Characteristics of Teacher's Personal Qualities in Learning Process: A Systematic Review

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Abstract: Personal qualities in teacher is an important aspect in learning process and career services. This to ensure that the learning process becomes more meaningful. Although there are numerous studies on teachers regarding their personalities, responsibilities, careers and others but the effort to systematically review this particular research topic has been challenging since it fails to incorporate the review procedures, presenting a considerable challenge for scholars to replicate or interpret. Therefore, this study aims to conduct a systematic literature review regarding the characteristics of teacher's personal qualities in school learning process. The review processes included five key methodological steps, namely guided by review protocol, formulation of research questions, systematic searching strategies based on identification, screening, and eligibility on several established databases such as Scopus and ERIC followed by quality appraisal, and data extraction and analysis. Three (3) main themes were also discovered based on thematic analysis such as teaching and learning practices, environmental factors and the teacher's personality. Nine (9) subthemes include methods of teaching, teachers' knowledge and practice in learning process, leadership factors, work challenges, influenced of the government, training for teachers, teacher's student relationship, teacher professionalism and personal traits of teachers.

Keywords: learning process, personal quality, school, teacher

I. INTRODUCTION

Teachers are the main character in school. The role of the teachers in school is undeniable to ensure the environment and school climate are always under control. Teachers should have credibility and responsibility to make sure the school system especially the learning process always occurs in the best state involving all students without any left behind. All students deserve the best treatment and learning process to become first class students. All the learning processes are conducted by their teachers suitable with the children development. Teachers must plan their fun and interactive learning techniques to involve and catch the interest of students. There are so many techniques that can be applied in the learning process such as 21st century learning according to suitability. All of these techniques must be according to

their teacher's creativity and depend on the teacher's personal qualities to make sure the student achieve their learning objectives.

Besides, the teacher's role and teaching techniques also affect the interest and attendance of the student in the classes. Teacher's personal qualities include all the characteristics inside the teachers themselves. The qualities such as teacher's personalities, communication skills, teaching techniques and others are some of the characteristics that can be argued in this report based on the research findings from the other research. Although there is much research that has been done about teachers in school, however there is still lack of comprehensive review been done toward teachers about their self-qualities. The systematic literature review (SLR) proposed in this study involved the qualitative approach.

This SLR research practice includes review procedures, identification, screening, and eligibility that unusual can be found in another research. Lack of this practice may lead to bias and transparency issues. The objective of this research is to identify the characteristics of the teacher's personal qualities and to explain the use of the teacher's personal qualities in the learning process. Given this gap found in the literature, the current study aims to conduct an SLR that focuses on the teacher's personal qualities aspect in the learning process. Through this approach, the authors' empirical evidence can be justified to identify the gaps and guide the direction for future research in this field. In progressing the review, the authors were guided by the main research question; 'What are the characteristics of the teacher's personal qualities involved in the learning process?'. Moreover, the main focus of this paper lies in the credibility of the teachers based on their personal qualities that affect the learning process involve students and all learning activities.

II. MATERIAL AND METHODS

A. REVIEW PROTOCOL

This SLR research practice includes review procedures, identification, screening, and eligibility that unusual can be found in another research. Lack of this practice may lead to bias and transparency issues. The objective of this research is to identify the characteristics of the teacher's personal qualities and to explain the use of the teacher's personal qualities in the learning process. Given this gap found in the literature, the current study aims to conduct an SLR that focuses on the teacher's personal qualities aspect in the learning process. Through this approach, the authors' empirical evidence can be justified to identify the gaps and guide the direction for future research in this field. In progressing the review, the authors were guided by the main research question; 'What are the characteristics of the teacher's personal qualities involved in the learning process?'. Moreover, the main focus of this paper lies in the credibility of the teachers based on their personal qualities that affect the learning process involve students and all learning activities.

