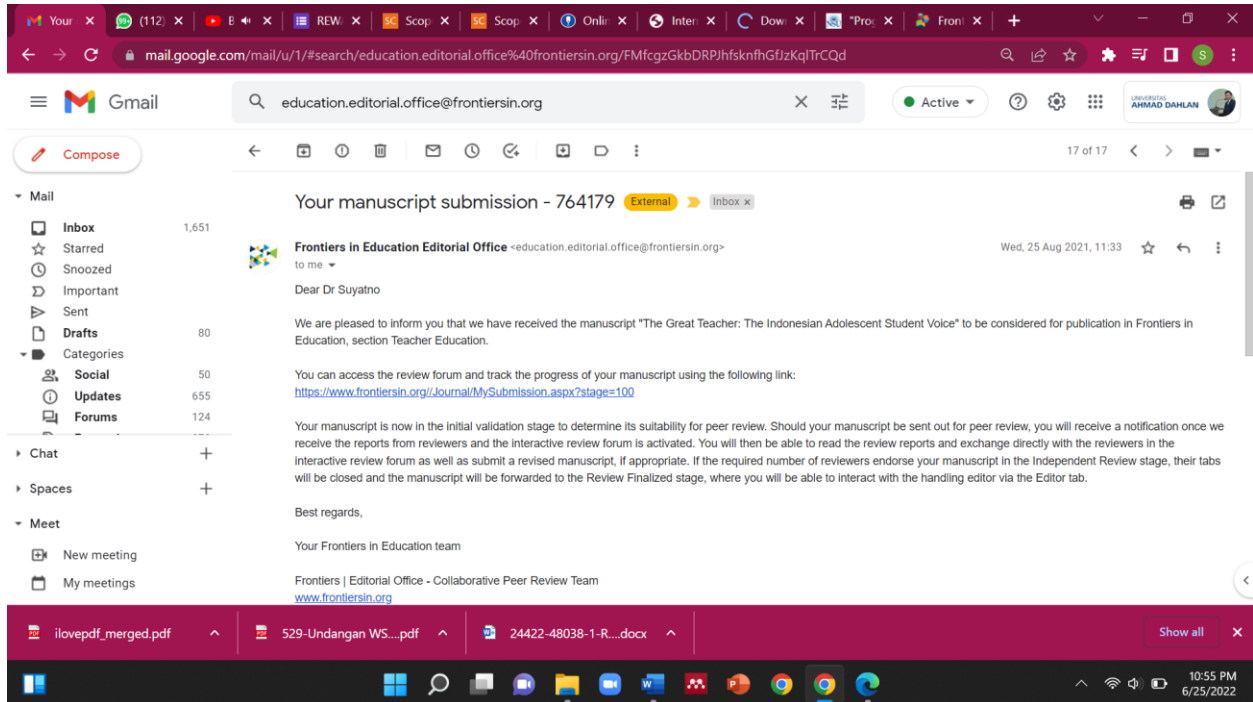BUKTI KORESPONDENSI

The Great Teacher: The Indonesian Adolescent Student Voice

Tahapan editorial processnya yaitu:

1. **Submission article: 25 Agustus 2021**

2. **Pre-review Comments: 7 September 2021**

3. Revision Required: 14 Desember 2021

Catatan Reviewer:

Reviewer 1:

1. It would be beneficial to better understand the difference of teacher professionalism in the mainstream and in Indonesia. A few clarifying sentences would be helpful in lines 44 – 58.
2. Readers from different countries may need clarification about middle school students on line 74 and later describing it as secondary school with participants with age ranging from 16-19 on lines 153-159 as middle school represents a younger group in different countries.
3. Is this link to the professionalism of the teacher made to the effectiveness of the teacher? It appears in the results section that the themes are discussing attributes of effective teachers.
4. It would be helpful to have an overall chart that has the themes, sub-themes, along with the number of respondents that mentioned these themes or the percentage.
5. More discussion on the Indonesian teachers' perception as their profession being non-autonomous and the implications thereof would be strengthen this manuscript. It is brought up early in the manuscript and later in the literature review. However, there is not a link to this in the discussion or results.
6. In the results, there should be a connection between "great" teachers and "professional" teachers. It is brought up in the literature review and should also be brought up again.
7. Unpacking the notion of what is professionalism would also strengthen this paper. It is in the literature review. But, when going to the actual study with the student participants, it is more along the line of their version of a "great" teacher. It is brought up in section 2.1 However, more clarity is needed to connect the great teacher to the professional teacher.
8. More information would be helpful to understand the interviews. Was there a set list of questions for the interview protocol? What were they

Reviewer 2:

1. There is some attention to polishing the APA references in the text. In the sentence: "Moreover, it also followed the American Psychological Association (APA) ethical guidelines" at line 162 -- what is "it?"
2. Please make staffs singular at line 169. I would like to see more description of both interview processes (length, how each interview was conducted, inclusion of an I-guide).
3. Examples of notes and themes would be wonderful to see in the analysis section.
4. The findings are shared in a very organized way and Iike the inclusion of participant words as part of this section.
5. They move well to the conclusions.
4. **Bukti Diterima**

5. Bukti Published

Lampiran 1: Draft awal artikel

Lampiran 2: Artikel hasil perbaikan

The Great Teacher: The Indonesian Adolescent Student Voice

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16 **Keywords: professional teacher, adolescent, student's voice, interpersonal relationship, great**
17 **teacher**

18 **Abstract**

19 The consensus on professional teachers is known to be mostly determined by external parties,
20 especially the government. This prompts professionalism to be considered as an indicator for the
21 need of a great performance in educational sector. However, this consensus method of assessment is
22 of a great disadvantage, because it negates the scope of professionalism. This study aims to use
23 students' perspectives in conceptualizing the characteristics of professional teachers. Fifteen students
24 were selected as subjects from secondary schools in Yogyakarta city, Indonesia. Two interviews were
25 conducted via electronic media (email and zoom), in order to share their experiences about the
26 characteristics of professional teachers in schools. Also, an interpretive phenomenological analysis
27 was used to analyze the data, in order to understand the participants' point of view. The results
28 showed that interpersonal relationships, pleasant personalities, and teaching skills, represented the
29 main characteristics of great teachers, according to the students perspectives. These results
30 recommended the importance of emphasizing teacher-student interpersonal relationships, in order to
31 achieve sustainable professional programs.

32 **1   Introduction**

33   Professional teachers are known to play an important role in determining learning outcomes
34   (Harisman et al., 2019; Osmond-Johnson, 2015), and guaranteeing the success of educational
35   programs. The problem of teacher professionalism is considered to be the main issue in educational
36   system (Rusznyak, 2018; Wardoyo et al., 2017). Therefore, the process of encouraging more
37   professionalism has become the primary policy for solving various problems in Indonesia. For
38   example, the Indonesian government formulated Law No. 14 of 2005 on teachers and lecturers, as
39   part of the reform of education. Professional teachers are also described to be competent, by
40   effectively and efficiently carrying out their roles as educators (Dessler, 2011). Moreover, the
41   spearhead of educational qualities is found to depend on the professionalism and performance of
42   teachers (Gunawan et al., 2020). Therefore, professionalism is reportedly a driving force for
43   educational change (Coombe & Stephenson, 2020).

44   The consensus on teacher professionalism has been debated for more than two decades (Alsalahi,
45   2015), as it is often considered to be controversial and difficult to understand (Vu, 2016). Reviewing
46   this consensus is found to be very important, in order to understanding the core problems of
47   education (Road & Kingdom, 2017). In mainstream theory, the concept of teacher professionalism is
48   divided into two, namely managerial and independent (Dehghan, 2020; Evans, 2014; Leung, 2012).
49   Managerial professionalism is based on the characteristics expected from teachers, as determined by
50   competent authorities and officials, e.g., the government or the Ministry of Education. Meanwhile,
51   independent professionalism is the method by which teachers view their practices, knowledge,
52   beliefs, and skills. Also, it deals with the methods by which they critically reflect on these features,
53   based on past experiences as learners, to achieve goals, abilities, and future directions (Leung, 2012).
54   Independent professionalism is also a process that starts from the bottom, as well as personal and
55   self-oriented, while the managerial is top-down, institutional, and externally-oriented (Dehghan,
56   2020). According to Bourke et al. (2013) and Nairz-Wirth & Feldmann (2019), managerial
57   professionalism was traditionally categorized, which is most common in countries with new
58   prominent public management systems (Bourke et al., 2013). When associated with mainstream
59   theory, the concept of teacher expertness in Indonesia was grouped into managerial professionalism,
60   where the bad impact indicated that educators and students were locked in old inherent routines and
61   practices (Nairz-Wirth & Feldmann, 2019). This is due to the perception of professional teachers
62   being influenced by many factors, such as cultural background (Chandratilake et al., 2012). Most
63   previous studies argued that Indonesian teachers tend to perceive their professions as a non-
64   autonomous type, as they often rejected being viewed autonomously. Moreover, most of them have
65   been found to emphasize on pedagogic competence (Savira & Khoirunnisa, 2018). Teachers also rate
66   their profession more as a civil servant, compared to being an autonomous educator. This situation
67   led them to place their compliance with the government, due to being a priority. The situation is also
68   based on long historical background, regarding the formation of teachers' identities formed by the
69   government (Savira & Khoirunnisa, 2018). Baskin (2007), further explained that even though the
70   teaching profession does not have an impact on high economic status, it is observed to have a great
71   social status in Indonesia.

72   The problems of teacher professionalism are known to be caused by many factors. Evans (2008,
73   2011) explained that there is no strong consensus on professionalism, as its measurement is often
74   determined by external parties. Sachs (2016) also criticized that the consensus is dominated by
75   external forces (especially the government), as it is also considered to be a strategy in mobilizing
76   teaching power. This also applies in the aspect of consensus in Indonesia, where it is mostly formed
77   by the Teacher and Lecturer Law No. 14 of 2005 (Republik Indonesia, 2005). The law emphasizes on
78   the qualifications and competencies a teacher should have, according to the level of education in
79   charge. According to Sachs (2016), such consensus is only based on indicators and performance

80 demands. This is found to have a bad impact, due to reducing the deepest meaning of the
81 professionalism concept. Therefore, considering new perspectives to increase the legitimacy and
82 accountability of teacher professionalism is very important (Beauchamp & Thomas, 2009; Sachs,
83 2016).

84 This study aims to use students' perspectives to construct a professional teacher consensus, in order to
85 resolve these problems. According to students, the approach is also important to generate new
86 insights, about the figure of a professional teacher. This perspective also provides students with
87 detailed insights into their sentences, complex analysis from multiple aspects, and specific secondary
88 school contexts (Sweetman et al., 2010). Also, the participants are middle school students from
89 Yogyakarta, a city on Java Island in Indonesia that is known for its culture and pupils (Hasanah et al.,
90 2019). The majority of people in this city have lifestyles that are in line with Javanese culture,
91 regarding religiosity and prioritization of social life (Hasanah & Supardi, 2020).

92 **2   Literature review**

93 Professionalism is known to have various meanings in the world of education (Evetts 2011; Sachs
94 2016). It emphasizes on knowledge, experience, autonomy, and responsibility, which leads to certain
95 professions and behaviours, in order to improve the quality of services provided (Cerit, 2012).
96 Professionalism also deals with a commitment to work at high standards (Agezo, 2009). Evetts
97 (2011) defined it as a process of how work is regulated and controlled. However, Hall and McGinity
98 (2015) with Torres & Weiner (2018) emphasized on the shift of people from a job carried out by
99 policyholders, over to that of a top-down professionalism, where management and organizations held
100 more power. Tschannen-Moran (2009) also described teacher professionalism as a set of personal
101 characteristics.

