The Influence of The Lecturer's Personal Appearance towards Students' Teaching Satisfaction

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SEKOLAH TINGGI MANAJEMEN INFORMATIKA DAN KOMPUTER
STMIK AMIKOM SURAKARTA
2024

HALAMAN PENGESAHAN
LAPORAN HASIL PENELITIAN

Diajukan kepada STMIK AMIKOM Surakarta
Melalui Lembaga Penelitian dan Pengabdian kepada Masyarakat

Judul	:	The Influence of The Lecturer's Personal Appearance towards Students' Teaching Satisfaction
Skema Penelitian	:	Penelitian Mandiri

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Pendanaan Penelitian :

Sumber Dana	:	Pendanaan internal STMIK AMIKOM Surakarta tahun 2024
Dana Usulan	:	Rp. 1.500.000,-
Durasi Penelitian	:	1 Tahun

Sukoharjo, 15 Januari 2024

Menyetujui
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NIK. 2018.281.218

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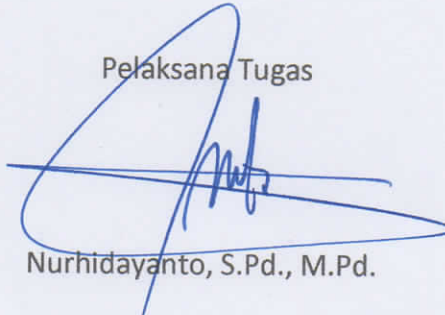
Waktu : 15 Januari 2024
Lokasi : STMIK AMIKOM Surakarta

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The Influence of Lecturer's Personal Appearance
towards the Students' Teaching Satisfaction

Abstract

This research was aimed at finding the influence of personal appearance variables (facial attractiveness, bodily attractiveness and artefactual) towards the students' teaching satisfaction partially and integrally).

Analyzing data from questionnaires of 40 Amikom Surakarta students taught in one semester by applying Multiple Linier Regression Formula, it yielded a finding that the research factors/variables (facial attractiveness, bodily attractiveness and artefactual) integrally or simultaneously influence the students' teaching satisfaction. While, the most dominant factor that influences their teaching satisfaction is the lecturer's facial attractiveness.

The research implicates that the personal appearances (facial attractiveness, bodily attractiveness) are inborn physical condition. However, a lecture must make any efforts to look so smart elegant and good looking by putting on proper artefacts that it creates positive conducive learning atmosphere.

Keywords: personal appearance ; teaching satisfaction

Introduction

The technique of teacher's teaching is the significant key of a successful learning. In the learning approach of SCL (Student Centered Learning) a lecture has to be able to orchestra the class situation in such a conducive way that it creates a comfortable class atmosphere for students to study, one of their efforts is to benefit from nonverbal communication.

From many nonverbal language components that a teacher may apply to his/her teaching, the writer emphasizes on the teachers' personal appearance. The personal appearance to be investigate its influence on the students' teaching satisfaction are facial attractiveness, bodily attractiveness and artefactual. They will be analyzed partially and integrally, whether or not facial attractiveness, bodily attractiveness and artefactual partially influence on teaching satisfaction or integrally.

At the end of the investigation, it will yield some findings from the most up to the least significant influence of the variable of facial attractiveness, bodily attractiveness and artefactual.

Nonverbal Communication

Adler and Rodman (2016:118) define nonverbal communication as oral and non-oral messages expressed by other than linguistic means. It is communication without words. Verbal output can be turned off in communication, whereas, non verbal cannot. Even silence speaks.

The interaction of verbal and nonverbal is grounded in several central assumptions. Firstlythere are situations which nonverbal serves important function but verbal simply does not occur. For instance, when someone wants to stop a public bus, he only needs to wave his hand up-and-down –his verbal falls useless in that situation. In addition, when someone feels uncomfortable about others' arrival, he will not state his feeling verbally; but he will keep a greater distance to them with his face reflecting the supported expression. Secondly nonverbal assumes the dominant and central role while the verbal necessarily assumes the secondary role. For instance, when someone

is angry, he will not tell others 'I am angry" (verbally); whereas he will use his facial expression and high vocalic pronunciation.