B. SYSTEMATIC SEARCHING STRATEGIES

a. IDENTIFICATION

The systematic review process consists of three main phases in choosing several appropriate papers for this report. The first step is keyword recognition and the quest for linked, similar terms based on the thesaurus, dictionaries, encyclopedia, and previous studies. After all the relevant keywords were decided, search strings especially on Scopus and ERIC database have been created (see Table 1.). For the first step of systematic review process, the present research work successfully retrieved 553 papers from both databases.

Scopus	ALL(teacher's AND personal AND quality)AND(LIMIT-TO(PUBSTAGE , "final"))AND(LIMIT-TO (SUBJAREA , "SOCI"))AND(LIMIT-TO (EXACTKEYWORD , "Teacher"))AND(LIMIT-TO (OA , "all"))
	Date of Access: 12 MAY 2024
(Education Resources Information Centre (ERIC)	https://eric.ed.gov/?q=+Teacher%27s+pe rsonal+quality+&ff1=subEducational+Q uality&ff2=pubJournal+Articles

Table 1: The search string

b. SCREENING

The second procedure is screening where articles were screened by the authors based on the included or excluded criteria (see Table 2.). With the keyword of teacher's personal quality, the screening process was conducted and only involved the articles published between 2019 to 2024. The authors decided to collect only primary data that review empirical research papers. The articles that written in English only selected since the SLR objective related to personal quality of teachers in the learning process that covers all the countries in the world. The criteria of social science and educational research studies were chosen to increase the possibility of acquiring more articles related to teachers. A total of 138 articles were excluded from the review during this stage since they were not in line with the inclusion requirement. This resulted in 24 remaining articles for evaluation in the subsequent stage.

Criterion	Inclusion	Exclusion
Timeline	2019-2024	2018 and earlier
Document type	Articles (with empirical data)	Review article, chapter in a book, book, conference proceeding, others
Language	English	Non-English
Subject area	Social Science and education	Non-Education and Non-Social Science studies

Table 2: Inclusion and exclusion criteria

c. ELIGIBILITY

The third step is finding the eligibility. A total of 26 articles have been prepared. All articles' titles and key content were carefully reviewed at this stage to ensure that the inclusion requirements were fulfilled and fit into the present study with the current research aims. Therefore, two reports were excluded because they did not fulfil the criteria and were not pure science articles. Finally, 26 articles were chosen for review (see Table 3.).

Criterion	Inclusion	Exclusion
Language	English	Non-English
Timeline	2019 – 2024	< 2019
Literature type	Journal (Article)	Conference, Book, Review
Publication Stage	Final	In Press

Table 3: The selection criterion is searching

C. QUALITY APPRAISAL

The stage is very crucial to make sure this study fulfilled all the criteria stated besides emphasizing the quality of this study itself based on analysis of past studies that have been done. The Mixed-Method Appraisal Tool (MMAT) by Hong et al. (2018) was applied at this stage. MMAT covers the appraisal of five kinds of studies that are qualitative research, randomized controlled trials, non-randomized studies, quantitative descriptive studies, and mixed methods studies (Hong et al. 2018). For each selected study, two screening processes were conducted before continuing to the next stage of quality assessment. The selected articles were analyzed based on their quality using five main criteria established in the research design such as qualitative data sources, data collection and analysis. Besides also to make sure that the study meets the research questions provided.

In quantitative research design, the authors depend on the assessment criteria such as the relationship of the sampling strategy towards the research questions, the suitability of the sample's representativeness. Meanwhile, for mixed-method research designs, MMAT helped in providing guidance concerning the rationale for using the mixed-method to address the research questions, the effectiveness of the different research design to answer the research questions, the integration of qualitative and quantitative and the ability to address the divergence and the differences between research designs.
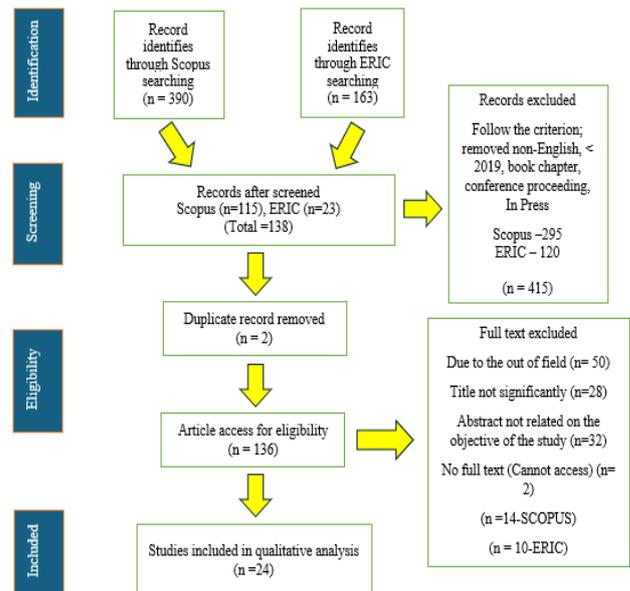