102 Professional teachers are characterized by various indicators, such as commitment, collaboration,
103 assistance, mutual respect, and participation (Tschannen-Moran, 2009). Other previous studies
104 observed that professionalism was closely related to the qualifications that should be met for the job,
105 and how the society views the teaching profession (Demirkasimoğlu, 2010). Furthermore, this
106 emphasizes on the practice of lecturers both inside and outside the classroom, as well as their ability
107 to meet student expectations. The teachers' professionalism is also viewed as a reference, in the
108 efforts to improve teachers' qualifications and expertise. Hargreaves (2000) further explained that the
109 development consists of four stages (1) Pre-professionalism: teaching is observed as a simple and
110 technical profession in this process. (2) Autonomous professionalism: the teaching profession
111 emphasizes on the autonomy of teachers at work. (3) Collective professionalism: this is the
112 emergence of a professional learning culture, which leads to the evolution of school collaboration. (4)
113 Post-professionalism: the schools and teaching professions are questioned and redefined in this
114 process.

115 Lai and Lo (2007) also explained that professionalism contained elements of knowledge and deep
116 understanding, such as learning strategies, responsibilities, and authorities, in order for teachers to
117 make innovations in carrying out their profession. Professionalism was built on competence,
118 collaboration, and leadership. Meanwhile, Timperley and Alton-Lee (2008) explained that it was
119 related to the commitment in taking responsibility for student learning. Citing several previous
120 studies, Cansoy and Parlar (2017) stated that the main indicators of teacher professionalism were
121 courage, autonomy, and responsibility. However, Appel (2020) emphasized on its three most
122 important elements, namely knowledge, autonomy, and responsibilities.

123 **2.1. The importance of reconstructing the professional teacher consensus**

124　This consensus has always been an interesting topic in educational policy developments, due to
125　greatly determining the quality of education (Alsalahi, 2015; Gunawan et al., 2020). Also, the
126　meaning of professionalism contains complexity, both as work tools and concepts, which are related
127　to social politics and power (Amirova, 2020; Vu, 2016). Moreover, promoting this professionalism
128　was considered as a strategy to overcome various problems in learning practice (Rusznyak, 2018).
129　The mapping against previous studies showed that the consensus on professional teachers was more
130　determined by external authorities, especially the government (Evans, 2011). The problem of
131　professional consensus also depended on the autonomy of teachers and the authority to self-regulate,
132　in order to carry out their duties (Kolsaker, 2008). As explained by Hargreaves and Connor (2018)
133　and Sachs (2016), autonomy and professional self-regulation are the absolute standards of a
134　profession. Therefore, a new perspective on teacher professionalism was needed (Beauchamp &
135　Thomas, 2009; Sachs 2016). However, this study aims to use student perspectives to construct a
136　professional teacher consensus. The consensus about professional teachers in this study refers to the
137　agreement on the characteristics and indicators of professional teachers that are jointly constructed by
138　a group of people. The consensus generated by the students' voices can complement as well as
139　criticize the conventions that have been formed previously. This is also very important, due to the
140　perspectives being expected to provide students with detailed views in their sentences, complex
141　analysis from multiple sources, and specific secondary school contexts that shaped experiences about
142　the professional teacher (Sweetman et al., 2010). These perspectives also offer the opportunity to
143　engage secondary school students as co-experts, a data collection procedure used to enhance
144　adolescents' views, without being contaminated by adult contexts. Moreover, the concept of a great
145　teacher (Benekos, 2016; Holbrook, 2016; Robertson-kraft & Zhang, 2016) is used to maintain
146　neutrality in the data collection process. This concept also makes it easier for the knowledge of
147　students, compared to the use of more normative and professional techniques, as well as class bias
148　(Sachs, 2016).

149　**3　Methods**

150　**3.1　Research design**

151　This study used an interpretive phenomenology approach (Creswell, 2013; Smith et al., 2009), due to
152　its attempt to understand the meaning of a great teacher. Therefore, the themes indicated in the
153　research data were the subjective views of students. The interpretive phenomenological analysis
154　(IPA) is known as one of the most effective and qualitative analytical method, used for understanding
155　new and emotionally charged topics (Smith & Osborn, 2008, 2015). Science is also very suitable in
156　investigating and explaining students' experiences, during the conceptualization of professional
157　teachers in their schools. IPA also offers detailed data analysis, in order to understand each case of
158　study according to its merits, before advancing to the general cross-case analytical method (Smith et
159　al., 2009). According to personal experiences, science was suitable for completing this study. This
160　was due to having a deeper understanding of students' perceptions, regarding the conceptualization of
161　professional teachers.

162　**3.2　Participants**

163　The participants were determined using the purposive sampling technique (Merriam & Tisdell, 2015;
164　Robson & McCartan, 2016; Springer, 2010). These samples were also students at the secondary
165　school level in Yogyakarta City, and their selection was carried out through the following criteria, (1)
166　Students should be from one of the high schools in the Yogyakarta city, (2) Students should be
167　willing to participate until the final stage, (3) Student selections should be based on the

168 recommendation of the principal/vice principal, with the consideration of having the ability to answer
169 questions, (4) Consideration about the ability to behave objectively.

170 The total number of participants were 15 (10 women and 5 men), with age ranging between 16-19
171 years (mean age = 17.2 years). These age groups were within the period of adolescence, which is
172 often a population between 10-19 years (WHO, 1999). This was because the students in Indonesia
173 were based on the elementary (7-12 years), as well as junior and senior high (13-15 and 16-18 years)
174 school ages, respectively (Kemendikbud, 2021). However, a student is either 1-2 years early or late in
175 entering formal education, leading to being below or above the general school age range. According
176 to the APA guidelines (2016). All names were also written via the code P1-P15, in order to ensure
177 the confidentiality of participants. Also, before the process of data collection, participants received
178 sufficient information about the objectives and background of the study. All fifteen participants were
179 found to express consent, as they were also provided with an option to withdraw from the study at
180 any time. However, the participants were not compensated, due to their voluntary participation.

3.3 Research procedure

182 The research experts coordinated and collaborated with the school authorities, namely the principal,
183 vice and deputy principals, as well as the staff, in order to select students according to the selection
184 criteria. Furthermore, an interview schedule was prepared, which was in accordance with the APA
185 guidelines (Smith et al., 2009). These interviews were repeatedly conducted through electronic mails
186 and zoom meetings. This indicated that seven students were interviewed only once (via mails), while
187 the others were analyzed twice through mails and zoom meetings. The difference in the number of
188 interviews was based on the expanded data of each participant. After the initial analytical process, the
189 interview data were found to still need further deepening and expansion. After these, the interview
190 guidelines that had been prepared based on the main indicators of professional teachers were used.
191 Moreover, these guidelines were discussed with experts and had received input before being used.
192 After being revised according to the expert's input, the interview guideline was ready to be used for
193 data collection. Based on this study, the interview guide contained 6 questions as follows,
194 1. The most enjoyable experience while studying at this school.
195 2. Positive experiences with teachers while studying at this school.
196 3. What do you think are the indicators of a great teacher?
197 4. Which teacher had the most positive influence on your life? Reasons?
198 5. What makes this teacher different from others?
199 6. What qualities (teaching ability, personality, attitude, etc.) does the teacher have that others lack?
200 This open practice was also observed to be carried out flexibly. Meanwhile, the interview through
201 zoom meetings were recorded automatically and the results were transcribed carefully. In addition, the
202 shortest and longest interviews lasted for 18 and 45 mins, respectively.

3.4 Data analysis technique

204 Data analysis was carried out by the following two stages: The first stage, this was carried out by the
205 open coding of the raw interview data (Robson & McCartan, 2016). According to the open coding
206 process, a deep reading of all data was conducted, resulting in the collection of respondents stories
207 (Smith et al., 2009). Afterwards, this was accompanied by a systematic reading, which used side
208 comments to identify various emerging themes and sub-themes. Moreover, the open coder aims to
209 identify instances, when explaining characteristics of a great teacher. The second stage, based on the
210 use of analytic coding, the connection of various similar codes (and breaking them) was carried out in
211 this process, in order to obtain conclusions from the results of the first stage (Robson & McCartan,
212 2016). After these, the emergence of themes was observed. These themes were also revised,

213   recombined, and grouped into a more complete description of the student's experience. At this stage,
214   three themes were found in this study, namely teacher-student interpersonal relationships, great
215   teacher personality, and teaching skills. The teacher-student interpersonal relationships had several
216   codes, such as "my teacher motivates me", where a participant stated that "When a teacher provides
217   advice, students become motivated…He is a great teacher". A great teacher's personality also had
218   several codes such as "my teacher has a pleasant personality", where a participant stated that "I like
219   certain subjects because the teacher's nature brings fun material". Also, these theme tables were
220   created by the first and second experts, via the comparisons of respective notes. Moreover, the tables
221   were further revised at the end of the procedures, by the first expert (Smith et al., 2009).

222   **4   Results**

223   This study was found to have determined that the student perceptions of great teachers varied
224   considerably. The results indicated three important themes, each consisting of several sub-themes.
225   The first theme was the teacher-student interpersonal relationship, which consisted of five sub-
226   themes. Therefore, the data coding are described in Table 1.

227   Table 1. Data coding results
228

No	Theme	Sub-theme	Total participants	Percentage (%)
1	Teacher-student interpersonal relationship	My teacher motivates me	13	87
		My teacher is my friend	12	80
		My teacher cares about my problems	8	53
		My teacher considers me important	5	33
		My teacher understands me	4	27
2	Teacher Personality	My teacher has a pleasant personality	10	67
		My teacher is like my parents in school	5	33
		My teacher is not favoritism	4	27
		My teacher is funny	4	27
3	Teacher's teaching ability	My teacher's teaches with fun	10	67
		My teacher's teaching is easy to understand	7	47
		Provoking students' curiosity	3	20

229   These three themes with some relevant interview quotes as properties, are described in the sections
230   below.

231   **4.1   Interpersonal relationships with students**

232   The first theme that emerged was the great teachers' interpersonal relationships with students. This
233   relationship was also characterized by the teacher's ability to act as friends to students, as well as
234   motivate and understand them. Moreover, the teacher made students feel important, and cared about
235   the problems they encountered. Generally, this teacher-student interpersonal relationships was
236   reported by 100% of the respondents (n = 15).

237   **4.1.1. My teacher motivated me**

238   This sub-theme was further stated by 13 students, as the codes that emerged was also observed to
239   vary. Also, this aspect was based on whether teachers were motivated to study hard/rise from
240   adversity, keep working, become a better person, or achieve goals. Moreover, P1 stated that a great

241 teachers inspire students to be motivated in life, and channel their behaviours towards a more positive
242 direction.

243   *When an educator provides advice and education to students in order for them to become*
244   *motivated and excited, as well as channel their behaviours in a more positive direction, such*
245   *person is known to be a great teacher (P1, 15-18).*

246 According to another opinion, P1 also explained that a great teacher should also have the ability to
247 motivate students, in order for them to rise from problems.

248   *In that way, Bu (teacher's name) taught that failing many times is not a problem, as long as I*
249   *still have the zeal to rise back up and try to be better. Since then, I did not worry anymore*
250   *during physics lessons, as my motivation to learn had also increased. Also, I was motivated to*
251   *be a fun person like Bu (teacher's name) (P1, 53-57).*

252 Furthermore, P3 also stated that their teachers in school were great personalities, with one teacher
253 being mentioned. This teacher was mentioned due to having the ability to motivate many students, in
254 order for them to achieve their goals. Moreover, P3 stated that,

255   *I feel that two of the most patient and wonderful people in the world after my mother were my*
256   *teachers. They are extraordinary, regarding their motivation of students towards the*
257   *achievement of their dreams (P3, 15-17).*

258 Many other students also shared similar views, for example,

259   *"Sir [teacher's name] and Mrs. [teacher's name], taught me how to work, as well as provided*
260   *motivation to continue working and remain productive in the midst of other activities" (P1, 8-*
261   *10). "I learned a lot from him, especially how to always smile, enjoy, and be enthusiastic, even*
262   *though things hurt within" (P3, 39-41).*

263 **4.1.2. My teacher is my best friend**

264 This sub-theme was mostly expressed by respondents, as 80% of them (n = 12) stated that a great
265 teacher should act as a friend. This enabled the teachers to be communicated with, want to listen to
266 their students, and joke around. P3 stated that,

267   *A great teacher should be friendly with students, as well as not acting harshly and pressurizing*
268   *them (P3, 17-18).*

269 With a view to strengthen P3's opinion, P9's report was about being very happy to be at his present
270 school, due to being in chemistry with the great teachers.