Leathers (2017:13) explains that nonverbal communication comprises three major interacting systems; visual, auditory and invisible communication system. The nonverbal communication systems used to analyze the units/fragments are:

1. Visual

   a. Kinesics; a study of observable, isolable, and meaningful movement in communication.

      1) Facial Expression; is the primary effective source of emotional communication. To help the interpretation of facial expression, the researcher adopts a series of photos consisting of face expressions with their meanings of disgust, bewilderment, happiness, determination, fear, anger, surprise, interest, contempt and sadness. (Loren Lewis Series in Leathers, 2017:40-41)

      2) Eye Behaviors; the researcher consider some types of eye behaviors to be interpreted such as; eye contact, face gaze, eye gaze, mutual gaze, mutual eye contact, gaze avoidance, gaze omission, gaze aversion, eye shifts, staring, eye blinking, and eye flutter. They serve many important meanings that may fall into one of these seven communicative eye behavior functions (Leathers, 2017:57-66); to indicate degrees of attentiveness, interest, and arousal, to help initiate and sustain intimate relationships, to influence attitude change and persuasion, to regulate interaction, to communicate

emotions, to define power and status relationships, and to assume a central role in impression management.

3) Gestures; body acts, that are the readily observable movements, with a definite beginning and end, which could occur in any part of the body and across multiple body parts simultaneously.

4) Postures; are the position as a fixed configuration of the parts of the body which is identified by a lack of movement for a discernible period of time –two seconds or more- with any body part.

b. Proxemics; the study of how individuals use space/distance to communicate. Proxemic behaviors serve as a sensitive barometer that reflects the relative strength of the competing tendencies to both seek and avoid closer interaction with other individuals.

1) Space; fixed-feature space refers to characteristic arrangement of rooms by function; semifixed-feature refers to the placement of objects in the room; and non fixed-feature refers to the immediately surrounding the body. They all frequently serve two communicative functions; a) sociopetal, to bring people together, to stimulate involvement and to satisfy the affiliative need of individuals by promoting interaction b) sociofugal, to keep people apart, to promote withdrawaland to satisfy privacy need.

2) Distance; how far one individual is from another to satisfy their various needs. They are intimate, personal, social, and public distance. Distance norms are influenced not only by belief and value but also by such personal characteristics as gender, age, ethnicity race, status, personality, degree of

acquaintance and area of residence. The desirable separation distances generally suggest that people seek an optimal range of distance for interaction and departures from. This range that leaves either too large or too small distances result in discomfort and dissatisfaction.

3) Territory; behaviors by which an organism chracteristically lays claim to an area and defends it against members of its own species and in so doingassures the propagation of the species regulating density. This concept of territory comes from the study that illustrate how animals identify and defend clearly delineated territories by means of instinct. Layman and Scott (in Leathers, 2017:103-105) classify territory into four kinds of territories: public, home, interactional, and body territories.

4) Privacy; Atman defines privacy as selective control of access to one's self or one's group. When individuals apply ineffective or unsatisfactory use of space, distance, and territory, they automatically achieve inadequate level of privacy (in Leathers, 2017:107) There are four dimensions of privacy; physical, social, psychological, and informational privacy.

c. Artifactual; things that human can wear on their bodies, do to their bodies, or use as extensions of their bodies for purposes of exercising conscious control over their personal appearance.

1) Facial Attractiveness; suggest a theory that a standard of face to be attractive and not is needed within the communication. Staat (in Leathers, 2017:141) says that large facial features are typically considered less attractive than smaller ones.

2) Bodily Attractiveness; Sheldon ((in Leathers, 2017:143) relates body types and temperament/personality characteristics. a) Endomorphic body (soft, fat) exhibits a viscerotonic temperament –a laid-back, relaxed and event indolent personality, b) Mesomorphic body (bony, athletic) exhibits a somatotonic temperament –a highly confident, task oriented and aggressive personality, c) Ectomorphic body (thin, fragile) exhibits a cerebrotonic temperament –tense, fussy and critical of others.