Figure 1: Flow diagram of the proposed searching study (Moher D, Liberati A, Tetzlaff J, 2009)

D. DATA ABSTRACTION AND ANALYSIS

All the articles have been reviewed systematically and the author always focus on how the methodology and analysis of the study take place. Besides, the author also manages to identify the approach each of the study with reference and guidance from MMAT. Each article was analyzed based on five criteria in MMAT according to their approach. The author selects the article if the article passed at least minimum three criteria stated in MMAT (stated in Table 4.).

No.	Research Design	Question	Assessment Criteria
1.	Qualitative	QA1	Is the qualitative approach appropriate to answer the research question?
		QA2	Are the qualitative data collection methods adequate to address the research question?
		QA3	Are the findings adequately derived from the data?
		QA4	Is the interpretation of results sufficiently substantiated by data?
		QA5	Is there coherence between qualitative data sources, collection, analysis and interpretation?
2.	Quantitative (descriptive)	QA1	Is the sampling strategy relevant to address the research question?
		QA2	Is the sample representative of the target population?
		QA3	Are the measurements appropriate?
		QA4	Is the risk of nonresponse bias low?
		QA5	Is the statistical analysis appropriate to answer the research question?
3.	Quantitative (non-randomized)	QA1	Are the participants representative of the target population?
		QA2	Are measurements appropriate regarding both the outcome and intervention (or exposure)?
		QA3	Are there complete outcome data?
		QA4	Are the confounders accounted for in the design and analysis?
		QA5	During the study period, is the intervention administered (or exposure occurred) as intended?
4.	Mixed methods	QA1	Is there an adequate rationale for using a mixed methods design to address the research question?
		QA2	Are the different components of the study effectively integrated to answer the research question?
		QA3	Are the outputs of the integration of qualitative and quantitative components adequately interpreted?
		QA4	Are divergences and inconsistencies between quantitative and qualitative results adequately addressed?
		QA5	Do the different components of the study adhere to the quality criteria of each tradition of the methods involved?

Source: Hong et al. (2018)

Table 4: The criteria used to determine the methodology and analysis in the selected articles

In total, 20 articles fulfilled all the criteria, four articles fulfilled at least four criteria (Table 5.). The articles were analyzed by using thematic analysis. Although the studies were from different research designs, this SLR will perform the best way to synthesize in qualitative approach. Thematic analysis also synthesizes data from various research designs due to its flexible mode (Flemming et al., 2019).