271   *Chemistry here is in the form of teacher friendliness towards students, without any reduction of*
272   *respect. I think when students feel comfortable as friends with the teachers, they tend to open*
273   *up on what is not understood or have other anxiety that requires the role of the teacher (P9,*
274   *37-42).*

275 Similar experiences were also reported by other students. Teachers that were willing to listen in order
276 to be confide in, had provided positive experiences for P6 at school.

277   *My positive experiences with teachers are actually much, one of which is often confiding in*
278   *them regarding lessons and activities that are related to school (P6, 10-11). At that time, Bu*
279   *[teacher's name] treated us to a meal while chatting about many things. As it turned out, I, Bu*
280   *[teacher's name], and my seniors liked the author of the same novel. At that time, we shared*
281   *stories and exchanged titles for good novels (P1, 29-32).*

282   **4.1.3. My teacher cares about my problems**

283   More than half of the respondents (n = 8) reported that besides playing a role during learning in the
284   classroom, great teachers also cared about the problems encountered by students. Based on their
285   beliefs, the students' academical success was also related to their lives outside the school. Therefore,
286   the teacher also played a role in understanding and assisting the problems encountered by students
287   outside the classroom. P6 also had an unforgettable experience at school, due to the care and solution
288   received for problems encountered.

289   *The influential teacher in my life is Mrs. [teacher's name], a teacher that cared about my*
290   *problems when I wanted to leave school, due to the environment not meeting my expectations.*
291   *Even when I started feeling uncomfortable, Mrs. [teacher's name] kept building a mindset for*
292   *me, in order not to be caught up in the problem. She also helped in dealing with all the*
293   *problems I encountered (P6, 14-18).*

294   In line with P6, P5 also stated that the teacher's caring experience was felt during a dispute with
295   classmates. Moreover, P5 reported that,

296   *I once had a problem with my classmates, as I felt ignored when I hang out with them. By being*
297   *opened to my teacher, I explained al I felt. My teacher guided and directed me by willing to*
298   *help follow up on the problems I experienced (P10, 11-15).*

299   Other students also shared similar experiences (P5 and P9 for example) and reported that,

300   *Bu [teacher's name] listens to all the difficulties we encounter, and always supports us. The*
301   *teacher continued to provide information and helped us when there were problems or*
302   *difficulties that was encountered (94-96). She also listens and provides solutions when my*
303   *friends and I get into trouble (P9, 97-101).*

304   **4.1.4. My teacher thinks I am important**

305   About One-third of the respondents (n = 5) reported that a great teacher assumes that students are
306   important. P14 shared an experience about trying to quit lessons at school, even though the despair
307   was not only related to education (e.g., social and family matters). This situation was caused by some
308   factors, including family frustrations and economic conditions. In the interview, P14 explained that,

309   *Actually, it started with a problem I encountered outside of school. Finally, I was unable to*
310   *focus on the lessons at school and was no longer accepted by my friends as before. My life is*
311   *ruined. (P14, 23-26).*

312   According to the interview with P14, the academic journey at school did not meet the initial
313   expectations. Problems such as laziness, absence, incomplete assignment, and forgetting school
314   schedules were also encountered. Moreover, P14 reported that,

315 *Luckily, I met my homeroom teacher in high school. Even though at first my teacher also*
316 *immediately saw me as a lazy student, this view changed the next time I had the opportunity to*
317 *talk about my condition. One motivation that kept me thinking positively was that "no matter*
318 *what state you are in, you still have a future. Some of his motivations made me feel that I was*
319 *an important part of learning in the classroom" (P14, 32-38).*

320 The story of P14 was also experienced by several other students, although it was not quite the same.
321 For example, when asked about a great teacher, P3 stated that,

322 *"Bu [teacher's name] never underestimated all her students, even though they were stupid"*
323 *(P3, 8-12).*

4.1.5. My teacher understands me

325 This was observed to be very important, as it was mentioned by more than a quarter of students (n =
326 4). The sub-theme was based on teachers understanding students' different abilities, conditions, and
327 emotional feelings.

328 *The teachers that build good chemistry with the students, tends to understand them, which in turn*
329 *results in a sense of mutual understanding when the closeness is well established (P9, 42-46).*

330 Several other students also reported similar experiences, as P4, P5, and P12 stated that,

331 *Teachers that understood their students tends to adapt to each of them, because of their*
332 *different abilities (P4, 3-4).The teacher understands my friends and I. Also, the way he treats us*
333 *(P5, 22) results in a case of mutual understanding, while getting him involved in the learning*
334 *process (P12).*

4.2   Teacher personality

336 Teachers' personality was the second theme of the student responses. This theme consisted of four
337 sub-themes, namely, (1) my teacher has a pleasant personality, (2) my teacher is like a parent at
338 school, (3) my teacher is not favoritism, (4) My teacher is funny. Generally, the teacher's personality
339 themes were expressed by 13 respondents.

4.2.1. My teacher has a pleasant personality

341 This sub-theme was mostly mentioned by the students (n = 10). Some of the relevant codes, for
342 example, were relaxed, friendly, patient, fun, cheerful, and never angry. According to P1, personality
343 was an indicator of a great teacher.

344 *Bu [teacher's name] was relaxed, friendly, patient, understanding, and made virtual meeting*
345 *light and comfortable. The class atmosphere was often very friendly without chaos. The virtual*
346 *class felt relaxed, yet still systematic (P1, 69-72).*

347 The same thing was shared by P4 through interviews,

348 *She is always a cheerful person when starting lessons, therefore, my friends and I were more*
349 *excited to learn. When some do not carry out their homework, she does not get angry, yet*
350 *provided advice and opportunities to students. She often reminded us to carry out our homework*
351 *(P4, 18-22).*

352   A similar statement was also explained by several other students. According to them, a teacher was
353   pleasant, patient, and friendly, helped in increasing their interest in certain subjects.

354   *Besides being interested in a certain subject because they are really interesting, the nature of*
355   *the teacher was mostly the reason students made it their favourite. (P3, 19-21). I am most*
356   *happy with Sir [teacher's name] lessons, because he was the most patient teacher, during my*
357   *studies from elementary to high school (P5, 2-3). The personality of Bu [teacher's name] was*
358   *humble towards her students. She always says hello when she meets them and does embrace all*
359   *(P10, 32-34).*

360   **4.2.2. My teacher is like a parent at school**

361   This sub-theme was mentioned by one-third of the respondents (n = 5). As reported by several
362   respondents, teachers in high schools were required to have the ability to act like their parents at
363   home.

364   *He is very responsible for me, and like a parent at school. He was a strict person, yet also*
365   *joked a lot (P4, 16-18).*

366   A similar statement was also explained by P9 as follows,

367   *The most important thing is that a great teacher should build chemistry with students, and also*
368   *consider acting as their parents in schools (P9, 29-31).*

369   **4.2.3.** *My teacher is not favoritism*

370   This sub-theme was found to be mentioned by 4 students only. Being impartial, fair, and not
371   discriminating against students were codes that often occurred. P8 and P10 stated that,

372   *Great teachers are fair in anything. When a student does not understand, it should be explained*
373   *again. However, when there is a smarter student, favoritism should not occur (P8, 5-6). Great*
374   *teachers do not differentiate between their students, because all of them have abilities in their*
375   *respective fields (P10, 7-9).*

376   **4.2.4. My teacher is funny**

377   According to the students, being funny was also an indicator of a great teacher. The teacher with a
378   funny and humorous personality was also mentioned by 4 students. The trait was also an ice breaker
379   for students, during learning. This indicated that the learning process should not be rigid, stretchy,
380   too serious, and tedious. During the interview, P3 stated that,

381   *"The teacher I like the most is Bu [teacher's name], because she is a funny person. In the*
382   *middle of the delivery of subject matter, she always inserts certain jokes, which allows the class*
383   *comes alive again. Sometimes, some friends were often sleepy because of studying during the*
384   *day, and after hearing her jokes, they became awake again" (P9). The teacher here is very*
385   *entertaining with little jokes in class, especially when it was a stressful day, in order not to*
386   *make us sleepy. Even though sometimes students act too far, the teacher does not act tough*
387   *(P3, 34-36).*

388   **4.3   Teacher Teaching Ability**

389 The teachers' teaching ability was a theme also mentioned by all respondents (n = 15). Also, three
390 sub-themes were identified in this themes, namely (1) my teacher teaches with fun, (2) my teacher's
391 teaching is easy to understand, (3) my teacher's teaching provokes students' curiosity.

392 **4.3.1. My teacher teaches with fun**

393 This sub-theme was found to be mentioned by 10 respondents. Codes were also found to be formed
394 in this aspect, such as the funny teacher, atmosphere is enjoyable, students feel comfortable, learning
395 while playing, and teaching is not boring. P1 further stated that,

396 *Bu [teacher's name] built pleasant teaching and learning atmosphere, which provoked me and*
397 *my friends to actively ask, answer, and discuss. Based on this condition, my friends and I*
398 *understood the basic concepts of the learning material (P1, 63-66).*

399 The same thing was stated by P2. According to this respondent, history lessons were difficult, due to
400 being delivered by a pleasant teacher, where the learning process eventually turned into a funny
401 atmosphere.

402 *Actually, history is a complicated subject, yet it was fun in the 11th-grade (P2, 10-12).*

403 Statements describing the pleasant experiences of the teachers were also delivered by P8, P10, and
404 P11. For example, some of their responses were,

405 *"The teaching method should be able to make students comfortable with the subject being*
406 *taught" (P8, 6-7). "During class, the teacher was also relaxed, which made the learning*
407 *atmosphere enjoyable" (P2, 102-103). "The atmosphere was enjoyable, with a teaching method*
408 *that was not rigid, stressful, and boring" (P10, 30-32). "The teacher likes to provide*
409 *group/individual quizzes while playing, therefore, making it easier for lessons to be accepted"*
410 *(P11, 28-30).*

411 **4.3.2. My teacher's teaching is easy to understand**

412 Some of the codes that appeared in this sub-theme were understanding the material presented, the
413 lesson is easy to understand, the students understood, it is very easy to accept, and the learning
414 samples were absorbed by students. P4 stated that,

415 *When the teacher explained the lesson, it was easy to understand. The learning methods used*
416 *are also different, prompting students not to get bored quickly (P4, 10-11)*

417 P11 also reported that the teacher was one of the best, because learning processes were easily
418 accepted.

419 *The way Bu [teacher's name] teaches is very easy to accept. Even though the subject taught is*
420 *chemistry, which was difficult, Bu [teacher's name] always made it interesting, by providing*
421 *sufficient materials in class (P11, 21-24).*

422 A similar experience was also reported by several other students (P1, P5, and P7), for example,

423   *The teacher's teachings are practical and easy to understand" (P7, 29). "His teaching ability is*
424   *very good and made all students anticipate the class. This ensured the effective absorption of*
425   *the material provided (P11, 34-35).*

426   **4.4   Provoking students' curiosity**

427   This sub-theme was mentioned by 20% of the respondents (n = 3). The interview with P1 is
428   described as follows,

429   *During the quiz session, Bu [teacher's name] often provoked me and my friends with questions.*
430   *The fact that I wanted to know the reasons for such recurrence, sparked my curiosity and*
431   *desire to explore more things (P1, 72-74).*

432   According to P1, the quizzes that were often made by the teacher resulted in more curiosity, which
433   also prompted the interest to explore more about school lessons. Similar experiences were also
434   reported by several other students (P7 and P13),

435   *When teaching, Sir [teacher's name] makes me and my friends feel challenged to continue*
436   *learning, because the class that was being conducted really made us curious (P7, 12-16). Bu*
437   *[teacher's name] has a funny and challenging way of teaching. Every time I finish the lesson I*
438   *am still curious about the continuation of tomorrow's material (P13, 24-26).*

439   **5   Discussion and Conclusion**

440   This study aims to explore students' perceptions of professional teachers, according to their
441   experiences in school. The concept of a great teacher according to the students' perspective can be
442   seen in the figure 1 .Based on this investigation, three main themes, namely teachers' interpersonal
443   relationship, personality, and teaching ability, with twelve sub-themes were identified.