3) Artifacts; things that human can wear on their bodies, do to their bodies, or use as extensions of their bodies for purposes of exercising conscious control over their personal appearance. Brown (2018:211) adds that clothes often signal a person's sense of self-esteem, socio-economic class, and general characters. Jewelry also conveys certain messages. He argues that artifacts can be a significant factor in lifting barriers, identifying certain personality characteristics, and setting a general mood.

2. Invisible

a. Tactile / Touch; plays a central role in relational communication (developing close relationships) Collier adds that tactile can send messages by signaling three types of cues 1) changes in temperature, 2) changes in muscular tensions and 3) changes in the amount of moisture on the skin. John and Yarbrough identify four different types of touch including the meaning, i.e. 1) positive-affect touches communicate the meaning of support, appreciation, inclusion, sexual interest and affection, 2) playful touches communicate the meanings of

playful affection and playful aggression, 3) control touches communicate compliance, gaining attention and announcing a response, and 4) ritualistic touches communicate the meanings associated with greeting and departures. These touching norms dictate that the sex, age, race, culture and status of communicators must all be considered before exhibiting socially appropriate tactile behaviors.

b. Chronemics; is defined by the way members of a given culture define experience, structure and use of time. Hall (in Leathers, 2017:351) classifies time into two distinct classes; formal (measured by such precise and fixed units of time as minutes, hours, days and so forth) and informal (measured by the much more subjective judgment(s) of the people who are interacting.

3. Auditory; is an important communication system of its own right. There are nine different sound attributes, which are susceptible to the conscious control, that give communicators' vocal cues their distinctive quality; loudness, pitch, rate, duration, quality, regularity, articulation, pronunciation, and silence.

Analytical Construct
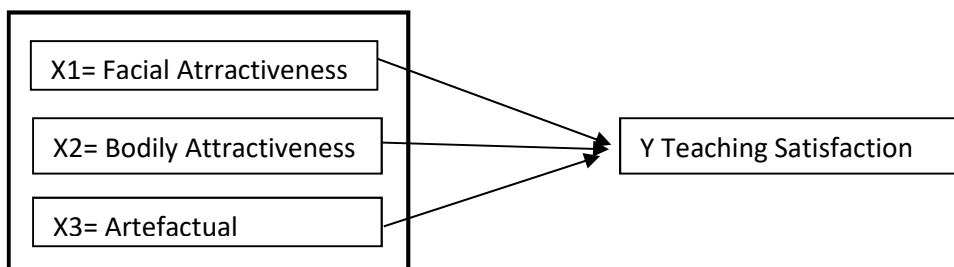
Research Methodology

The research population is 87 students of STMIK Amikom Surakarta –being take from S1 Informatics Class 1I, Diploma 3 Class 1B, 1E, IIIB and IIIE. Taking the sample from the sampling table, it issues 40 students to be research sample.

The data gathered were derived from questionnaire distribution using 5 option of response (Likert) –i.e. Ultimate Agree, Agree, Neutral, Disagree and Ultimate Disagree.

The analysis done to the data are namely;

1. Validity Test
2. Reliability Test
3. Multiple Linier Regression
4. T test and F test

Research findings

The research samples who gave response to the questionnaire consist of 26 male students and 14 female. The validity research findings on the questionnaire are

A. Data Validity

1. Facial Attractiveness

    a. Your teacher performs large face.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	10,0%	10,0%	10,0%
	2.00	7	17,5%	17,5%	27,5%
	3.00	3	7,5%	7,5%	35,0%
	4.00	10	25,0%	25,0%	60,0%
	5.00	16	40,0 %	40,0 %	100,0%
	Total	40	100,00%	100,00%	

    b. Your teacher applies facial cosmetics.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	5,0%	5,0%	5,0%
	2.00	4	10,0%	10,0%	15,0%
	3.00	8	20,0%	20,0%	35,0%
	4.00	15	37,5%	37,5%	72,5%
	5.00	11	27,5 %	27,5 %	100,0%
	Total	40	100,00%	100,00%	