No.	Study	Research Design	QA1	QA 2	QA 3	QA 4	QA 5	Number of criteria fulfilled	Inclusion in the review
1.	Ghufron et al. (2024)	QN (DC)	√	√	√	√	√	5/5	√
2.	Curry et al. (2024)	MX	X	√	√	√	√	4/5	√
3.	Gabidullina et al. (2023)	QN (NR)	√	√	√	√	√	5/5	√
4.	Hagenauer et al. (2023)	QL	√	√	√	√	√	5/5	√
5.	Nabayra et al. (2023)	QN (DC)	√	√	√	√	√	5/5	√
6.	Porsanger (2023)	QL	√	√	√	√	√	5/5	√
7.	Aljilji & Kurejsepi (2023)	QN (DC)	√	√	√	√	√	5/5	√
8.	Venera & Zamira (2023)	QL	√	√	√	√	√	5/5	√
9.	Toledano et al. (2023)	QN (DC)	X	√	√	√	√	4/5	√
10.	Nissim Avissar (2023)	QL	√	X	√	√	√	4/5	√
11.	Ker et al. (2022)	QN (DC)	√	√	√	√	√	5/5	√
12.	Zydziunaite et al. (2022)	QN (DC)	√	√	√	√	√	5/5	√
13.	Krolevetskaya et al. (2022)	MX	X	√	√	√	√	4/5	√
14.	Suriagiri et al. (2022)	QN (DC)	√	√	√	√	√	5/5	√
15.	Alaa Makki & Ahmed Omar Bali (2021)	QN (DC)	√	√	√	√	√	5/5	√
16.	Grinshkun et al. (2021)	QN (NR)	√	√	√	√	√	5/5	√
17.	Viskovic (2021)	QN (NR)	√	√	√	√	√	5/5	√
18.	Howard & Dhillon (2021)	QL	√	√	√	√	√	5/5	√
19.	Edwards et al. (2021)	QL	√	√	√	√	√	5/5	√
20.	Carlos-Guzman (2021)	MX	X	√	√	√	√	5/5	√
21.	Zahra et al. (2020)	QL	√	√	√	√	√	5/5	√
22.	Malm (2020)	QL	√	√	√	√	√	5/5	√
23.	Hautz (2020)	QL	√	√	√	√	√	5/5	√
24.	Juusola & Raiha (2019)	QL	√	√	√	√	√	5/5	√

QA = Quality assessment; QN (DC) = Quantitative descriptive; QN (NR) = Quantitative non-randomized; QL = Qualitative; MX = Mixed-Method;

Table 5: Results of the quality assessment

Thematic analysis is a flexible and quite popular method of qualitative data analysis (Squires, 2023). Thematic analysis used to identify the themes from all the articles. Different from quantitative method that analyzed the numerical data and transformed into statistics. This analysis involved coding that will develop the themes (Braun & Clarke, 2022). All the articles were reviewed systematically to meet the pattern and to find the relationship between the data exist to identify the best themes. The author makes a simple note to classify the objective of each article and reviewed multiple times to avoid data leakage.

Next, the author generates the initial codes after identifying the data related to the research question. Then, the initial codes were arranged one by one to create the suitable themes. This study applied the inductive type where the themes were created after discovered the coded data and these will represent the set of data. (Braun and Clarke 2019). Each theme will undergo the same process to identify any possible subthemes emerge. In this study, author identify three (3) main themes related to the personal qualities in teachers and nine (9) subthemes. All these themes and subthemes were validated by the experts in the qualitative and education field. The validation criteria are based on the relevancy to the research questions and the objectives of the study.

III. RESULT AND FINDING

The articles chosen range from 2019 until 2024 from all around the world. Below are the statistics of the articles according to the year published (Fig. 2). All the studies take place in various countries (Fig. 3).
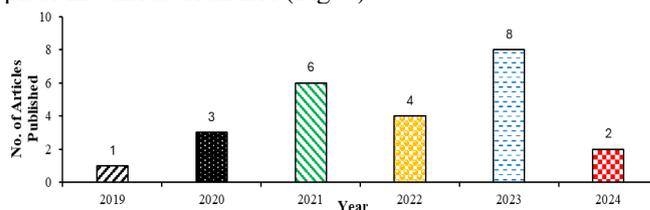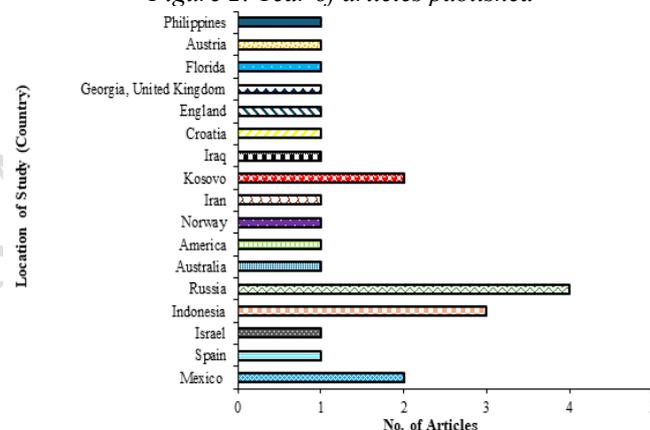
Figure 2: Year of articles published

