



## **Favorite Lecturer Characters of Elementary Education Teacher Prospective Students**

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This research aims to discover the character aspects of lecturers most preferred by Elementary education students and the impacts and implications on the character of prospective teacher students. The method used in this research is qualitative field research with phenomena studies. Primary data were obtained from students through a questionnaire using a form instrument and unstructured interviews with an open pattern. The results showed that of the 13 aspects of lecturer character that were the most favored aspects of prospective Elementary School teacher students mapped from lecturer personality and educational competencies, namely lecturers who were able to place themselves, had high self-confidence, were tolerant, and understood students' character. The impact on students is increased motivation and self-confidence, more positive relationships, increased academic achievement, and development of student soft skills. The implications of the character of a favorite lecturer for the character of prospective teacher students are the formation of an Inclusive Learning environment, increased student psychological well-being, and strengthening of a positive academic culture.

**Keywords: Favorite Lecturer Character; Elementary Education; Teacher Prospective Student**



## INTRODUCTION

The educators at Higher Education Educational Personnel Institutions play a crucial role in shaping the learning experience for prospective teacher students. Quality educators are essential in producing skilled and innovative individuals equipped to meet the demands of the modern world and era 5.0. In this era, educators must possess technical, critical, personal, and social competencies, including coding skills, understanding of information security, cultural awareness, problem-solving abilities, creativity, resilience, agility, emotional intelligence, and intercultural cooperation (Azhari, 2022).

Three previous studies have focused on determining favorite lecturers using different systems: profile matching, Fuzzy Multiple Additive decision-making, and apriori algorithms. These studies utilized a quantitative approach and found that the most favored lecturers were those with broad perspectives, accessibility, fairness in grading, and a calm demeanor. (Airlangga dkk., 2019; Anas & Darma, 2019; Priatna dkk., 2019; Saraski dkk., 2022). Unlike previous studies, this study explores data by utilizing direct surveys and interviews with students and using a qualitative approach. This study only focuses on lecturers' pedagogical and personality aspects because many cases do not reflect the behavior of lecturers who can be role models in the modern era.

This research is motivated by the many cases of lecturer behavior that do not reflect the profile of a good educator. For example, cases of indecent behavior by lecturers at Gunadharma University Depok, Andalas University Padang North Sumatra, lecturers at Unri Riau, and Unsri Palembang who committed obscene acts and sexual harassment against students (Indonesia, 2022). At Undip Semarang, the lecturer was arrested for drug abuse and narcotics (antaranews.com, 2016). At Udayana University in Bali, a lecturer was found guilty of bribing a Ministry of Finance official (KumparanNews, 2022). The lecturer and rector at the campus committed corruption in the money donated for new independent students from 2018 - 2022, which had a fantastic value of 442 billion (Media, 2023). Although these cases are not directly related to student teachers, the actions do not indicate lecturers' professionalism and good character. Therefore, one research study states that the character of professionalism of educators is low (Simarmata, 2016).

The recent cases have significantly damaged the reputation of the higher education sector. Some lecturers have used their positions for personal gain, neglecting the needs of students and displaying unprofessional behavior. This type of lecturer is not suitable for today's students, who expect higher standards from their educators. Lecturers should continuously strive to develop their professionalism to enhance their own image and the image of the teaching profession. Millennial students have different needs and learning styles than previous generations. According to interviews, students now expect their lecturers

to be competent, possess good character, proficient in information technology, have a broad perspective, and possess extensive global connections. They also desire engaging, approachable, and relatable lecturers who can serve as role models. The preliminary interviews with prospective teacher students revealed that they prefer charismatic, humorous, friendly, and approachable lecturers who create a relaxed and enjoyable class atmosphere. They appreciate teachers who show respect for student opinions, encourage discussion, avoid body shaming, use interactive teaching methods, and manage their emotions professionally.