c. Your teacher looks fresh all time class long.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	2,5%	2,5%	2,5%
	2.00	2	5,0%	5,0%	7,5%
	3.00	15	37,5%	37,5%	45,0%
	4.00	15	37,5%	37,5%	82,5%
	5.00	7	17,5%	17,5%	100,0%
	Total	40	100,00%	100,00%	

d. Your teacher performs bright skin face.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	5,0%	5,0%	5,0%
	2.00	5	12,5%	12,5%	17,5%
	3.00	14	35,0%	35,0%	52,5%
	4.00	4	10,0%	10,0%	62,5%
	5.00	15	37,5%	37,5%	100,0%
	Total	40	100,00%	100,00%	

e. Your teacher performs a pointed nose.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	5,0%	5,0%	5,0%
	2.00	18	45,0%	45,0%	50,0%
	3.00	7	17,5%	17,5%	67,5%
	4.00	3	7,5%	7,5%	75,0%
	5.00	10	25,0%	25,0%	100,0%
	Total	40	100,00%	100,00%	

T_{cal} of Facial Attractiveness = 9,88

T_{table} in df 38 (40-2) with α 0,05 = 1,6860. It was stated **VALID.**

2. Bodily Attractiveness

   a. Your teacher performs a relaxed erect posture

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	11	27,5%	27,5%	27,5%
	2.00	4	10,0%	10,0%	37,5%
	3.00	2	5,0%	5,0%	42,5%
	4.00	15	37,5%	37,5%	80,0%
	5.00	8	20,0 %	20,0 %	100,0%
	Total	40	100,00%	100,00%	

   b. Your teacher performs a soft fat posture.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	17,5%	17,5%	17,5%
	2.00	6	15,0%	15,0%	32,5%
	3.00	6	15,0%	15,0%	47,5%
	4.00	8	20,0%	20,0%	67,5%
	5.00	13	32,5 %	32,5 %	100,0%
	Total	40	100,00%	100,00%	

   c. Your teacher performs bony athletic posture.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	10	25,0%	25,0%	25,0%
	2.00	13	32,5%	32,5%	57,5%
	3.00	8	20,0%	20,0%	77,5%
	4.00	6	15,0%	15,0%	92,5%
	5.00	3	7,5%	7,5%	100,0%
	Total	40	100,00%	100,00%	

d. Your teacher exhibits bony athletic posture.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	10,0%	10,0%	10,0%
	2.00	10	25,0%	25,0%	35,0%
	3.00	22	55,0%	55,0%	90,0%
	4.00	2	5,0%	5,0%	95,0%
	5.00	2	5,0 %	5,0 %	100,0%
	Total	40	100,00%	100,00%	

e. Your teacher performs bent over walking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	7,5%	7,5%	7,5%
	2.00	2	5,0%	5,0%	15,5%
	3.00	5	12,5%	12,5%	25,0%
	4.00	27	67,5%	67,5%	92,5%
	5.00	3	7,5 %	7,5 %	100,0%
	Total	40	100,00%	100,00%	

T_{cal} of Bodily Attractiveness = 9,88

T_{table} in df 38 (40-2) with α 0,05 = 1,6860. It was stated **VALID.**

3. Artefactual

   a. Your teacher wears match clothes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	15,0%	15,0%	15,0%
	2.00	4	10,0%	10,0%	25,0%
	3.00	5	12,5%	12,5%	37,5%
	4.00	10	25,0%	25,0%	62,5%
	5.00	15	37,5 %	37,5 %	100,0%
	Total	40	100,00%	100,00%	

   b. Your teacher likes to keep tidy.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	12	30,0%	30,0%	30,0%
	2.00	5	12,5%	12,5%	42,5%
	3.00	12	30,0%	30,0%	72,5%
	4.00	4	10,0%	10,0%	82,5%
	5.00	7	17,5%	17,5%	100,0%
	Total	40	100,00%	100,00%	