444
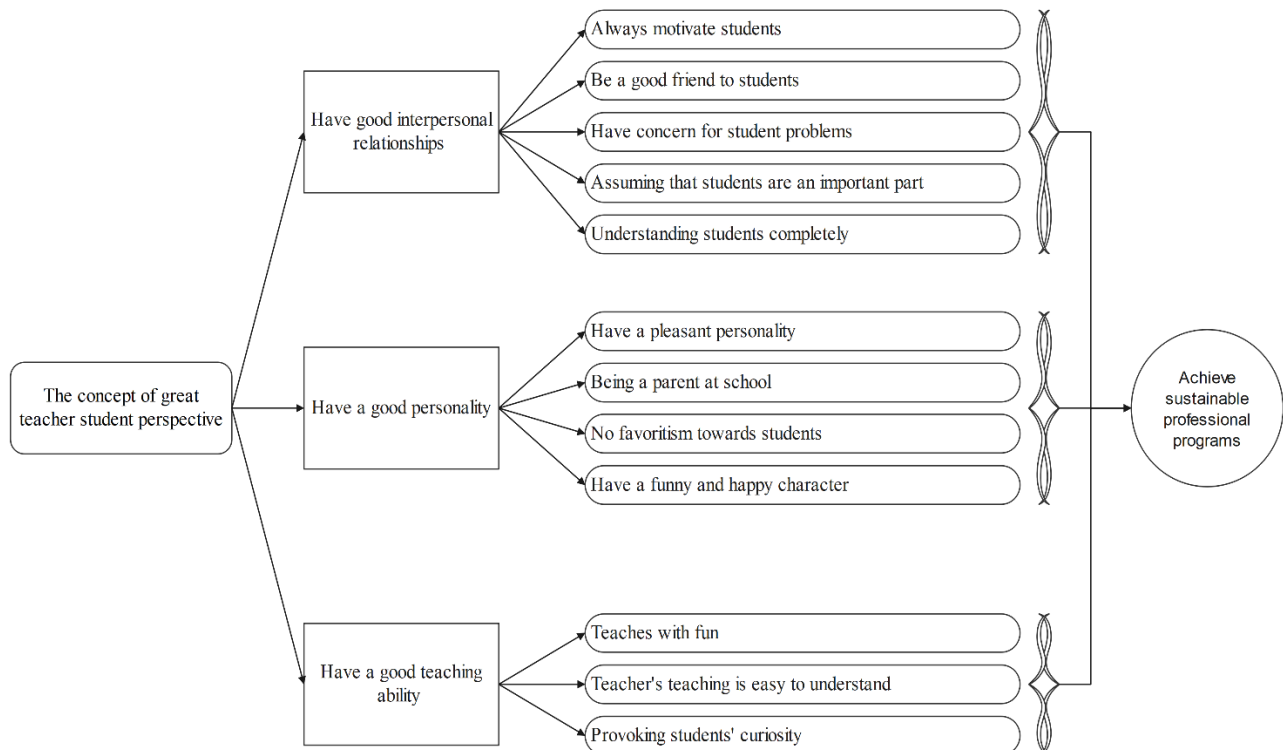
445   Figure 1. The concept of great teacher student perspective

446

447   **5.1. Interpersonal Relationships with Students**

448   The ability to establish interpersonal relationships with students was a priority for adolescents, in
449   order to perceive a great teacher. This interpersonal relationship was characterized by the ability to
450   motivate, act as friends, consider students important and care about their problems, and create
451   conditions where learning processes are easily understood. These sub-themes showed that for
452   students, the characteristics of great teachers depended on the dynamics of their mental development.
453   Even though great teachers were not sufficiently shown in the form of teaching expertise in the
454   classroom, the ability to immerse themselves in the youthful world was very much important.
455   Besides dealing with subject matters at school, they often contend with adolescents' development,
456   with all its dynamics.

457   These results corroborate several previous studies, which highlighted the importance of interpersonal
458   relationships between teachers and students. Several previous studies suggested that teachers that had
459   the ability to build good relationships with students, contributed to students' motivation (Buyse et al.,
460   2008; Hamre & Pianta, 2005; Koca, 2016), self-esteem (Spilt et al., 2011), daily welfare level
461   (Seligman, 2012), mental enhancement (Wubbels & Brekelmans, 2005), participation (Thijs &
462   Koomen, 2008), and achievement in school (Roorda et al., 2011). One of the sub-themes in this result
463   (the teacher's ability to show a caring attitude towards students), also had a profound impact on
464   students' psychology. There were also significant effects on the welfare of those that were cared for
465   by teachers (Lavy & Naama-Ghanayim, 2020). When students know that others care about their
466   conditions and needs, their self-esteem increases, while having the impression that their presence was
467   important to others. Also, when students know that they have a positive relationship with their
468   teachers, their attachment to school tends to become stronger (Martin & Collie, 2018). The method
469   teacher's use in building interpersonal relationships with students is also very influential on emotions
470   (Mainhard et al., 2018). Therefore, these results also supported the previous thesis, which stated that
471   teachers functioned as meaningful adult figures for adolescent life, in order to make students feel
472   valued (Lavy & Naama-Ghanayim, 2020).

473   A basic component of this interpersonal relationships was the students' perception that teachers cared
474   and supported them. Caring is known to be a core element in creating this type of relationship (Orkibi
475   & Tuaf, 2017). Caring teachers showed affection for students, listened to their opinions, understood,
476   motivated, and made learning interesting for them (Noddings, 2013). Teachers that cared about
477   students were more responsive to their feelings, which in turn led to protection, safety, and support
478   (Mayseless, 2015). The need for attention was also very important for adolescents, due to this age
479   being related to the school hierarchy (Karna et al., 2010). Therefore, students need a sense of security
480   to step out of their "comfort zone", into an environment full of uncertainty (Mayseless, 2015).
481   Several empirical evidence also proved that students that felt valued and cared for by their teachers in
482   school, were able to achieve better cognitive, affective, and psychomotor results (Kunter et al., 2013;
483   McGrath, 2015; Vandenbroucke et al., 2018). Therefore, valuing and caring for students was the
484   teacher's main role in the learning process. This also helped to create development and happiness
485   (Noddings, 2012). The need for attention was also a basic human emotional desire, which supported
486   individual comfort and development (Lavy & Naama-Ghanayim, 2020).

487   Besides being good for students, the ability to build interpersonal relationships was also important for
488   the professional development of the teachers. Furthermore, the great teachers that built positive
489   interpersonal relationships with students, helped in improving welfare, and vice versa (Butler, 2012;
490   Klassen et al., 2012). Moreover, this interpersonal relationship played an important role in increasing

491 emotional experiences (Hagenauer et al., 2015), as well as involvement and motivation in the
492 classroom (Henry & Thorsen, 2018). Also, quality interpersonal relationships were characterized by
493 closeness, warmth, low conflict, respect, and low levels of dependence (Claessens et al., 2016;
494 Roorda et al., 2018; Hummer et al., 2010). When they are more connected with their students,
495 teachers were also observed to teach with enthusiasm and fun (Aldrup et al., 2018). Therefore,
496 building good interpersonal relationships with students was the main identity of professionalism
497 (Prøitz, 2015).

498 **5.2. The teacher has a pleasant personality**

499 The second result also stated that a pleasant personality was an important indicator of a great teacher.
500 Teachers with a pleasant personality were enthusiastic, patient, friendly, and calm. Also, the presence
501 of these teachers were often anticipated by students. This results also confirmed the studies of
502 Benekos (2016) and Miron and Mevorach (2014) which stated that when students were told to
503 describe a good teacher, they discussed more about the qualities that reflected the educator's
504 personality (enthusiastic, easy to contact, humble, pleasant, funny, inspiring, and energetic) than the
505 pedagogical skills.

506 Several studies also showed that teachers' personality contributed 27% to student learning motivation
507 (Jahangiri, 2016). Personality is known as the unique psychological qualities that influences
508 individual behaviours, thoughts, and feelings (Roberts & Jackson, 2008). It also plays a role in
509 increasing the effectiveness of teachers' work (Holmes et al., 2015). A good teacher's personality
510 towards students was more important than teaching knowledge and skills. This personalities towards
511 students includes commitment, responsibility, and enthusiasm, which are used in developing the
512 teaching profession at the core of teachers' professionalism (Capen, 2017).

513 **5.3. Teacher teaching skills**

514 According to respondents, great teaching skills were described by teachers that taught in a funny and
515 easy-to-understand manner. Moreover, this was observed to increase the curiosity of the students.
516 When told to confirm the description of the great teacher's teaching skills, students also emphasized
517 on the method being used to convey the materials (in a funny way).

518 Teachers that taught with fun were the sub-themes most mentioned by students. This was due to the
519 emotions they had, which also affected the students. These teachers had an impact on students, due to
520 the provision of an enjoyable and comfortable learning process (Becker et al., 2014). The delivery
521 method in class also had an impact on students' positive emotions, such as the feelings of enjoyment
522 and pride (Goetz et al., 2013). Moreover, teacher teaching skills improved students' control and
523 academical achievements (Muntaner-Mas et al., 2017). The teachers that taught with enthusiasm and
524 fun also improved motivation and student learning outcomes (Keller et al., 2014; Kunter et al., 2013).

525 **5.4. There is no code on teacher as a role model and teacher professional competence**

526 Furthermore, there was no code about the great teachers being a role model. This result was
527 surprising, as none of the students perceived that a great teacher was an example in their life.
528 Moreover, this result also contradicted most of the previous studies, which stated that one of the
529 indicators of professionalism was a teacher being a role model to students (Hadisaputra et al., 2018;
530 Jimung, 2019; Ramdan & Fauziah, 2019; Suyatno et al., 2019). Ramdan and Fauziah (2019), for
531 example, stated that a teacher should have the ability to be a role model for students in attitude and
532 personality, honesty, discipline, responsibility, and religion. According to the Regulation of the
533 Indonesia Minister of National Education Number 16 of 2007, this indicator was also observed as the
534 main characteristic of teacher personality competence. This regulation was concerned with Academic

535   Qualification Standards and Teacher Competencies, which stated that educators should also be a role
536   model for students and the society.

537   The next surprising result was the absence of codes, which also pointed to the importance of teacher
538   professional competence. According to classroom learning, students focused more on the methods
539   used in presenting materials (funny, friendly, simple, or easy-to-understand manners), which also
540   represented the pedagogical competence. Meanwhile, the teachers' mastery of the material being
541   taught was included in the professional competence, as stated in the Regulation of the Minister of
542   National Education of Indonesia Number 16 of 2007. This regulation was also concerned with
543   Academic Qualification Standards and Teacher Competencies, which explained that professional
544   competence was all about mastering the material, structure, concepts, and scientific mindset that
545   supported the subjects being taught. Therefore, the results of this study did not support
546   generalizations, especially the Regulation of the Minister of National Education of Indonesia Number
547   16 of 2007. This difference was probably due to the emotional condition of adolescent students,
548   where the adequacy of meeting emotional needs was prominently felt, compared to the mastery of
549   subject matter in school. Moreover, this consensus was observed to be in line with previous studies,
550   which emphasized more on commitment to work (Tschannen-Moran, 2009; Timperley & Alton-Lee,
551   2008), ability to innovate in learning (Lai & Lo, 2007), and responsibilities in carrying out duties
552   (Appel, 2020). Therefore, a good teacher's personality seemed more meaningful to students than the
553   mastery of materials presented to them. Also, the teachers' personalities, such as commitment,
554   responsibility, and enthusiasm, were at the core of professionalism (Capen, 2017). However, these
555   results need to be the object of future studies, in order to identify more valid evidence.

556   The results indicated that students' perspectives on a great teacher relied on the educator's ability to
557   build interpersonal relationships, as well as possess pleasant personalities and good teaching skills.
558   This embodied the qualities that should be possessed by a professional teacher (Kim et al., 2021).
559   Therefore, implications for the professional development of teachers was futuristically necessary and
560   essential. These were in line with Kuhlee and Winch (2017), which indicated the importance of teacher
561   professionalism not being interpreted as a universal value. This was due to the variations of
562   professionalism notions in different contexts.