Figure 3: Location of the studies

From all 24 articles studied, four (4) studies were from Russia (Grinshkun et al., 2021; Gabidullina et al., 2023; Zydziunaite et al., 2022 and Krolevetskaya et al., 2022, three (3) studies from Indonesia (Suriagiri et al., 2022; Juusola & Raiha 2019 and Ghufron et al., 2024, two (2) from Mexico (Carlos-Guzman, 2021 and Edwards et al., 2021), where one article each from different countries such as Austria (Hautz, 2020), Florida (Curry et al., 2024), United Kingdom (Malm, 2020), England (Howard & Dhillon, 2021), Croatia (Viskovic, 2021), Iraq (Alaa Makki & Ahmed Omar Bali, 2021), Kosovo (Aljilji & Kurejsepi, 2023; Venera & Zamira, 2023), Iran (Zahra et al., 2020), Norway (Porsanger, 2023), America (Ker et al., 2022), Australia (Hagenauer et al., 2023), Israel (Nissim Avissar, 2023), Philippines (Nabayra & Tambong., 2023), and Spain (Toledano et al., 2023).

A. THE DEVELOPED THEME

From the perspectives of all the reviewed studies, personal qualities in teachers are something that subjective and provide different perception from different peoples. That is why this SLR is analyzed from different articles that

have been conducted in different countries. There are 21 countries that conducted studies from 2019 until 2024 about personality, characteristics of teachers, their teaching, learning process and others. From these 21 countries, the author found 24 articles that are very related to this SLR objectives.

Themes	Subthemes
Teaching and learning practices	Methods of teaching
	Teachers' knowledge
	Training for teachers
	Leadership factors
	Teacher's students' relationship
Environmental factor's	Work challenges
	Influence of the environment
Teacher's personality	Teacher professionalism
	Personal traits of teachers

(Left column group label: Characteristics of Teacher's Personal Qualities in School Learning Process)

Table 6: Themes and subthemes of the Characteristics of Teacher's Personal Qualities in School Learning Process

After analyzing, these articles were categorized based on three (3) main themes that are teaching and learning practices, environmental factors and teacher's personality. Nine (9) subthemes include are methods of teaching, teachers' knowledge and practice in learning process, leadership factors, work challenges, influenced of the government, training for teachers, teacher's student relationship, teacher professionalism and personal traits of teachers (Refer **Table 7**). All these themes and subthemes used to answer the research questions of this SLR that is 'What are the characteristics of the teacher's personal qualities involved in the learning process?' and the gap of this study.

MT-Methods of teaching

TK-Teachers Knowledge

TT- Training for Teachers

LF- Leadership Factors

TSR-Teacher's Students Relationship

WC-Work Challenge

IE-Influenced of the Environment

TP-Teacher Professionalism

PTT-Personal Traits of Teachers

No	Themes / Author Subthemes	Teaching and learning practices					Environ-mental factor's		Teacher's personality	
		MT	TK	TT	LF	TSR	WC	IE	TP	PTT
1.	Ghufron et al. (2024)								√	
2.	Curry et al. (2024)	√								
3.	Gabidullina et al. (2023)	√								
4.	Hagenauer et al. (2023)					√				
5.	Nabayra & Tambong (2023)	√								
6.	Porsanger (2023)			√						
7.	Aljilji & Kurejsepi (2023)		√							
8.	Venera & Zamira (2023)				√					
9.	Toledano et al. (2023)		√							
10.	Nissim Avissar (2023)									√
11.	Ker et al. (2022)								√	
12.	Zydziunaite et al. (2022)		√							
13.	Krolevetskaya et al. (2022)									√
14.	Suriagiri et al. (2022)				√					
15.	Alaa Makki & Ahmed Omar Bali (2021)		√							
16.	Grinshkun et al. (2021)		√							
17.	Viskovic (2021)			√						
18.	Howard & Dhillon (2021)				√					
19.	Edwards et al. (2021)									√
20.	Carlos-Guzman (2021)		√							
21.	Zahra et al. (2020)			√						
22.	Malm (2020)								√	
23.	Hautz (2020)									√
24.	Juusola & Raiha (2019)									√