   c. Your teacher puts on excessive clothes accessories.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	10	25,0%	25,0%	25,0%
	2.00	21	52,5%	52,5%	77,5%
	3.00	3	7,5%	7,5%	85,0%
	4.00	3	7,5%	7,5%	92,5%
	5.00	3	7,5 %	7,5 %	100,0%
	Total	40	100,00%	100,00%	

d. Your teacher likes to wear casual clothes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	12,5%	12,5%	12,5%
	2.00	3	7,5%	7,5%	20,0%
	3.00	21	52,5%	52,5%	72,5%
	4.00	1	2,5%	2,5%	75,0%
	5.00	10	25,0 %	25,0 %	100,0%
	Total	40	100,00%	100,00%	

e. Your teacher likes to wear formal clothes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	12	30,0%	30,0%	30,0%
	2.00	6	15,0%	15,0%	45,0%
	3.00	12	30,0%	30,0%	75,0%
	4.00	2	5,0%	5,0%	80,0%
	5.00	8	20,0 %	20,0 %	100,0%
	Total	40	100,00%	100,00%	

T_{cal} of Artefactual = 9,389

T_{table} in df 38 (40-2) with α 0,05 = 1,6860. It was stated **VALID.**

4. Teaching Satisfaction

   a. I like my teacher facial type.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	20	50.0%	50.0%	50.0%
	2.00	5	12.5%	12.5%	62.5%
	3.00	2	5.0%	5.0%	67.5%
	4.00	4	10.0%	10.0%	77.5%
	5.00	9	22.5%	22.5%	100.0%
	Total	40	100,00%	100,00%	

   b. I love my teacher walking around during his teaching.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	20.0%	20.0%	20.0%
	2.00	2	5.0%	5.0%	25.0%
	3.00	17	42.5%	42.5%	67.5%
	4.00	3	7.5%	7.5%	75.0%
	5.00	10	25.0%	25.0%	100.0%
	Total	40	100,00%	100,00%	

   c. I have a positive body concept upon my teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	20.0%	20.0%	20.0%
	2.00	18	45.0%	45.0%	65.0%
	3.00	4	10.0%	10.0%	75.0%
	4.00	2	5.0%	5.0%	80.0%
	5.00	8	20.0%	20.0%	100.0%
	Total	40	100,00%	100,00%	

d. I feel impressed upon what clothes to wear

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	11	27.5%	27.5%	27.5%
	2.00	4	10.0%	10.0%	37.5%
	3.00	15	37.5%	37.5%	75.0%
	4.00	3	7.5%	7.5%	82.5%
	5.00	7	17.5%	17.5%	100.0%
	Total	40	100,00%	100,00%	

e. I feel like to find full mood upon teacher appearances.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	20.0%	20.0%	20.0%
	2.00	18	45.0%	45.0%	65.0%
	3.00	6	15.0%	15.0%	80.0%
	4.00	4	10.0%	10.0%	90.0%
	5.00	4	10.0%	10.0%	100.0%
	Total	40	100,00%	100,00%	

B. Reliability

Using Spearmen-Brown, it yielded: $r_h = \dfrac{2rxijy}{1 + rxijy}$

1. Facial Attractiveness: 0,917. It was stated **RELIABLE.**

2. Bodily Attractiveness: 0,911 It was stated **RELIABLE.**

3. Artefactual   : 0,912 It was stated **RELIABLE.**

C. Multiple Linier Regression

$Y = a + b1\ x1 + b2\ x2\ ..... + bn\ xn + \in$

Table below shows the Regression Test calculation **ANOVA(b)**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	811.007	3	270.336	56.461	.000[a]
	Residual	172.368	36	4.788		
	Total	983.375	39			

a Predictors: (Constant), Facial Attractiveness, Bodily Attractiveness, Artefactual

b Dependent Variable: Teaching Satisfaction

The standard stated that if $F_{calculation} \geq f$ table, the H_0 would be refused dan H_a be accepted, and conversely. $F_{cal} = 56,461$. Dengan df_{num}; 40-1 = 39 and df_{den} ; 40-3-1 = 36; then the $F_{table} = 1,7297$. It concludes that $F_{cal} \geq f$ table, H0 is refused and Ha is accepted.