563   Based on teacher professional development in Indonesia, the results became an additional "homework",
564   which was quite complicated for teachers and the Ministry of Education. This was because previous
565   studies explained that teaching was not an autonomous profession in Indonesia, due to being prioritized
566   to comply with the government (Savira & Khoirunnisa, 2018). Based on this perception, teachers were
567   less flexible in developing their professionalism features, especially accommodating students'
568   expectations regarding quality. This was because teachers prioritize top-down demands from the
569   authorities, leading to a bad impact due to being locked within ingrained routines (Nairz-Wirth &
570   Feldmann, 2019).

571   **5.5. Practical implications**

572   Several practical implications were also applied as a follow-up to this study. Firstly, the main
573   objective of the study was to resolve the issues of consensus, which was only based on external
574   perspectives, especially those made by the government. Furthermore, future consensus on
575   professional teachers needs to include student perspectives. As described by Aldrup et al. (2018),
576   considering the voices of students was a promising solution to reducing various problems in
577   education. Also, the second implication was the importance of emphasizing interpersonal
578   relationships in teachers' educational programs (both in the implementation of undergraduate and
579   science education in the faculties of teacher training, as well as teacher professional education/PPG)
580   and professional development services (Claessens et al., 2016). Moreover, undergraduate education

581 providers also need to provide adequate interpersonal relationship methods, due to their experiences
582 playing a key role in developing professionalism (Chang & Park, 2019). Finally, the description of a
583 great teacher that represented the voices of students, should be elaborated in compiling competency
584 indicators. Therefore, professional teacher consensus was more legitimate in the perspective of
585 students.

586 **6   Conflict of Interest**

587 *The authors declare that the research was conducted in the absence of any commercial or financial*
588 *relationships that could be construed as a potential conflict of interest.*

589 **7   Author Contributions**

590 S, W, AP, DKAF, and AS: Conceptualization; Methodology; Writing Original Draft; Data Curation;
591 Formal analysis; Project administration. ZN: Conceptualization; Writing Review and Editing.

592 **8   Funding**

595 **9   Acknowledgments**

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The Great Teacher: The Indonesian Adolescent Student Voice

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16 **Keywords: professional teacher, adolescent, student's voice, interpersonal relationship, great**
17 **teacher**

18 **Abstract**

19 The consensus on professional teachers is known to be mostly determined by external parties,
20 especially the government. This prompts professionalism to be considered as an indicator for the
21 need of a great performance in educational sector. However, this consensus method of assessment is
22 of a great disadvantage, because it negates the scope of professionalism. This study aims to use
23 students' perspectives in conceptualizing the characteristics of professional teachers. Fifteen students
24 were selected as subjects from secondary schools in Yogyakarta city, Indonesia. Two interviews were
25 conducted via electronic media (email and zoom), in order to share their experiences about the
26 characteristics of professional teachers in schools. Also, an interpretive phenomenological analysis
27 was used to analyze the data, in order to understand the participants' point of view. The results
28 showed that interpersonal relationships, pleasant personalities, and teaching skills, represented the
29 main characteristics of great teachers, according to the students perspectives. These results
30 recommended the importance of emphasizing teacher-student interpersonal relationships, in order to
31 achieve sustainable professional programs.

32 **INTRODUCTION**

33   Professional teachers are known to play an important role in determining learning outcomes
34   (Harisman et al., 2019; Osmond-Johnson, 2015), and guaranteeing the success of educational
35   programs. The problem of teacher professionalism is considered to be the main issue in educational
36   system (Rusznyak, 2018; Wardoyo et al., 2017). Therefore, the process of encouraging more
37   professionalism has become the primary policy for solving various problems in Indonesia. For
38   example, the Indonesian government formulated Law No. 14 of 2005 on teachers and lecturers, as
39   part of the reform of education. Professional teachers are also described to be competent, by
40   effectively and efficiently carrying out their roles as educators (Dessler, 2011). Moreover, the
41   spearhead of educational qualities is found to depend on the professionalism and performance of
42   teachers (Gunawan et al., 2020). Therefore, professionalism is reportedly a driving force for
43   educational change (Coombe & Stephenson, 2020).

44   The consensus on teacher professionalism has been debated for more than two decades (Alsalahi,
45   2015), as it is often considered to be controversial and difficult to understand (Vu, 2016). Reviewing
46   this consensus is found to be very important, in order to understanding the core problems of
47   education (Road & Kingdom, 2017).. The consensus is also found to be unique in Indonesia, because
48   it does not follow the mainstream theory of professionalism (Savira & Khoirunnisa, 2018). In
49   mainstream theory, the concept of teacher professionalism is divided into two, namely managerial
50   and independent (Dehghan, 2020; Evans, 2014; Leung, 2012). Managerial professionalism is based
51   on the characteristics expected from teachers, as determined by competent authorities and officials,
52   e.g., the government or the Ministry of Education. Meanwhile, independent professionalism is the
53   method by which teachers view their practices, knowledge, beliefs, and skills. Also, it deals with the
54   methods by which they critically reflect on these features, based on past experiences as learners, to
55   achieve goals, abilities, and future directions (Leung, 2012). Independent professionalism is also a
56   process that starts from the bottom, as well as personal and self-oriented, while the managerial is top-
57   down, institutional, and externally-oriented (Dehghan, 2020). According to Bourke et al. (2013) and
58   Nairz-Wirth & Feldmann (2019), managerial professionalism was traditionally categorized, which is
59   most common in countries with new prominent public management systems (Bourke et al., 2013).
60   When associated with mainstream theory, the concept of teacher expertness in Indonesia was
61   grouped into managerial professionalism, where the bad impact indicated that educators and students
62   were locked in old inherent routines and practices (Nairz-Wirth & Feldmann, 2019). This is due to
63   the perception of professional teachers being influenced by many factors, such as cultural
64   background (Chandratilake et al., 2012). Most previous studies argued that Indonesian teachers tend
65   to perceive their professions as a non-autonomous type, as they often rejected being viewed
66   autonomously. Moreover, most of them have been found to emphasize on pedagogic competence
67   (Savira & Khoirunnisa, 2018). Teachers also rate their profession more as a civil servant, compared
68   to being an autonomous educator. This situation led them to place their compliance with the
69   government, due to being a priority. The situation is also based on long historical background,
70   regarding the formation of teachers' identities formed by the government (Savira & Khoirunnisa,
71   2018). Baskin (2007), further explained that even though the teaching profession does not have an
72   impact on high economic status, it is observed to have a great social status in Indonesia.

73   The problems of teacher professionalism are known to be caused by many factors. Evans (2008,
74   2011) explained that there is no strong consensus on professionalism, as its measurement is often
75   determined by external parties. Sachs (2016) also criticized that the consensus is dominated by
76   external forces (especially the government), as it is also considered to be a strategy in mobilizing
77   teaching power. This also applies in the aspect of consensus in Indonesia, where it is mostly formed
78   by the Teacher and Lecturer Law No. 14 of 2005 (Republik Indonesia, 2005). The law emphasizes on
79   the qualifications and competencies a teacher should have, according to the level of education in

80   charge. According to Sachs (2016), such consensus is only based on indicators and performance
81   demands. This is found to have a bad impact, due to reducing the deepest meaning of the
82   professionalism concept. Therefore, considering new perspectives to increase the legitimacy and
83   accountability of teacher professionalism is very important (Beauchamp & Thomas, 2009; Sachs,
84   2016).

85   This study aims to use students' perspectives to construct a professional teacher consensus, in order to
86   resolve these problems. According to students, the approach is also important to generate new
87   insights, about the figure of a professional teacher. This perspective also provides students with
88   detailed insights into their sentences, complex analysis from multiple aspects, and specific secondary
89   school contexts (Sweetman et al., 2010). Also, the participants are middle school students from
90   Yogyakarta, a city on Java Island in Indonesia that is known for its culture and pupils (Hasanah et al.,
91   2019). The majority of people in this city have lifestyles that are in line with Javanese culture,
92   regarding religiosity and prioritization of social life (Hasanah & Supardi, 2020).

93   **LITERATURE REVIEW**

94   Professionalism is known to have various meanings in the world of education (Evetts 2011; Sachs
95   2016). It emphasizes on knowledge, experience, autonomy, and responsibility, which leads to certain
96   professions and behaviours, in order to improve the quality of services provided (Cerit, 2012).
97   Professionalism also deals with a commitment to work at high standards (Agezo, 2009). Evetts
98   (2011) defined it as a process of how work is regulated and controlled. However, Hall and McGinity
99   (2015) with Torres & Weiner (2018) emphasized on the shift of people from a job carried out by
100   policyholders, over to that of a top-down professionalism, where management and organizations held
101   more power. Tschannen-Moran (2009) also described teacher professionalism as a set of personal
102   characteristics.

103   Professional teachers are characterized by various indicators, such as commitment, collaboration,
104   assistance, mutual respect, and participation (Tschannen-Moran, 2009). Other previous studies
105   observed that professionalism was closely related to the qualifications that should be met for the job,
106   and how the society views the teaching profession (Demirkasimoğlu, 2010). Furthermore, this
107   emphasizes on the practice of lecturers both inside and outside the classroom, as well as their ability
108   to meet student expectations. The teachers' professionalism is also viewed as a reference, in the
109   efforts to improve teachers' qualifications and expertise. Hargreaves (2000) further explained that the
110   development consists of four stages (1) Pre-professionalism: teaching is observed as a simple and
111   technical profession in this process. (2) Autonomous professionalism: the teaching profession
112   emphasizes on the autonomy of teachers at work. (3) Collective professionalism: this is the
113   emergence of a professional learning culture, which leads to the evolution of school collaboration. (4)
114   Post-professionalism: the schools and teaching professions are questioned and redefined in this
115   process.

116   Lai and Lo (2007) also explained that professionalism contained elements of knowledge and deep
117   understanding, such as learning strategies, responsibilities, and authorities, in order for teachers to
118   make innovations in carrying out their profession. Professionalism was built on competence,
119   collaboration, and leadership. Meanwhile, Timperley and Alton-Lee (2008) explained that it was
120   related to the commitment in taking responsibility for student learning. Citing several previous
121   studies, Cansoy and Parlar (2017) stated that the main indicators of teacher professionalism were
122   courage, autonomy, and responsibility. However, Appel (2020) emphasized on its three most
123   important elements, namely knowledge, autonomy, and responsibilities.

124   **The importance of reconstructing the professional teacher consensus**

125   This consensus has always been an interesting topic in educational policy developments, due to
126   greatly determining the quality of education (Alsalahi, 2015; Gunawan et al., 2020). Also, the
127   meaning of professionalism contains complexity, both as work tools and concepts, which are related
128   to social politics and power (Amirova, 2020; Vu, 2016). Moreover, promoting this professionalism
129   was considered as a strategy to overcome various problems in learning practice (Rusznyak, 2018).
130   The mapping against previous studies showed that the consensus on professional teachers was more
131   determined by external authorities, especially the government (Evans, 2011). The problem of
132   professional consensus also depended on the autonomy of teachers and the authority to self-regulate,
133   in order to carry out their duties (Kolsaker, 2008). As explained by Hargreaves and Connor (2018)
134   and Sachs (2016), autonomy and professional self-regulation are the absolute standards of a
135   profession. Therefore, a new perspective on teacher professionalism was needed (Beauchamp &
136   Thomas, 2009; Sachs 2016). However, this study aims to use student perspectives to construct a
137   professional teacher consensus. The consensus about professional teachers in this study refers to the
138   agreement on the characteristics and indicators of professional teachers that are jointly constructed by
139   a group of people. The consensus generated by the students' voices can complement as well as
140   criticize the conventions that have been formed previously. This is also very important, due to the
141   perspectives being expected to provide students with detailed views in their sentences, complex
142   analysis from multiple sources, and specific secondary school contexts that shaped experiences about
143   the professional teacher (Sweetman et al., 2010). These perspectives also offer the opportunity to
144   engage secondary school students as co-experts, a data collection procedure used to enhance
145   adolescents' views, without being contaminated by adult contexts. Moreover, the concept of a great
146   teacher (Benekos, 2016; Holbrook, 2016; Robertson-kraft & Zhang, 2016) is used to maintain
147   neutrality in the data collection process. This concept also makes it easier for the knowledge of
148   students, compared to the use of more normative and professional techniques, as well as class bias
149   (Sachs, 2016).

