on the research conclusions, the research proposes the following recommendations. It is necessary to further study the various factors that effect students' self-directed learning, such as academic background, learning ability, internal factors of student personality, social environmental support factors, and various other factors that have not been identified in order to obtain a comprehensive picture of the formation of students' self-directed learning. The research that is intended to evaluate learning activities carried out by the teacher by involving students' needs to be carried out continuously so that the level of consistency of the data obtained can be found. For this reason, further evaluation activities can be carried out by

using a longitudinal approach, although this type of research is time consuming and resource intensive.

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