1) The major hyphotesis are:

H0 : Predictors of Facial Attractiveness, Bodily Attractiveness, and Artefactual integrally have no influence on Students' Teaching Satisfaction is thus refused, while

Ha : Predictors of Facial Attractiveness, Bodily Attractiveness, and Artefactual integrally have influence on Students' Teaching Satisfaction is thus accepted.

Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.908[a]	.825	.810	2.18815

a Predictors: (Constant), Facial Attractiveness, Bodily Attractiveness, Artefactual

b Dependent Variable: Teaching Satisfaction

The value of R Adjusted is 0,810 , it means that integrally about 81,0 % teaching satisfaction score can be explained or influenced by), Facial Attractiveness, Bodily Attractiveness, and Artefactual, Meanwhile, the rest (19,0 %) can be explained/influenced by other variables that do not belong to this research.

2) The Minor Hypothesis (t-test)

H0 : Predictors of Facial Attractiveness, Bodily Attractiveness, and Artefactual partially have no influence on Students' Teaching Satisfaction is thus refused, while

H_1 : The Predictor of Facial Attractiveness partially has influence on Students' Teaching Satisfaction.

H_2 : The Predictor of Bodily Attractiveness partially has influence on Students' Teaching Satisfaction.

H_3 : The Predictor of Artefactual partially has influence on Students' Teaching Satisfaction.

(a) It is determined that

Level of Significant = 5% (N-2)

α (alfa) = 5% so that the degree of trust is 95%

degree of freedom N – 2

Table below shows the calculation:

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-19.350	3.274		-5.910	.000
	Facial Attractiveness	.656	.190	.412	3.447	.001
	Bodily Attractiveness	.717	.269	.343	2.667	.011
	Artefactual	.425	.269	.225	2.578	.123

And

95% Confidence Interval for B		Correlations			Collinearity Statistics	
Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
-11.558	-.640					
.078	.605	.835	.621	.274	.463	2.146
.396	1.282	.713	.735	.394	.607	1.635
.076	.556	.528	.606	.277	.653	1.518

The table shows that $t_{calculation}$ = 3,447 for facial attractiveness; ;2,667 for Bodily Attractiveness and 2,578 for Artefactual. T_{table} with d_{trust} 95 %; α = 0,05. $D_{freedom}$ = n-1-k, thus the value of t_{table} = 2,0281.

The partial hypothesis test yielded such inferences as:

a) The variable of Facial Attractiveness; $t_{cal} = 3,447$ means that it is in the area of Ho refused and Ha accepted. It thus is concluded that Ho says that the statement of partially Facial Attractiveness has no influence od students' teaching satisfaction is refused, so that it may be concluded that if other variables are assumed constant, the variable Facial Exprression partially has significant influence on students' teaching satisfaction.

Standard correlation coeficient = 0,412 means that if facial attractiveness variable change a by one unit, the teaching satisfaction would increase 0,412 –assumed that other variables constant.

b) The variable of Bodily Attractiveness; $t_{cal} = 2,667$ means that it is in the area of Ho refused and Ha accepted. It thus is concluded that Ho says that the statement of partially Bodily Attractiveness has no influence od students' teaching satisfaction is refused, so that it may be concluded that if other variables are assumed constant, the variable Bodily Attractiveness partially has significant influence on students' teaching satisfaction.

Standard correlation coeficient = 0,343 means that if facial attractiveness variable change a by one unit, the teaching satisfaction would increase 0,343 –assumed that other variables constant

c)   The variable of Artefactual; $t_{cal} = 2,578$ means that it is in the area of Ho refused and Ha accepted. It thus is concluded that Ho says that the statement of partially Artefactual communication has no influence od students' teaching satisfaction is refused, so that it may be concluded that if other variables are assumed constant, the variable Artefactual partially has significant influence on students' teaching satisfaction.