150   **METHODS**

151   **Research design**

152   This study used an interpretive phenomenology approach (Creswell, 2013; Smith et al., 2009), due to
153   its attempt to understand the meaning of a great teacher. Therefore, the themes indicated in the
154   research data were the subjective views of students. The interpretive phenomenological analysis
155   (IPA) is known as one of the most effective and qualitative analytical method, used for understanding
156   new and emotionally charged topics (Smith & Osborn, 2008, 2015). Science is also very suitable in
157   investigating and explaining students' experiences, during the conceptualization of professional
158   teachers in their schools. IPA also offers detailed data analysis, in order to understand each case of
159   study according to its merits, before advancing to the general cross-case analytical method (Smith et
160   al., 2009). According to personal experiences, science was suitable for completing this study. This
161   was due to having a deeper understanding of students' perceptions, regarding the conceptualization of
162   professional teachers.

163   **1.1   Participants**

164   The participants were determined using the purposive sampling technique (Merriam & Tisdell, 2015;
165   Robson & McCartan, 2016; Springer, 2010). These samples were also students at the secondary
166   school level in Yogyakarta City, and their selection was carried out through the following criteria, (1)
167   Students should be from one of the high schools in the Yogyakarta city, (2) Students should be
168   willing to participate until the final stage, (3) Student selections should be based on the

169 recommendation of the principal/vice principal, with the consideration of having the ability to answer
170 questions, (4) Consideration about the ability to behave objectively.

171 The total number of participants were 15 (10 women and 5 men), with age ranging between 16-19
172 years (mean age = 17.2 years). These age groups were within the period of adolescence, which is
173 often a population between 10-19 years (WHO, 1999). This was because the students in Indonesia
174 were based on the elementary (7-12 years), as well as junior and senior high (13-15 and 16-18 years)
175 school ages, respectively (Kemendikbud, 2021). However, a student is either 1-2 years early or late in
176 entering formal education, leading to being below or above the general school age range. According
177 to the APA guidelines (2016). All names were also written via the code P1-P15, in order to ensure
178 the confidentiality of participants. Moreover, it also followed the American Psychological
179 Association (APA) ethical guidelines. Also, before the process of data collection, participants
180 received sufficient information about the objectives and background of the study. All fifteen
181 participants were found to express consent, as they were also provided with an option to withdraw
182 from the study at any time. However, the participants were not compensated, due to their voluntary
183 participation.

1.2 Research procedure

185 The research experts coordinated and collaborated with the school authorities, namely the principal,
186 vice and deputy principals, as well as the staffs, in order to select students according to the selection
187 criteria. Furthermore, an interview schedule was prepared, which was in accordance with the APA
188 guidelines (Smith et al., 2009). These interviews were repeatedly conducted through electronic mails
189 and zoom meetings. These interviews were conducted twice, through electronic mails and zoom
190 meetings. This indicated that seven students were interviewed only once (via mails), while the others
191 were analyzed twice through mails and zoom meetings. The difference in the number of interviews
192 was based on the expanded data of each participant. After the initial analytical process, the interview
193 data were found to still need further deepening and expansion. After these, the interview guidelines
194 that had been prepared based on the main indicators of professional teachers were used. Moreover,
195 these guidelines were discussed with experts and had received input before being used. After being
196 revised according to the expert's input, the interview guideline was ready to be used for data
197 collection. Based on this study, the interview guide contained 6 questions as follows,
198 1. The most enjoyable experience while studying at this school.
199 2. Positive experiences with teachers while studying at this school.
200 3. What do you think are the indicators of a great teacher?
201 4. Which teacher had the most positive influence on your life? Reasons?
202 5. What makes this teacher different from others?
203 6. What qualities (teaching ability, personality, attitude, etc.) does the teacher have that others lack?
204 This open practice was also observed to be carried out flexibly. Meanwhile, the interview through
205 zoom meetings were recorded automatically and the results were transcribed carefully. In addition, the
206 shortest and longest interviews lasted for 18 and 45 mins, respectively.

1.3 Data analysis technique

208 Data analysis was carried out by the following two stages: The first stage, this was carried out by the
209 open coding of the raw interview data (Robson & McCartan, 2016). According to the open coding
210 process, a deep reading of all data was conducted, resulting in the collection of respondents stories
211 (Smith et al., 2009). Afterwards, this was accompanied by a systematic reading, which used side
212 comments to identify various emerging themes and sub-themes. Moreover, the open coder aims to
213 identify instances, when explaining characteristics of a great teacher. The second stage, based on the

214 use of analytic coding, the connection of various similar codes (and breaking them) was carried out in
215 this process, in order to obtain conclusions from the results of the first stage (Robson & McCartan,
216 2016). After these, the emergence of themes was observed. These themes were also revised,
217 recombined, and grouped into a more complete description of the student's experience. At this stage,
218 three themes were found in this study, namely teacher-student interpersonal relationships, great
219 teacher personality, and teaching skills. The teacher-student interpersonal relationships had several
220 codes, such as "my teacher motivates me", where a participant stated that "When a teacher provides
221 advice, students become motivated…He is a great teacher". A great teacher's personality also had
222 several codes such as "my teacher has a pleasant personality", where a participant stated that "I like
223 certain subjects because the teacher's nature brings fun material". Also, these theme tables were
224 created by the first and second experts, via the comparisons of respective notes. Moreover, the tables
225 were further revised at the end of the procedures, by the first expert (Smith et al., 2009).

226 **RESULTS**

227 This study was found to have determined that the student perceptions of great teachers varied
228 considerably. The results indicated three important themes, each consisting of several sub-themes.
229 The first theme was the teacher-student interpersonal relationship, which consisted of five sub-
230 themes. Therefore, the data coding are described in Table 1.

231 Table 1. Data coding results
232

No	Theme	Sub-theme	Total participants	Percentage (%)
1	Teacher-student interpersonal relationship	My teacher motivates me	13	87
		My teacher is my friend	12	80
		My teacher cares about my problems	8	53
		My teacher considers me important	5	33
		My teacher understands me	4	27
2	Teacher Personality	My teacher has a pleasant personality	10	67
		My teacher is like my parents in school	5	33
		My teacher is not favoritism	4	27
		My teacher is funny	4	27
3	Teacher's teaching ability	My teacher's teaches with fun	10	67
		My teacher's teaching is easy to understand	7	47
		Provoking students' curiosity	3	20

233 ~~, namely, (1) My teacher motivates me, (2) My teacher is my friend, (3) My teacher considers me~~
234 ~~important, (4) My teacher cares about my problems, (5) My teacher understands me. The second~~
235 ~~theme was the personality of a great teacher, which consisted of four sub-themes as follows, (1) My~~
236 ~~teacher is fun, (2) My teacher is funny, (3) My teacher is like my parents in school, (4) My teacher is~~
237 ~~not favoritism. Also, the third theme was the teacher's teaching skills, which consisted of three sub-~~
238 ~~themes, namely, (1) My teacher's teaching is fun, (2) My teacher's teaching is easy to understand, (3)~~
239 ~~My teacher's teaching provokes the curiosity of students.~~ These three themes with some relevant
240 interview quotes as properties, are described in the sections below.

241 **1.4 Interpersonal relationships with students**

242 The first theme that emerged was the great teachers' interpersonal relationships with students. This
243 relationship was also characterized by the teacher's ability to act as friends to students, as well as

6

244 motivate and understand them. Moreover, the teacher made students feel important, and cared about
245 the problems they encountered. Generally, this teacher-student interpersonal relationships was
246 reported by 100% of the respondents (n = 15).

247 **My teacher motivated me**

248 This sub-theme was further stated by 13 students, as the codes that emerged was also observed to
249 vary. Also, this aspect was based on whether teachers were motivated to study hard/rise from
250 adversity, keep working, become a better person, or achieve goals. Moreover, P1 stated that a great
251 teachers inspire students to be motivated in life, and channel their behaviours towards a more positive
252 direction.

253 *When an educator provides advice and education to students in order for them to become*
254 *motivated and excited, as well as channel their behaviours in a more positive direction, such*
255 *person is known to be a great teacher (P1, 15-18).*

256 According to another opinion, P1 also explained that a great teacher should also have the ability to
257 motivate students, in order for them to rise from problems.

258 *In that way, Bu (teacher's name) taught that failing many times is not a problem, as long as I*
259 *still have the zeal to rise back up and try to be better. Since then, I did not worry anymore*
260 *during physics lessons, as my motivation to learn had also increased. Also, I was motivated to*
261 *be a fun person like Bu (teacher's name) (P1, 53-57).*

262 Furthermore, P3 also stated that their teachers in school were great personalities, with one teacher
263 being mentioned. This teacher was mentioned due to having the ability to motivate many students, in
264 order for them to achieve their goals. Moreover, P3 stated that,

265 *I feel that two of the most patient and wonderful people in the world after my mother were my*
266 *teachers. They are extraordinary, regarding their motivation of students towards the*
267 *achievement of their dreams (P3, 15-17).*

268 Many other students also shared similar views, for example,

269 *"Sir [teacher's name] and Mrs. [teacher's name], taught me how to work, as well as provided*
270 *motivation to continue working and remain productive in the midst of other activities" (P1, 8-*
271 *10). "I learned a lot from him, especially how to always smile, enjoy, and be enthusiastic, even*
272 *though things hurt within" (P3, 39-41).*

273 **My teacher is my best friend**

274 This sub-theme was mostly expressed by respondents, as 80% of them (n = 12) stated that a great
275 teacher should act as a friend. This enabled the teachers to be communicated with, want to listen to
276 their students, and joke around. P3 stated that,

277 *A great teacher should be friendly with students, as well as not acting harshly and pressurizing*
278 *them (P3, 17-18).*

279 With a view to strengthen P3's opinion, P9's report was about being very happy to be at his present
280 school, due to being in chemistry with the great teachers.

281   *Chemistry here is in the form of teacher friendliness towards students, without any reduction of*
282   *respect. I think when students feel comfortable as friends with the teachers, they tend to open*
283   *up on what is not understood or have other anxiety that requires the role of the teacher (P9,*
284   *37-42).*

285   Similar experiences were also reported by other students. Teachers that were willing to listen in order
286   to be confide in, had provided positive experiences for P6 at school.

287   *My positive experiences with teachers are actually much, one of which is often confiding in*
288   *them regarding lessons and activities that are related to school (P6, 10-11). At that time, Bu*
289   *[teacher's name] treated us to a meal while chatting about many things. As it turned out, I, Bu*
290   *[teacher's name], and my seniors liked the author of the same novel. At that time, we shared*
291   *stories and exchanged titles for good novels (P1, 29-32).*

292   **My teacher cares about my problems**

293   More than half of the respondents (n = 8) reported that besides playing a role during learning in the
294   classroom, great teachers also cared about the problems encountered by students. Based on their
295   beliefs, the students' academical success was also related to their lives outside the school. Therefore,
296   the teacher also played a role in understanding and assisting the problems encountered by students
297   outside the classroom. P6 also had an unforgettable experience at school, due to the care and solution
298   received for problems encountered.