Table 7: Findings of study

a. TEACHING AND LEARNING PRACTICES

First subthemes under this theme is methods of teaching. An innovative learning needs teacher's commitment to be able blend with the uses of technologies nowadays (Aljilji & Kurejsepi, 2023). Based on the study, the traditional ways of teaching like chalk and talk learning process just make the students passive listeners. Different with the uses of the technology that will create environment to attract students' interest to study more active and interactive (Zydziunaite et al., 2022) to give them experience in learning (Nabayra & Tambong, 2023). Besides that, students also already expose themselves to social media in their life. Learning process through social media helps students to complete their homework and assignments successfully (Alaa Makki & Ahmed Omar Bali, 2021). Moreover, students nowadays attend their tuition classes more easily only through social media. This helps students to broaden their understanding and increase their performance in class. Importantly, through this, teachers can develop the competence inside students to develop their own knowledge (Toledano et al., 2023). Not forgetting the other subthemes about training for teachers such as safety in using the technology to create a safe learning environment and opportunities (Porsanger, 2023). Teachers also can undergo some studies or training to develop their skills such as pedagogy while conducting the learning process.

Next subtheme is about teachers' knowledge to assess students understanding about the lesson. Teachers can develop methods to evaluate and grading their students (Gabidullina et

al,. 2023). The assessment can involve observation, oral and writing assessment. From the result of these assessment teachers can improve their intervention towards students such as about their physical, emotional, social and spiritual development of students (Zahra et al., 2020). Moreover, these interventions not just can increase students' confidence but also build positive relationship and belongingness between teachers and students (Hagenauer et al., 2022). This show about the next subtheme of teacher's students' relationship. On the other hand, the support from school administration in succeeded all these also crucial such as next subtheme that involved leadership factors. The support system in schools such as the principal and the administration are very important to ensure all teachers' effort become more meaningful and become reality (Venera & Zamira, 2023). With this, all the mission and objectives can be done successfully.

b. ENVIRONMENTAL FACTORS

The subthemes under environmental factors are work challenges and influence the environment. Work environment in school of course involved many parties especially students as main customer. Of course there are many challenges involved them including the attitudes, disciplines and commitment toward the lesson. Teachers must practice the best skills including communication skills, intrapersonal dan interpersonal skills to attract them and always alert with the situation. The most important that when there is a positive relationship between teachers and students, there will less boundaries between them that can create a comfortable atmosphere and lead to endless opportunities to learn (Malm, 2020). Moreover, work challenges of teachers also involve attitude, workload, colleagues, parental involvement and others (Ker et al., 2022). All of these can influence their job of satisfaction as the workload challenges such as large size of the classes and heavy administrative works (Ker et al., 2022). As the result, the more increase the work challenges, the more decreases the job satisfaction of the teachers.

c. TEACHER'S PERSONALITY

Subthemes under this theme are teacher professionalism and personal traits of teachers. These two are the characteristics of the personal qualities that must have in a teacher involved in the learning process. In school, teachers are crucial to master all aspects of knowledge or multidiscipline area to adapt to the real-life situation involving students. To achieve this objective, teachers must have intentions to increase their professionalism and knowledge to become the facilitator, mentor, researcher, manager, entrepreneur, digital teacher and others (Krolevetskaya et al., 2022). Besides the personal initiative from the teachers to moving forward as globalization era, there are several factors that may influence the school management resources (curriculum, financial, student management, infrastructure) and teachers' personal resources (years of service, learning perception, mental health) (Ghufron et al., 2024). Some of these factors influence the personality of teachers in their job.