Liovan et al. identified the criteria for favorite lecturers using profile matching in Cybernetics. Pedagogical aspects include the lecturer's readiness to give lectures/practicums, organization of lectures, ability to engage students, clarity in delivering materials, providing feedback on assignments/assessments, and ensuring that exam/assignment materials align with course objectives and grades align with learning outcomes (Airlangga dkk., 2019). Professionalism in teaching includes explaining topics effectively, providing relevant examples, and using various technologies for learning. It also involves demonstrating authority and wisdom in decision-making, being a role model in attitude and behavior, and treating students fairly. Socially, it involves accepting student feedback, recognizing students, connecting well with students, and being tolerant of student diversity. Prospective teacher students use these criteria to determine their preferred lecturer character.

Essentially, the theory used to adopt the favorite educator indicator is Paulo Freire's theory with his Critical Education that good educators involve students in a dialogic learning process (Glass, 2001; Lopez, 2023; McLaren & Bosio, 2022). Carl Roger's Humanistic theory states that good educators are empathetic, authentic, and respectful students (Joseph dkk., 2020; Motschnig & Cornelius-White, 2020; Shepherd, 2024). With his Progressive Education, John Dewey also stated the importance of interaction between educators and students (Cunningham, 2021; Dewey, 2024; Stack, 2020). Lev Vygotsky's Social Learning theory states that social interaction and collaboration are essential in learning, so educators must create an environment that allows for discussion and cooperation (Daniels & Tse, 2020; Taber, 2020) and Albert Bandura, in his social learning theory, conveys that good educators also act as models for students. Social learning occurs through observation, imitation, and modeling, so educators must provide examples of good behavior (Devi dkk., 2022; Irie, 2021; Martin & Guerrero, 2020).

Lecturers who have good quality are lecturers who have scientific competence criteria, understand learning methods, can control emotions, and have a high level of discipline (Alma & Hurriyati, 2016, hlm. 22). The scientific competence of lecturers is in the form of cognitive, affective, and psychomotor competencies. The variety of methods mastered by lecturers can be a variety of active, creative, innovative, and fun learning. Able to control emotions when experiencing problems,

not explosive, and so on. The professionalism of lecturers is the capital of lecturers in improving their academic competence and producing competent resources.

The character of lecturers and the image of a favorite educator are reflected in their attitudes and actions, which always provide appropriate guidance according to student needs. The word 'favorite' in the Big Indonesian Dictionary online means favorite and favorite (KBBI, 2023). A favorite lecturer is liked and favored by students and serves as a role model for future educators. Millennial students' perception of favorite lecturers differs from that of colonial students due to various factors like mindset, standards, and IT development. The impact of favorite lecturers has implications for how prospective teachers apply what they see when they become educators. The purpose of this study is to map aspects of character that are most preferred by students so that it is hoped that educators will be able to perform their best because their every move is observed, which has an impact and implications on the attitudes and behavior of prospective teachers as individuals and as prospective teachers.

## METHODS

A descriptive, narrative, field research-type qualitative approach was used in this research to present the data as it is, not in the form of symbols numbers, and not interpreted in statistical-mathematical terms. Field research is used to study social conditions, individuals, groups, and communities more intensively. (Usman & Akbar, 2022, hlm. 5). This study, viewed from the scope or extent of conducting research, is phenomenological.

Non-participatory observations were carried out at the beginning of the lecture on the learning process by the Islamic Elementary School Teachers Programme, Walisongo State Islamic University lecturers in the even semester 2022/2023, and their interactions with student teacher candidates. Then, a survey was carried out on aspects of the lecturers' character that they liked and disliked by distributing a Google form with the link <https://forms.gle/CV6ZGKwxffpcyb8K9>. The statements given to respondents on the survey totaled 13 items (six aspects of the character of lecturers studied from personality competence: emotional channeling, self-placement, self-confidence, tolerance, friendly charisma, and role models. The character of pedagogical competence has seven aspects: understanding the character of students; creative in developing media, varied in using methods; conducive in managing the class; accuracy in non-cognitive diagnostic assessments; cognitive assessments, and facilitating) with two options, 'yes' and 'no' with the provision that reasons, perceived impacts, and implications must accompany each answer given.