Standard correlation coeficient = 0,225 means that if facial attractiveness variable change a by one unit, the teaching satisfaction would increase 0,225 –assumed that other variables constant

The partial test yielded a regression equation fouji parsial ini di dapat persamaan forrmula as:

Y = - 5,910 + 3,447 (Facial Attractiveness) + 2,667 (Bodily Attractiveness) + 2,578 (Artefactual)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-19.350	3.274		-5.910	.000
Facial Attractiveness	.656	.190	.412	3.447	.001
Bodily Attractiveness	.717	.269	.343	2.667	.011
Artefactual	.425	.269	.225	2.578	.123

3) Determinant Test

This analysis is applied to find which factor is the most significant influence towards the students' teaching satisfaction. Using Pearson Correlations Test and Part Correlations, it yielded findings::

Correlations

		Kepuasan kerja	Kompensasi	Daya Tarik Pekerjaan	Kepemim pinan
Pearson Correlation	Teaching Satisfaction	1.000	.847	.836	.838
	Facial Attractiveness	.847	1.000	.744	.799
	Bodily Attractiveness	.836	.744	1.000	.829
	Artefactual	.838	.799	.829	1.000
Sig. (1-tailed)	Teaching Satisfaction	.	.058	.011	.015
	Facial Attractiveness	.058	.	.010	.023
	Bodily Attractiveness	.011	.010	.	.048
	Artefactual	.000	.023	.048	.
N	Teaching Satisfaction	40	40	40	40
	Facial Attractiveness	40	40	40	40
	Bodily Attractiveness	40	40	40	40
	Artefactual	40	40	40	40

And

Coefficient Correlations(a)

Model			Kompensa si	Daya Tarik Pekerjaan	Kepemimpinan
1	Correlations	Facial Attractiveness	1.000	.379	-.591
		Bodily Attractiveness	.379	1.000	-.629
		Artefactual	-.591	-.629	1.000
	Covariances	Facial Attractiveness	.015	.011	-.011
		Bodily Attractiveness	.012	.045	-.019
		Artefactual	-.011	-.019	.018

a Dependent Variable: Teaching Satisfaction

The above tables say that the order of determinant influencing factor is Facial Attractiveness, Bodily Attractiveness and Artefactual towards the Students' Teaching Satisfaction.

Table of Correlations Test

Variabel	Pearson Corr	Ranking dominasi	
Facial Attractiveness	.835	1	
Bodily Attractiveness	.713	2	
Artefactual	.528	3	

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QUESTIONNAIRE

Please fill ini the table according to your opinion about your lecture (Nurhidayanto, M.Pd) personal appearances. Please be free, since you are not to write your identity!!

- ❖ UA   Ultimate Agree
- ❖ A   Agree
- ❖ N   Neutral
- ❖ D   Disagree
- ❖ UD   Ultimate Disagree

	STATEMENTS	RESPONCES				
		UA	A	N	D	UD
FACIAL ATTRACTIVENESS		5	4	3	2	1
1	Your teacher performs large face.					
2	Your teacher applies facial cosmetics.					
3	Your teacher looks fresh all time class long.					
4	Your teacher performs bright skin face.					
5	Your teacher performs a pointed nose.					
BODILY ATTRACTIVENESS						
1	Your teacher performs a relaxed erect posture.					
2	Your teacher performs a soft fat posture.					
3	Your teacher performs bony athletic posture.					
4	Your teacher exhibits bony athletic posture.					
5	Your teacher performs bent over walking					
ARTEFACTUAL						
1	Your teacher wears match clothes.					
2	Your teacher likes to keep tidy.					
3	Your teacher puts on excessive clothes accessories.					
4	Your teacher likes to wear casual clothes.					
5	Your teacher likes to wear formal clothes.					
TEACHING SATISFACTION						
1	I like my teacher facial type.					
2	I love my teacher walking around during his teaching.					
3	I have a positive body concept upon my teacher					
4	I feel impressed upon what clothes to wear.					
5	I feel like to find full mood upon teacher appearances.					