Talking about the teachers, of course they are dealing with students that come from different socio-economic backgrounds, different cultures and different techniques. For example, the study from Nissim Avissar (2023) involved teachers in ethnically diverse country in Israel. Teachers here in front of the different culture of their students, different growth environment, different culture preferences and foreign in an academic environment. Teachers in dilemma in treating the minority group that show different pattern of how they study and how they interact. From this, teachers must use their consideration of professionalism and their personality to confront this challenge.

IV. DISCUSSION

A. TEACHING AND LEARNING PRACTICES

Learning process in 21st century nowadays involved multiple skills to ensure that learning process more interactive and meaningful (Mthanti and Msiza, 2023). An effective teaching-learning process needs competence and skills in the chosen area (Almazroa and Alotaibi, 2023). The effective learning process is when the teachers can manage their teaching process that involves two-way communication with students to ensure a conducive learning environment. Besides, teaching in this way will improve the level of student's confidents, behaviors and their readiness towards 21st century learning nowadays (Buehl, 2024). The 21st century learning process involved students' participants in every activity conducted in the classes.

This is known as student-centered learning where the teachers act as mentors, observers and appraiser to them. There are many types of activities that can be conducted in the classroom such as demonstration, discussion and experiment known as participatory teaching methods. While activities in passive teaching methods include workshops, seminars and lecture (chalk and talk) (Stephen et al., 2024). On the other hand, methods of teaching also can influence someone's behavior as stated in Behaviorism Theory by Ivan Pavlov and BF Skinner. Teaching also the process of transferring knowledge (Abdelrahman et al., 2023). To transfer the knowledge, the teacher should master the knowledge first. Teachers' knowledge is the crucial element that will determine the effectiveness of the learning process.

Furthermore, teachers should master pedagogical aspect about their learning subject and be able to relate the topics of the subject with real life. It can be a simple example that can catch students' attention and this will be easier for them to remember. Flipped classroom lessons act as 21st century learning that relates the lesson with real life (Kilipiris et al., 2024). Sometimes teachers can bring students to explore learning outside the class and explore the environment for example to open their mind besides enjoying catching the information for their lesson. Through this lesson also teachers can examine their student's behavior and response whether they can give full cooperation toward the activity or not. This shows that there are students that can give full attention during the lesson and some may not. So, teachers should plan the best techniques to catch students' attention with their knowledge.

There are some assessments that can be made to analyze student's understanding of the lesson. This might contain

their understanding of the lesson, their reaction about the lesson and can involve their behavior toward the lesson. The assessment content can be divided into observational assessment, oral assessment and writing assessment. From the findings of the assessment, teachers can plan the best intervention that involves the students. On the other hand, the process of learning nowadays highly involves the uses of technologies that correspond to technological evolution. The uses of the learning platforms, virtual learning, mobile learning tools and others show both teachers and students already blend all of these in their learning process with the technologies (Kilipiris et al., 2024). The knowledge of the uses of these platforms and tools highly influenced the student's personality (Kilipiris et al., 2024), creativity, independence and increase their confidence level (Ichsan et al., 2023). Teachers must understand the uses of technology to deliver and share information to the students (Ichsan et al., 2023).

B. ENVIRONMENTAL FACTORS

There are many environmental factors related to the personal qualities of teachers such as work challenges and influence of the environment. Undeniably, teachers' work challenges mostly involved school management, students and among teachers themselves, not mainly teaching. Teachers as committee members in schools always need to plan academic and non-academic programs that involve all students. These programs must run all the time to achieve the objectives of the students' learning process and also management demands. Not enough with all of these programs, they also need to fulfill all the school administrator's needs such as involvement and participation in the competition just to achieve their milestones and to increase their involvement in co-curricular activities. This may lead to stress teachers fulfill all of these and few of teachers express want to early resign in their profession as many workloads outside their teaching profession (Abdullah and Md Hassan, 2024). There is also many mental health issues involved the educators (Munusamy et al., 2024; Abdullah and Md Hassan, 2024).