The interview directly asked which lecturer's character they liked the most, why, what impact it had, which lecturers they liked the most, and who they did not

like because of certain characters. Unstructured interviews aim to cross-check data obtained through surveys and documentation. The instrument has been proven to measure what should be calculated using content and face validity (Connell dkk., 2018; Sackett dkk., 2012) because experts and a group of respondents have tested it. Next, the collected data is sorted, classified, organized, presented, analyzed, and synthesized. Conclusions are drawn, and judgments are made and verified.

Every data obtained is checked for validity with credibility, transferability, dependability, and confirmability tests. (Sugiyono, 2016, hlm. 270). In this research, credibility testing was carried out using time triangulation, where the researcher carried out data searches and accuracy over a long time and repeatedly for one year, and technical triangulation with observation, surveys, interviews, documentation, and basic reference materials. Transferability testing is done by observing the lecturer's behavioral interactions with students in and outside lectures. Dependability testing was performed poorly because the researcher was among the objects studied. However, researchers have tried to be objective. As a balance, confirmability testing was carried out by presenting the same information with actual conditions from 13 lecturers and 136 prospective teacher students.

## **RESULTS**

Indeed, educators or lecturers are teachers. In the Javanese concept, teachers are 'digugu lan ditiru'. The educator listens to what is conveyed, sees what is done, and follows. All causes must have consequences. That is Sunnatullah. Every human action (including lecturers) will impact other humans (students) or other parties. The lecturer's character is the lecturer's personality attached to him, which is related to his relatively fixed traits. This character is mapped from the competencies that must be possessed by an educator and is only determined by two competencies, namely personality and pedagogy. Lecturers' knowledge, attitudes, and behavior will positively and negatively affect students depending on their perceptions, impressions, and influences.

### ***1. Aspects, Impacts, and Implications of the Personality Character of Favorite Lecturers***

The character of the lecturer's personality competence is an ability in the form of noble character and other aspects that can be used as a role model for prospective teacher students. Students favor six (6) aspects of the lecturer's personality character, namely, accuracy in channeling emotions, self-positioning, self-confidence, tolerance, charismatic friendliness, and being a role model.

The first characteristic of personality competence that is the object of study is that lecturers can place emotions appropriately by doing hobbies that students like because it is considered a form of pleasing personality and impacts student emotions and cognition. According to students, "lecturers with high emotional

intelligence can understand students' situations, be empathetic, and provide responses that suit their needs. Helps students feel heard, appreciated, and motivated to learn." The implications can be categorized in Table 1.

**Table 1.** Impact of Personality Character on Prospective Teacher Students

	<b>Impact on Student Teachers</b>	Learning atmosphere	Inner atmosphere	Student Capability	Attitude
<b>Character</b>	<b>Appropriateness of Channeling Emotions</b>	The Spirit	Patience	Better understanding of the material	Discipline and responsibility
	<b>Self-Positioning</b>	Learning focus	Happiness and comfort	Able to understand the material	More confident
	<b>Self-confidence</b>	Active	Relaxed	Ability to understand the material	Modeling the lecturer's behavior
	<b>Tolerance</b>	Fun	Happy	Easy to follow the lesson	Making lecturers role models
	<b>Charismatic Friendliness</b>	Love	Comfortable	Easy to understand the materials	Communicate
	<b>Role Model</b>	Energetic, fun	Confident, comfortable	Understand the material better	Get used to good behavior.