299   *The influential teacher in my life is Mrs. [teacher's name], a teacher that cared about my*
300   *problems when I wanted to leave school, due to the environment not meeting my expectations.*
301   *Even when I started feeling uncomfortable, Mrs. [teacher's name] kept building a mindset for*
302   *me, in order not to be caught up in the problem. She also helped in dealing with all the*
303   *problems I encountered (P6, 14-18).*

304   In line with P6, P5 also stated that the teacher's caring experience was felt during a dispute with
305   classmates. Moreover, P5 reported that,

306   *I once had a problem with my classmates, as I felt ignored when I hang out with them. By being*
307   *opened to my teacher, I explained al I felt. My teacher guided and directed me by willing to*
308   *help follow up on the problems I experienced (P10, 11-15).*

309   Other students also shared similar experiences (P5 and P9 for example) and reported that,

310   *Bu [teacher's name] listens to all the difficulties we encounter, and always supports us. The*
311   *teacher continued to provide information and helped us when there were problems or*
312   *difficulties that was encountered (94-96). She also listens and provides solutions when my*
313   *friends and I get into trouble (P9, 97-101).*

314   **My teacher thinks I am important**

315   About One-third of the respondents (n = 5) reported that a great teacher assumes that students are
316   important. P14 shared an experience about trying to quit lessons at school, even though the despair
317   was not only related to education (e.g., social and family matters). This situation was caused by some
318   factors, including family frustrations and economic conditions. In the interview, P14 explained that,

319   *Actually, it started with a problem I encountered outside of school. Finally, I was unable to*
320   *focus on the lessons at school and was no longer accepted by my friends as before. My life is*
321   *ruined. (P14, 23-26).*

322   According to the interview with P14, the academic journey at school did not meet the initial
323   expectations. Problems such as laziness, absence, incomplete assignment, and forgetting school
324   schedules were also encountered. Moreover, P14 reported that,

325   *Luckily, I met my homeroom teacher in high school. Even though at first my teacher also*
326   *immediately saw me as a lazy student, this view changed the next time I had the opportunity to*
327   *talk about my condition. One motivation that kept me thinking positively was that "no matter*
328   *what state you are in, you still have a future. Some of his motivations made me feel that I was*
329   *an important part of learning in the classroom" (P14, 32-38).*

330   The story of P14 was also experienced by several other students, although it was not quite the same.
331   For example, when asked about a great teacher, P3 stated that,

332   *"Bu [teacher's name] never underestimated all her students, even though they were stupid"*
333   *(P3, 8-12).*

334   **My teacher understands me**

335   This was observed to be very important, as it was mentioned by more than a quarter of students (n =
336   4). The sub-theme was based on teachers understanding students' different abilities, conditions, and
337   emotional feelings.

338   *The teachers that build good chemistry with the students, tends to understand them, which in turn*
339   *results in a sense of mutual understanding when the closeness is well established (P9, 42-46).*

340   Several other students also reported similar experiences, as P4, P5, and P12 stated that,

341   *Teachers that understood their students tends to adapt to each of them, because of their*
342   *different abilities (P4, 3-4).The teacher understands my friends and I. Also, the way he treats us*
343   *(P5, 22) results in a case of mutual understanding, while getting him involved in the learning*
344   *process (P12).*

345   **1.5   Teacher personality**

346   Teachers' personality was the second theme of the student responses. This theme consisted of four
347   sub-themes, namely, (1) my teacher has a pleasant personality, (2) my teacher is like a parent at
348   school, (3) my teacher is not favoritism, (4) My teacher is funny. Generally, the teacher's personality
349   themes were expressed by 13 respondents.

350   **My teacher has a pleasant personality**

351   This sub-theme was mostly mentioned by the students (n = 10). Some of the relevant codes, for
352   example, were relaxed, friendly, patient, fun, cheerful, and never angry. According to P1, personality
353   was an indicator of a great teacher.

354   *Bu [teacher's name] was relaxed, friendly, patient, understanding, and made virtual meeting*
355   *light and comfortable. The class atmosphere was often very friendly without chaos. The virtual*
356   *class felt relaxed, yet still systematic (P1, 69-72).*

357   The same thing was shared by P4 through interviews,

358   *She is always a cheerful person when starting lessons, therefore, my friends and I were more*
359   *excited to learn. When some do not carry out their homework, she does not get angry, yet*
360   *provided advice and opportunities to students. She often reminded us to carry out our homework*
361   *(P4, 18-22).*

362   A similar statement was also explained by several other students. According to them, a teacher was
363   pleasant, patient, and friendly, helped in increasing their interest in certain subjects.

364   *Besides being interested in a certain subject because they are really interesting, the nature of*
365   *the teacher was mostly the reason students made it their favourite. (P3, 19-21). I am most*
366   *happy with Sir [teacher's name] lessons, because he was the most patient teacher, during my*
367   *studies from elementary to high school (P5, 2-3). The personality of Bu [teacher's name] was*
368   *humble towards her students. She always says hello when she meets them and does embrace all*
369   *(P10, 32-34).*

370   **My teacher is like a parent at school**

371   This sub-theme was mentioned by one-third of the respondents (n = 5). As reported by several
372   respondents, teachers in high schools were required to have the ability to act like their parents at
373   home.

374   *He is very responsible for me, and like a parent at school. He was a strict person, yet also*
375   *joked a lot (P4, 16-18).*

376   A similar statement was also explained by P9 as follows,

377   *The most important thing is that a great teacher should build chemistry with students, and also*
378   *consider acting as their parents in schools (P9, 29-31).*

379   *My teacher is not favoritism*

380   This sub-theme was found to be mentioned by 4 students only. Being impartial, fair, and not
381   discriminating against students were codes that often occurred. P8 and P10 stated that,

382   *Great teachers are fair in anything. When a student does not understand, it should be explained*
383   *again. However, when there is a smarter student, favoritism should not occur (P8, 5-6). Great*
384   *teachers do not differentiate between their students, because all of them have abilities in their*
385   *respective fields (P10, 7-9).*

386   **My teacher is funny**

387   According to the students, being funny was also an indicator of a great teacher. The teacher with a
388   funny and humorous personality was also mentioned by 4 students. The trait was also an ice breaker

389 for students, during learning. This indicated that the learning process should not be rigid, stretchy,
390 too serious, and tedious. During the interview, P3 stated that,

391   *"The teacher I like the most is Bu [teacher's name], because she is a funny person. In the*
392   *middle of the delivery of subject matter, she always inserts certain jokes, which allows the class*
393   *comes alive again. Sometimes, some friends were often sleepy because of studying during the*
394   *day, and after hearing her jokes, they became awake again" (P9). The teacher here is very*
395   *entertaining with little jokes in class, especially when it was a stressful day, in order not to*
396   *make us sleepy. Even though sometimes students act too far, the teacher does not act tough*
397   *(P3, 34-36).*

398 **1.6 Teacher Teaching Ability**

399 The teachers' teaching ability was a theme also mentioned by all respondents (n = 15). Also, three
400 sub-themes were identified in this themes, namely (1) my teacher teaches with fun, (2) my teacher's
401 teaching is easy to understand, (3) my teacher's teaching provokes students' curiosity.

402 **My teacher teaches with fun**

403 This sub-theme was found to be mentioned by 10 respondents. Codes were also found to be formed
404 in this aspect, such as the funny teacher, atmosphere is enjoyable, students feel comfortable, learning
405 while playing, and teaching is not boring. P1 further stated that,

406   *Bu [teacher's name] built pleasant teaching and learning atmosphere, which provoked me and*
407   *my friends to actively ask, answer, and discuss. Based on this condition, my friends and I*
408   *understood the basic concepts of the learning material (P1, 63-66).*

409 The same thing was stated by P2. According to this respondent, history lessons were difficult, due to
410 being delivered by a pleasant teacher, where the learning process eventually turned into a funny
411 atmosphere.

412   *Actually, history is a complicated subject, yet it was fun in the 11th-grade (P2, 10-12).*

413 Statements describing the pleasant experiences of the teachers were also delivered by P8, P10, and
414 P11. For example, some of their responses were,

415   *"The teaching method should be able to make students comfortable with the subject being*
416   *taught" (P8, 6-7). "During class, the teacher was also relaxed, which made the learning*
417   *atmosphere enjoyable" (P2, 102-103). "The atmosphere was enjoyable, with a teaching method*
418   *that was not rigid, stressful, and boring" (P10, 30-32). "The teacher likes to provide*
419   *group/individual quizzes while playing, therefore, making it easier for lessons to be accepted"*
420   *(P11, 28-30).*

421 **My teacher's teaching is easy to understand**

422 Some of the codes that appeared in this sub-theme were understanding the material presented, the
423 lesson is easy to understand, the students understood, it is very easy to accept, and the learning
424 samples were absorbed by students. P4 stated that,

425   *When the teacher explained the lesson, it was easy to understand. The learning methods used*
426   *are also different, prompting students not to get bored quickly (P4, 10-11)*

427 P11 also reported that the teacher was one of the best, because learning processes were easily
428 accepted.

429   *The way Bu [teacher's name] teaches is very easy to accept. Even though the subject taught is*
430   *chemistry, which was difficult, Bu [teacher's name] always made it interesting, by providing*
431   *sufficient materials in class (P11, 21-24).*

432 A similar experience was also reported by several other students (P1, P5, and P7), for example,

433   *The teacher's teachings are practical and easy to understand" (P7, 29). "His teaching ability is*
434   *very good and made all students anticipate the class. This ensured the effective absorption of*
435   *the material provided (P11, 34-35).*

436 **1.7 Provoking students' curiosity**

437 This sub-theme was mentioned by 20% of the respondents (n = 3). The interview with P1 is
438 described as follows,

439   *During the quiz session, Bu [teacher's name] often provoked me and my friends with questions.*
440   *The fact that I wanted to know the reasons for such recurrence, sparked my curiosity and*
441   *desire to explore more things (P1, 72-74).*

442 According to P1, the quizzes that were often made by the teacher resulted in more curiosity, which
443 also prompted the interest to explore more about school lessons. Similar experiences were also
444 reported by several other students (P7 and P13),

445   *When teaching, Sir [teacher's name] makes me and my friends feel challenged to continue*
446   *learning, because the class that was being conducted really made us curious (P7, 12-16). Bu*
447   *[teacher's name] has a funny and challenging way of teaching. Every time I finish the lesson I*
448   *am still curious about the continuation of tomorrow's material (P13, 24-26).*

449 **DISCUSSION AND CONCLUSION**

450 This study aims to explore students' perceptions of professional teachers, according to their
451 experiences in school. The concept of a great teacher according to the students' perspective can be
452 seen in the figure 1 .Based on this investigation, three main themes, namely teachers' interpersonal
453 relationship, personality, and teaching ability, with twelve sub-themes were identified.
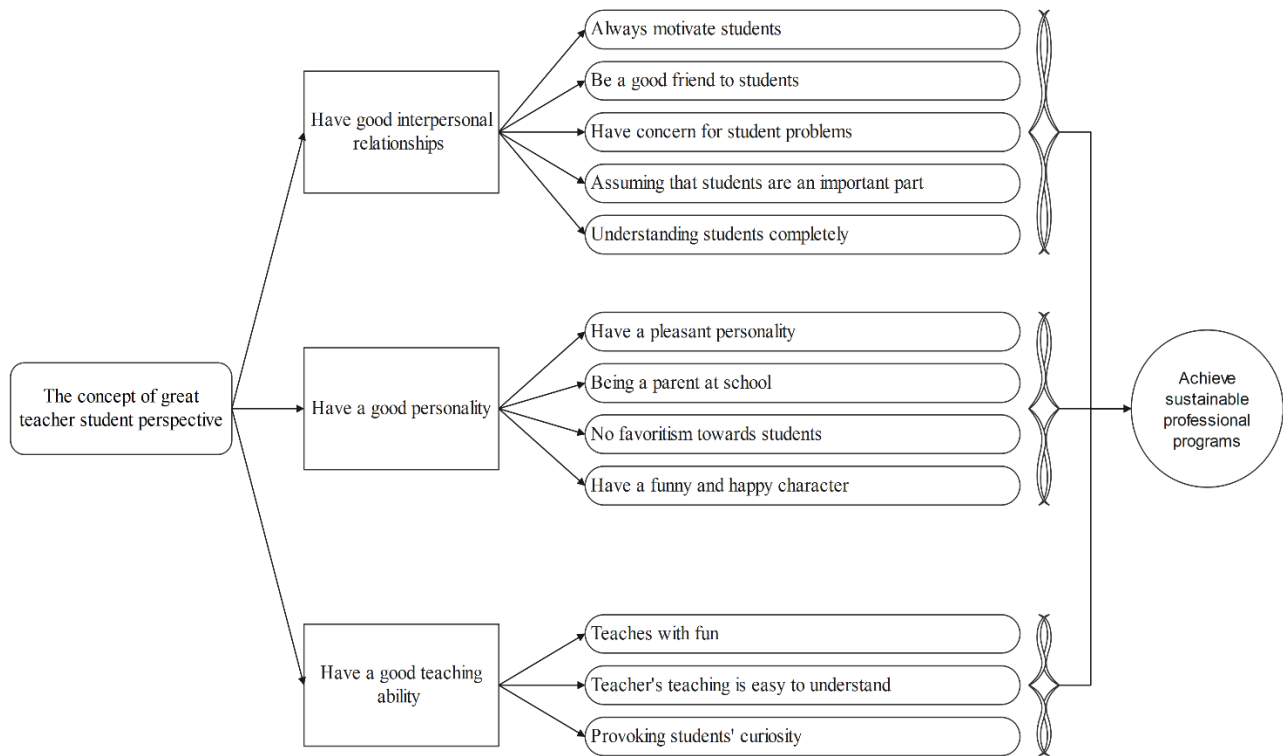
Figure 1. The concept of great teacher student perspective