Furthermore, various backgrounds of students also may influence the personal quality of teachers. Undeniable that there are many types of student's behavior in a class. Students with good behavior, active and inactive students. A good teacher is a teacher that always can counter their students in every aspect. This Model of Behaviorism can be related when there is reinforcement as teachers' effort in methods of their teaching (reinforcement) to engage the students in learning process. Positive reinforcement will be used by the students during activities (stimulus) that will lead to continuous positive behavior (response). This is stated in Fig. 5 below.
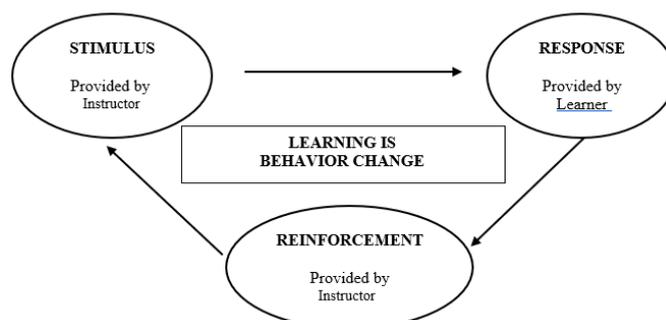

Figure 5: Model of Behaviorism

Besides the knowledge learning content itself, it is a must for a teacher mastering about their student's behavior, student personality and student reaction about the learning process. These related to the Maslow's Hierarchy Needs pyramid from Abraham Maslow's. This pyramid highly influenced the development of studies of the students (Rojas et al., 2023). Teachers should alert their students behavior seriously cause students originated from different backgrounds of socioeconomics such as about physiological needs. Students that lack pocket money tend not to take their meals in school and this results in less focus during lesson time. They also become sleepier and have less energy during the classes. This factor may lead to poor performance in their study. Moreover, students that have problems with intrapersonal behavior tend to be more silent and have less interaction with others. This will cause problems when doing group activities and doing the oral assessment for their lesson. So, with all these examples, teachers should identify their students that have any problems and use Maslow's Hierarchy Needs as reference in their teaching process.

C. TEACHER'S PERSONALITY

Teacher's personality includes teacher professionalism and personal traits of teacher. Teachers that have high quality of education and many experiences can improve their role in teaching. Experience is the best teacher in life. With knowledge of course, it can improve the teacher's quality and their professionalism. There is no argument that teachers have good quality of education come from good attitudes and personal traits of teachers. Teachers can always improve their professionalism by participating in various courses of teaching (Isa et al., 2024). This is not to just gain knowledge but also improve self-motivation in teaching. The impact in participating in such various teaching courses will educate teachers to improve themselves such as their personality, psychological knowledge, self-esteem and motivation.

On the other hand, teachers also can improve their skills to adapt with the uses of gadgets and other technologies materials in classes (21st century) in line with current developments. With this, the learning process will become more interactive when teachers have the confidence to apply 21st century learning and can result in increases of motivation also students' academic achievement (Daniel et al., 2024). The uses of all gadgets can improve teacher's skill and practice will make perfect (Adu and Zondo, 2024). The teacher's effort to always increase their professionalism will lead to the

positive impact in education site and their personal improvements.

V. CONCLUSION

As conclusion, findings from this systematic literature review have answered the research question about the characteristics of teacher's personal quality in learning process. The characteristics include teaching and learning practices, environmental factors and teacher's personality that cover 24 articles that have been analyzed systematically and undergo several processes and screening. The personal quality of teachers is very crucial to ensure the success of the learning process and the objective of the learning process achieved. Teachers always can plan for the best environment in the classes and carry out student centered learning activities to improve their creative and critical thinking skills in solving the problems to meet the current educational challenges nowadays. A good teacher is a charismatic teacher that is always bright with best personalities that always makes students stunned and more respectful. Good teachers will produce good students that are balanced in terms physical, emotional, spiritual and intellectual.

CONFLICTS OF INTEREST

The authors declare that they have no conflicts of interest to report regarding the present study.

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