The implications of the exemplary lecturer's character in channeling emotions have consequences for student teachers. First, the atmosphere of learning and lectures, such as the lecture process, is more conducive, stable, fun, enthusiastic, cheerful, and comfortable. There are humorous interludes, severe but relaxed, safe and calm, not intimidated, given constructive criticism, and focused on learning. Second, on moods such as feeling appreciated, understood, daring to argue and communicative, more expressive, patient, interactive, applicable, friendly, motivated, reflective-evaluative, and feedback. Third, students' abilities, such as quickly understanding the material learned and increasing the ability of unity of science with the use of technology, games, and variations in methods, are more creative and innovative. Fourth, students' attitudes include more discipline, respect for time, and responsibility.

The second characteristic of the lecturer's personality competence is that the lecturer can place himself according to the situation and conditions, which impacts prospective student teachers' feeling comfortable and happy. The third characteristic of the lecturer's personality is self-confidence. Students like lecturers with high self-confidence and extraordinary potential can make students feel

comfortable, safe, and not afraid to express their opinions both during and outside of learning. A survey of 134 students showed that as many as 134 students said they liked lecturers with confidence and extraordinary potential. So, 100% of lecturers have a high level of trust and want to help students develop their potential with all their potential.

The fourth characteristic of the lecturer's personality ability is tolerance towards students. A total of 100% of prospective teacher students like tolerant lecturers. The fifth characteristic of the lecturer's personality ability is friendly and charismatic, not fierce, and prospective teacher students can trust them to convey their hearts. The lecturers' friendliness and charisma can be seen by students in their gentle, communicative, interactive speech and nurturing attitude, paying attention, advising, blending in, acting like their parents, not scary, and always smiling at their students. The survey results showed that 134 or 100% of students liked 100% of the Islamic Elementary School Teachers Programme lecturers who were friendly and charismatic.

Further psychological impacts and implications for students are that students can understand the material and make their lecturers role models. A friendly and authoritative attitude can be used to personalize the institution. Lecturers are friendly and charismatic, have an excellent impact, and foster extensive symbiotic mutualism relationships.

The sixth character of the lecturer's personality ability is a model for student teachers because of his righteousness, sincerity, attention, responsibility, care, intelligence, hospitality, honesty, and kindness. 100% of student teachers like the character of such lecturers. Lecturers who become models can become role models for students in their daily lives. Students are motivated and inspired to be better people by the attitudes and behaviors shown by lecturers in various situations. Students also respect them, feel more confident, enthusiastic, comfortable, happy, and disciplined, understand lessons, and get used to good behavior.

## ***2. Aspects, Impacts, and Implications of the Pedagogical Character of Favorite Lecturers***

Lecturers' pedagogical competence is the ability of lecturers related to learning management. There are seven favorite characters identified from pedagogical competence, namely, first, understanding student characters. Second, creative in developing media. Third, they varied in using methods. Fourth, I am skillful in managing the class. Fifth, capable of assessing non-cognitive diagnostics. Sixth, "kepo (knowing every particular object)" with learning progress, and seventh, alert to facilitate learning. Below is a table and description of the preferred pedagogical characteristics of lecturers and their implications for student teachers.

**Table 2.** Impact of Pedagogical Character on Prospective Teacher Students

<b>Impact on student teachers</b>	Learning atmosphere	Inner atmosphere	Student Capability	Attitude
<b>Precision in Understanding Character</b>	The spirit	Comfortable	Easy to understand the materials	Self-confident
<b>Creative in Developing Media</b>	Active	High interest in learning	More understanding	Challenged to be creative
<b>Variety Combine methods</b>	Enthusiasm	Not bored	Understand the material better	Get Motivated
<b>Serious but Relaxed</b>	Happy	No tension	Understand the material better	Adaptable
<b>Non-cognitive diagnostic skills</b>	Comfortable	Can be more interactive with educators	Easier to understand the material	More communicative
<b>"Want to Know" learning progress</b>	Energetic, fun	More confident and feel valued for their efforts	Able to self-reflect	Understand the condition of self
<b>Alert to Facilitate Learning</b>	Convenient	Glad to be motivated	It is easy to understand the material and easy to learn anything	Active learning