Interpersonal Relationships with Students

The ability to establish interpersonal relationships with students was a priority for adolescents, in order to perceive a great teacher. This interpersonal relationship was characterized by the ability to motivate, act as friends, consider students important and care about their problems, and create conditions where learning processes are easily understood. These sub-themes showed that for students, the characteristics of great teachers depended on the dynamics of their mental development. Even though great teachers were not sufficiently shown in the form of teaching expertise in the classroom, the ability to immerse themselves in the youthful world was very much important. Besides dealing with subject matters at school, they often contend with adolescents' development, with all its dynamics.

These results corroborate several previous studies, which highlighted the importance of interpersonal relationships between teachers and students. Several previous studies suggested that teachers that had the ability to build good relationships with students, contributed to students' motivation (Buyse et al., 2008; Hamre & Pianta, 2005; Koca, 2016), self-esteem (Spilt et al., 2011), daily welfare level (Seligman, 2012), mental enhancement (Wubbels & Brekelmans, 2005), participation (Thijs & Koomen, 2008), and achievement in school (Roorda et al., 2011). One of the sub-themes in this result (the teacher's ability to show a caring attitude towards students), also had a profound impact on students' psychology. There were also significant effects on the welfare of those that were cared for by teachers (Lavy & Naama-Ghanayim, 2020). When students know that others care about their conditions and needs, their self-esteem increases, while having the impression that their presence was important to others. Also, when students know that they have a positive relationship with their teachers, their attachment to school tends to become stronger (Martin & Collie, 2018). The method teacher's use in building interpersonal relationships with students is also very influential on emotions

480   (Mainhard et al., 2018). Therefore, these results also supported the previous thesis, which stated that
481   teachers functioned as meaningful adult figures for adolescent life, in order to make students feel
482   valued (Lavy & Naama-Ghanayim, 2020).

483   A basic component of this interpersonal relationships was the students' perception that teachers cared
484   and supported them. Caring is known to be a core element in creating this type of relationship (Orkibi
485   & Tuaf, 2017). Caring teachers showed affection for students, listened to their opinions, understood,
486   motivated, and made learning interesting for them (Noddings, 2013). Teachers that cared about
487   students were more responsive to their feelings, which in turn led to protection, safety, and support
488   (Mayseless, 2015). The need for attention was also very important for adolescents, due to this age
489   being related to the school hierarchy (Karna et al., 2010). Therefore, students need a sense of security
490   to step out of their "comfort zone", into an environment full of uncertainty (Mayseless, 2015).
491   Several empirical evidence also proved that students that felt valued and cared for by their teachers in
492   school, were able to achieve better cognitive, affective, and psychomotor results (Kunter et al., 2013;
493   McGrath, 2015; Vandenbroucke et al., 2018). Therefore, valuing and caring for students was the
494   teacher's main role in the learning process. This also helped to create development and happiness
495   (Noddings, 2012). The need for attention was also a basic human emotional desire, which supported
496   individual comfort and development (Lavy & Naama-Ghanayim, 2020).

497   Besides being good for students, the ability to build interpersonal relationships was also important for
498   the professional development of the teachers. Furthermore, the great teachers that built positive
499   interpersonal relationships with students, helped in improving welfare, and vice versa (Butler, 2012;
500   Klassen et al., 2012). Moreover, this interpersonal relationship played an important role in increasing
501   emotional experiences (Hagenauer et al., 2015), as well as involvement and motivation in the
502   classroom (Henry & Thorsen, 2018). Also, quality interpersonal relationships were characterized by
503   closeness, warmth, low conflict, respect, and low levels of dependence (Claessens et al., 2016;
504   Roorda et al., 2018; Hummer et al., 2010). When they are more connected with their students,
505   teachers were also observed to teach with enthusiasm and fun (Aldrup et al., 2018). Therefore,
506   building good interpersonal relationships with students was the main identity of professionalism
507   (Prøitz, 2015).

508   **The teacher has a pleasant personality**

509   The second result also stated that a pleasant personality was an important indicator of a great teacher.
510   Teachers with a pleasant personality were enthusiastic, patient, friendly, and calm. Also, the presence
511   of these teachers were often anticipated by students. This results also confirmed the studies of
512   Benekos (2016) and Miron and Mevorach (2014) which stated that when students were told to
513   describe a good teacher, they discussed more about the qualities that reflected the educator's
514   personality (enthusiastic, easy to contact, humble, pleasant, funny, inspiring, and energetic) than the
515   pedagogical skills.

516   Several studies also showed that teachers' personality contributed 27% to student learning motivation
517   (Jahangiri, 2016). Personality is known as the unique psychological qualities that influences
518   individual behaviours, thoughts, and feelings (Roberts & Jackson, 2008). It also plays a role in
519   increasing the effectiveness of teachers' work (Holmes et al., 2015). A good teacher's personality
520   towards students was more important than teaching knowledge and skills. This personalities towards
521   students includes commitment, responsibility, and enthusiasm, which are used in developing the
522   teaching profession at the core of teachers' professionalism (Capen, 2017).

523   **Teacher teaching skills**

524   According to respondents, great teaching skills were described by teachers that taught in a funny and
525   easy-to-understand manner. Moreover, this was observed to increase the curiosity of the students.

526   When told to confirm the description of the great teacher's teaching skills, students also emphasized
527   on the method being used to convey the materials (in a funny way).

528   Teachers that taught with fun were the sub-themes most mentioned by students. This was due to the
529   emotions they had, which also affected the students. These teachers had an impact on students, due to
530   the provision of an enjoyable and comfortable learning process (Becker et al., 2014). The delivery
531   method in class also had an impact on students' positive emotions, such as the feelings of enjoyment
532   and pride (Goetz et al., 2013). Moreover, teacher teaching skills improved students' control and
533   academical achievements (Muntaner-Mas et al., 2017). The teachers that taught with enthusiasm and
534   fun also improved motivation and student learning outcomes (Keller et al., 2014; Kunter et al., 2013).

535   **There is no code on teacher as a role model and teacher professional competence**

536   Furthermore, there was no code about the great teachers being a role model. This result was
537   surprising, as none of the students perceived that a great teacher was an example in their life.
538   Moreover, this result also contradicted most of the previous studies, which stated that one of the
539   indicators of professionalism was a teacher being a role model to students (Hadisaputra et al., 2018;
540   Jimung, 2019; Ramdan & Fauziah, 2019; Suyatno et al., 2019). Ramdan and Fauziah (2019), for
541   example, stated that a teacher should have the ability to be a role model for students in attitude and
542   personality, honesty, discipline, responsibility, and religion. According to the Regulation of the
543   Indonesia Minister of National Education Number 16 of 2007, this indicator was also observed as the
544   main characteristic of teacher personality competence. This regulation was concerned with Academic
545   Qualification Standards and Teacher Competencies, which stated that educators should also be a role
546   model for students and the society.

547   The next surprising result was the absence of codes, which also pointed to the importance of teacher
548   professional competence. According to classroom learning, students focused more on the methods
549   used in presenting materials (funny, friendly, simple, or easy-to-understand manners), which also
550   represented the pedagogical competence. Meanwhile, the teachers' mastery of the material being
551   taught was included in the professional competence, as stated in the Regulation of the Minister of
552   National Education of Indonesia Number 16 of 2007. This regulation was also concerned with
553   Academic Qualification Standards and Teacher Competencies, which explained that professional
554   competence was all about mastering the material, structure, concepts, and scientific mindset that
555   supported the subjects being taught. Therefore, the results of this study did not support
556   generalizations, especially the Regulation of the Minister of National Education of Indonesia Number
557   16 of 2007. This difference was probably due to the emotional condition of adolescent students,
558   where the adequacy of meeting emotional needs was prominently felt, compared to the mastery of
559   subject matter in school. Moreover, this consensus was observed to be in line with previous studies,
560   which emphasized more on commitment to work (Tschannen-Moran, 2009; Timperley & Alton-Lee,
561   2008), ability to innovate in learning (Lai & Lo, 2007), and responsibilities in carrying out duties
562   (Appel, 2020). Therefore, a good teacher's personality seemed more meaningful to students than the
563   mastery of materials presented to them. Also, the teachers' personalities, such as commitment,
564   responsibility, and enthusiasm, were at the core of professionalism (Capen, 2017). However, these
565   results need to be the object of future studies, in order to identify more valid evidence.

566   The results indicated that students' perspectives on a great teacher relied on the educator's ability to
567   build interpersonal relationships, as well as possess pleasant personalities and good teaching skills.
568   This embodied the qualities that should be possessed by a professional teacher (Kim et al., 2021).
569   Therefore, implications for the professional development of teachers was futuristically necessary and
570   essential. These were in line with Kuhlee and Winch (2017), which indicated the importance of teacher

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571 professionalism not being interpreted as a universal value. This was due to the variations of
572 professionalism notions in different contexts.

573 Based on teacher professional development in Indonesia, the results became an additional "homework",
574 which was quite complicated for teachers and the Ministry of Education. This was because previous
575 studies explained that teaching was not an autonomous profession in Indonesia, due to being prioritized
576 to comply with the government (Savira & Khoirunnisa, 2018). Based on this perception, teachers were
577 less flexible in developing their professionalism features, especially accommodating students'
578 expectations regarding quality. This was because teachers prioritize top-down demands from the
579 authorities, leading to a bad impact due to being locked within ingrained routines (Nairz-Wirth &
580 Feldmann, 2019).

Practical implications

582 Several practical implications were also applied as a follow-up to this study. Firstly, the main
583 objective of the study was to resolve the issues of consensus, which was only based on external
584 perspectives, especially those made by the government. Furthermore, future consensus on
585 professional teachers needs to include student perspectives. As described by Aldrup et al. (2018),
586 considering the voices of students was a promising solution to reducing various problems in
587 education. Also, the second implication was the importance of emphasizing interpersonal
588 relationships in teachers' educational programs (both in the implementation of undergraduate and
589 science education in the faculties of teacher training, as well as teacher professional education/PPG)
590 and professional development services (Claessens et al., 2016). Moreover, undergraduate education
591 providers also need to provide adequate interpersonal relationship methods, due to their experiences
592 playing a key role in developing professionalism (Chang & Park, 2019). Finally, the description of a
593 great teacher that represented the voices of students, should be elaborated in compiling competency
594 indicators. Therefore, professional teacher consensus was more legitimate in the perspective of
595 students.

2   Conflict of Interest

597 *The authors declare that the research was conducted in the absence of any commercial or financial*
598 *relationships that could be construed as a potential conflict of interest.*

3   Author Contributions

600 S, W, AP, DKAF, and AS: Conceptualization; Methodology; Writing Original Draft; Data Curation;
601 Formal analysis; Project administration. ZN: Conceptualization; Writing Review and Editing.

4   Funding

5   Acknowledgments

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