One of the Favorite pedagogical characteristics of the lecturers is understanding the students' characters. The survey results show that 134 prospective teacher students recognize student characters or 100% 'like' Islamic Elementary School Teachers Programme lecturers. Getting to know each other is about learning the name and understanding each other's character, personality, social background, education, family, culture, and religion. Islamic Elementary School Teachers Programme lecturers who understand student characters can design learning appropriately according to student needs, teach it consistently, explain material according to ability levels, and use methods appropriately. The impact is that students become focused and can understand the material. Students feel more psychologically valued, considered, cared for, directed, understood,



invited to interact, nurtured, and feel no discrimination. Then students feel comfortable, confident, to be themselves, free, not judged, enthusiastic, interested, happy, motivated, and more relaxed because interspersed with jokes and become more familiar with lecturers like family.

The pedagogical character of the second lecturer is creative, innovative, and exciting in developing learning media, which impacts learning that is of interest to prospective teacher students. The survey results show 100% or 134 students like all Islamic Elementary School Teachers Programme lecturers with this character. The reasons are increased interest in learning, not being bored and not sleepy, more enthusiasm, interest, curiosity, challenge, fun, comfort, motivation, and wanting to know more about the material being studied. Furthermore, students feel the impact, namely, it is easy to understand the material, increase new knowledge, and feel not clueless. In addition, students are also inspired to develop creative media for learning practices in microteaching classes and actual classes for prospective teachers in the sixth semester.

The third pedagogical characteristic of lecturers is combinative variation, which uses conventional and modern methods of learning according to the material and conditions of students. The survey results showed that 119 out of 134 students liked the character of lecturers who varied learning methods. That means 88.8% of students like lecturers who are creative in utilizing combinative and varied learning methods. Such lecturers make students excited and happy, increase their interest in learning, and make them more interactive, open, and not bored. The impact felt is that the material is easy to understand.

The fourth characteristic of pedagogical competence is severe but relaxed lecturers. One hundred thirty-two student teachers (98.5%) liked serious but relaxed lecturers, and two students (1.5%) 'disliked' them. Learning delivered in a fluid atmosphere can lead students to a sense of happiness in learning and understanding the material quickly. If the lecturer is serious, students feel tense, learning is boring, and it isn't easy to understand the material. The interview results showed that 81% disliked tense lecturers because students felt scared.

The fifth characteristic of the pedagogical ability prospective teacher students like is that lecturers are skilled at accessing students through non-cognitive diagnostic assessments by observing and inviting student communication from heart to heart. The survey results showed that 92.5% of students liked Islamic Elementary School Teachers Programme lecturers who conducted non-cognitive diagnostic assessments by observing and talking to students from heart to heart. The remaining 10/124, or 7.5%, did not like it because it did not allow students and lecturers to talk from heart to heart. Especially male lecturers with female students. The reason is religious because if they communicate from heart to heart, adult men and women are worried about causing fitnah. Another reason is that lecturers must

be able to distinguish between private and public domains. Parents and children can do closeness. In addition, some students are intelligent but extroverted. Students only want to be asked about their psychological condition in general. As such, lecturers do this before, during, and after learning by asking about their condition, motivation, interest in learning, and other problems in lectures.

Students like lecturers who carry out non-cognitive diagnostic assessments by observing and talking to students daily because they feel comfortable and excited. Problems feel light because some lecturers speak with them, freely convey feelings and thoughts, are more open, not tense, not bored, more confident, feel familiarity and kinship, motivated, safe, and more communicative. When students can share and talk freely with lecturers, they think they get solutions to their problems, understand their character, and find it easier to understand the material because if they don't understand, they are not afraid to ask.

It can be said that lecturers who carry out non-cognitive diagnostic assessments by observing and talking (deep talk) to students from heart to heart are lecturers who understand students' character, which is what students like. 55.6% of students like lecturers who carry out assessments because they feel the impact, namely feeling happy, comfortable, enthusiastic, active, open, not tense, not bored, confident, kinship, motivated, safe, and communicative. In addition, although the implication is slight, 7.2% of students also feel that they get solutions if they talk heart-to-heart with lecturers who have more comprehensive knowledge, experience, and emotional maturity. In addition, by communicating intensively with lecturers, students can better understand the material.

The next character in pedagogic competence is the "kepo" lecturer, who always wants to see changes in students' knowledge, attitudes, and skills on an ongoing basis (not only through the middle test and final test but also with various tests during the learning process and after learning). The survey results state that 100% of students like such lecturers because if there is always an evaluation of knowledge, attitudes, and skills, it makes students feel better, more confident, very enthusiastic, happy, feel appreciated for their efforts and the impact, students can assess their achievements, abilities and self-reflection, see their progress, understand their conditions and achievements, and feel their abilities are more measurable through various assessment processes.

One hundred thirty-two students, or 98.5%, like lecturers who conduct evaluations to see student learning progress. However, two students, or 1.5%, do not like it because they feel pressured, afraid, and too concentrated on tests whenever they want to see changes with tests or others. What is meant by the statement is that the changes that the lecturer will see are all aspects. So it is not only the cognitive aspects that will be tested, but all elements with various ways to

see them, for example, with non-tests, namely observing their activities, motivation, discipline, behavior, and others.

Meanwhile, those who like the reason feel happy because the changes seen are cognitive aspects through middle and final tests and various forms of evaluation. The impact felt by the highest students is 40.5% because they can reflect on themselves to what extent their abilities and learning attitudes are. In addition, students feel delicate, confident, active, enthusiastic, happy, and valued for all their abilities, not discriminatory because it is more fair and just. The implication is that students can always reflect and be grateful for their achievements and changes and can see the progress of their improvement because it is measured through various processes. Students also feel more able to see and understand everything because lecturers provide learning and experience from multiple sources of value and are given follow-ups.

The seventh characteristic of the pedagogical aspect is that lecturers prepare various learning facilities with multiple learning resources to help students develop their potential. When asked about this, 134 students (100%) said they liked Islamic Elementary School Teachers Programme lecturers who prepared various learning facilities and resources to help students develop their potential. Students enjoy learning activities facilitated by multiple relevant learning tools and resources because they make students not bored of learning, sleepy, and more active, enthusiastic, happy, good, interested, practical and interactive learning so that they feel comfortable, passionate, motivated, and curious. Students become more ready to learn because there is a lot of support from lecturers in various forms, and learning can run smoothly.

Lecturers who prepare various learning facilities with a variety of learning resources such as source books, goods and objects relevant to learning such as dance costumes, practicum tools, comfortable places/lecture rooms, computers, smart TVs, LCDs, air-conditioned/refrigerated rooms are highly favored by students with the highest percentage of 41.2%. The preparation of facilities by this lecturer makes students happy, enthusiastic, good at learning, not bored, actively learning, ready to learn, learning support, motivated, not sleepy, comfortable, smooth, energetic, and efficient. Preparing learning facilities is beneficial for students in developing their potential and creativity. For example, at first, students could not use smart TVs. Still, after seeing the teacher, they became able to do it. They made learning media for practicum more creative because lecturers inspired them, and they also gained knowledge, experience, and skills from various facilities and sources. The implication is that students can increasingly understand the material and quickly learn anything. So, however, learning facilities are essential in supporting the success of learning.

## DISCUSSION

### **1. Favorite personality traits**

The personality of lecturers significantly impacts teaching, student interaction, and the learning environment. Positive personalities create an encouraging atmosphere, while negative ones can discourage participation and hinder learning (Imazeki, 2024). Maintaining stable emotions is crucial for effective teaching and control. Expressing negative emotions, like anger, during lectures can have a detrimental impact. Muslims believe in maintaining positive thoughts and emotions for favorable outcomes. Adaptable lecturers positively impact mutual respect, understanding, and student comfort. The Quran emphasizes the importance of maintaining a strong mentality and high spirit, even in challenging situations (Alabdulhadi & Alkandari, 2024).

When educators have good self-confidence, student teachers feel the same way. Confident lecturers have the characteristics of having strong beliefs, acting on sound judgment, and believing that they can solve problems (Al Khoury dkk., 2022). This attitude impacts the sustainability and success of students in their education and social life. Tolerance of lecturers impacts the realization of students' self-attitude in respecting other people's opinions and views. Allah advises Muslims always to speak kindly, politely, firmly, and gently, and it is prohibited to do the opposite. Lecturers also provide support, are not discriminatory, advise proportionally, and feel cared for their needs as prospective teacher students (Shafiq, 2021).

Personal branding is effective for individuals and institutions to showcase their identity and profile. Friendly and charismatic lecturers create a positive psychological value for students, making them feel comfortable and more open to learning. The Prophet Muhammad serves as a role model for educators in Islamic education, emphasizing traits such as calmness, student-centeredness, acceptance of criticism, and strong faith. Lecturers who exemplify righteousness can influence students to emulate their behavior, creating a positive learning environment and encouraging motivation and self-confidence (Icka & Kochoska, 2024).

### **2. Favorite character in the Pedagogical Aspect**

The lecturers' pedagogical style is crucial in delivering material effectively and employing appropriate teaching methods. Understanding and adapting to students' learning characteristics is essential for successfully facilitating learning. In addition, combining learning methods, understanding individual differences, and creating a supportive learning atmosphere are key factors in optimizing the learning experience (Muñoz dkk., 2022).

The teaching style of lecturers has a strong impact on student understanding. Serious yet relaxed teaching methods create a positive learning atmosphere, while

strict and unpredictable assignments can make students tense and hinder their understanding. Diagnostic assessments help educators understand students' abilities and limitations, while non-cognitive assessments are essential for determining students' well-being. Assessment in the context of Islamic Education involves evaluating learning outcomes and understanding students' conditions for appropriate follow-up actions (Latipah dkk., 2023).

According to Bruner's cognitive learning theory, learning involves interaction with the environment and oneself, leading to changes in perception and behavior. Therefore, lecturers should facilitate learning by providing various resources and facilities. In addition, lecturers' preparation of various facilities helps students access new learning resources and diverse learning experiences, fostering creativity and innovation (Ozdem-Yilmaz & Bilican, 2020).

## CONCLUSIONS

The influence of teachers on students' knowledge and character is significant. In the Islamic Elementary School Teachers Programme, prospective teachers highly value educators who demonstrate self-confidence, assertiveness, and tolerance. Students prefer teachers who create a relaxed, focused, and enthusiastic learning environment, use diverse teaching methods, and demonstrate flexibility. These qualities help to enhance student confidence and satisfaction in the teacher's abilities. Furthermore, students appreciate tolerant behavior from teachers, as it positively impacts their behavior.

The most desirable qualities of pedagogical competence include the lecturer's ability to understand student characteristics and their balanced approach to learning, which is both serious and relaxed. These traits are appreciated by 100% of students, with the primary reason being that they feel loved, appreciated, cared for, guided, understood, and nurtured, at 45.2%. The influence on student character is evident in the increased interaction. The balanced approach to learning, at 43.4%, is valued for creating enthusiastic, comfortable, and disciplined learning experiences. This approach prevents students from becoming disengaged and helps them maintain discipline in various circumstances.

Favored lecturers play a crucial role in shaping prospective teachers' knowledge, skills, and personality, which ultimately impacts the students they will educate. They influence students' motivation, relationships, academic achievement, and soft skills. However, students may not fully comprehend the diverse traits of lecturers due to limited interaction. It is crucial to continuously evaluate and acknowledge lecturers' accomplishments. Therefore, institutions should prioritize the selection of lecturers based on both academic and non-academic competencies.

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