

PERSEPSI SISWA TERHADAP GURU BAHASA INGGRIS IDEAL DI ERA DIGITAL BERDASARKAN TEORI BARUCH DI SMA NEGERI 4 LUBUKLINGGAU

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Abstract

This research aimed to identify and describe the students' perceptions of ideal English teachers in the digital era based on Baruch theory at SMA Negeri 4 Lubuklinggau. The method in this research was descriptive qualitative. The population were the eleventh and the twelfth graders of SMA Negeri 4 Lubuklinggau. In choosing the sample, two stages namely stratified and simple random sampling were used. The result of the samples were XI.4, XI.5, XII.1, and XII.2, with each class represented by 10 students. The data were collected by using questionnaire. Furthermore, the data were analyzed with Baruch Theory in the form of statement. The result showed that an ideal English teacher from both professional and personal perspectives. Professionally, students emphasized the importance of teachers who use varied and engaging teaching methods, integrate technology effectively, maintain consistency and fairness, and demonstrate strong classroom management. On a personal, students valued teachers who are friendly, patient, good listeners, morally upright, and have a sense of humor. The findings suggest that students at SMA Negeri 4 Lubuklinggau perceive the ideal English teacher as one who is both professionally competent and personally approachable. It can be concluded that they seek teachers who are not only knowledgeable and innovative but also empathetic and supportive, highlighting the evolving needs of students for a balanced approach to education.

Keywords: *Digital Era, Ideal English Teachers, Students' Perception.*

INTRODUCTION/PENDAHULUAN

Teaching is a complicated thing for someone to learn and not everyone can develop it. Teaching is not only about having good knowledge and competence in a subject but teaching also requires intention, perseverance, patience, determination and enthusiasm not to stop learning because science in this world continues to develop following the times. According to Febriyanti (2018) teaching is not easy and not everyone can do it. It is important to have more than just strong knowledge and expertise in several different teaching areas but also to have intention, persistence, patience, determination, and passion.

A teacher must be able to deal with all the possibilities that exist during the teaching and learning process, for example, diversity of attitudes and behavior, student intelligence, material changes, appropriate teaching techniques and so on so that learning objectives can be achieved, as well as English teachers must be able to deal with all the possibilities that exist during the teaching and learning process. So, in this case, an Ideal teacher is needed.

Ideal teachers are characterized by their capacity to effectively disseminate positive emotions or promote favorable impacts among others, particularly their students. Bedir (2023) said that, the ideal teacher is one who is able to foster positive emotions in his or her immediate environment and who knows the academic and social lives of their students.

In the current digital era, individuals have the capability to conduct various activities, including the teaching and learning processes, remotely through the utilization of digital media such as computers and smartphones. This is facilitated through the use of existing applications or accessing websites available on the internet. Azis (2019) claimed that, the digital era is an era where all aspects of daily life, including the education process, use more digital media. Digital learning requires learners and teachers to be able to communicate interactively using information and communication technology, such as computers or laptops with internet connections, smartphones with applications, and other devices.

There are several researchers that analyze the ideal teacher in the digital era, one of them is Baruch (2016). From the results of his research the ideal teacher in the digital era is a teacher who is able to adapt to technological advances and assimilate them into his work as a teacher. Conversely, teachers who fail to do this are no longer considered ideal teachers. Teachers who reject or counteract this will lack efficiency such as the requirement to learn and develop, to become professionals with the ability to innovate and adapt, in line with changes in education and the requirement to vary teaching methods to be available to their students.

Apart from that, Handayani (2022) also conducted research with the same theme, namely the ideal teacher in the digital era. From the results of her research she stated what an effective English teacher needs to know 21st century namely skills and learning, the characteristics and skills of an effective English teacher in the 21st century, the role of an effective English teacher in the 21st century. The things that English teachers should do are to be reflective English teachers, develop teacher competencies, be ICT literate, promote alternative assessments over traditional assessments and attend some educational trainings and workshops.

Based on the results of observation at SMA Negeri 4 Lubuklinggau in July 2024, the teaching and learning process, especially English lessons at this time, has utilized digital media as a tool for teachers and students in learning, such as using cellphones, projectors, internet networks and so on. This is supported by the results of interview with English teachers at the school. Based on the results of interview conducted by researchers to English teachers at the school, one of the XII grade English teacher stated that in the learning process he did almost 80% used digital technology both audio and audiovisual, for example in the

material about narrative text he used a projector as a visual and he used a video for an example of narrative text as an example he played a video about fairy tales in English and students watched the video so that it could motivate students in learning and make students interested in learning compared to learning with conventional methods such as lecture, writing and reading methods only. In addition, for procedure text material, teachers use videos to explain what procedure text is and watch videos of how to do / practice the procedure text as a follow-up, students are told to make videos about procedure text.

The use of cellphones at school is used to do practice questions from quizzes and sometimes students are told to open PPT links shared by the teacher so that the teacher explains the material through the link. Teachers' obstacles in teaching using technology are internet limitations and signals that sometimes do not support learning so that teachers and students have to leave the classroom to find a signal in order to continue learning. In learning using this technology, students are very involved, for example when using cellphones they are happier than listening to the teacher lecture, especially learning outside the classroom.

It is important to know what an ideal teacher looks like, especially in this digital era because this influence the success of students' English learning. So it is also important for researcher to conduct research on ideal teachers in the school. Apart from that, It is important to conduct research on ideal teachers at SMA Negeri 4 Lubuklinggau so that teachers there can adapt to technological changes and improve the quality of education, thereby improving the quality of teaching and students' learning outcomes.

Based on the background of the research above, the researcher is interested in conducting research with the title "Students' Perceptions of Ideal English Teacher in the Digital Era Based on Baruch Theory at SMA Negeri 4 Lubuklinggau".

METHOD/METODE

The researcher used qualitative research approach in this research with a qualitative descriptive method. According to Creswell (2014), the main characteristics of qualitative research are to investigate and understand phenomena that arise from social problems or personal experiences of individuals or groups based on comprehensive and holistic data collection methods expressed in simple language, carried out in a way that can understood and carried out in the natural Susana. In short, qualitative descriptive research is a type of research where data collection consists of text and images.

Mukhtar (2013:10) states that the qualitative descriptive method is a research technique used by researcher to find knowledge or theories regarding research conducted within a certain period of time. By using this method, researcher want to find out the ideal English teacher based on student perceptions. This descriptive research method is used in linguistic research to collect data and present it in an understandable way.

RESULT

Discussion/Pembahasan

The findings from this research reveal significant insights into students' perceptions of the characteristics that define an ideal English teacher in the digital era, based on Baruch's (2016) theory. The analysis is divided into two categories: professional and personal aspects.

1. Professional Aspects

As explained in the findings above, Professional Aspects involve skills and attributes that are vital to a teacher's effectiveness, including the utilization of the latest technology, the application of various teaching methods, the recording of student development, and the ability to lead and communicate efficiently during the teaching and learning process. The following will explain the results of the findings discussed above :

a. **A teacher who adjusts his teaching to different levels and to different learning rates of his students (Statement 4)**

A large number of students (76%) strongly agreed or agreed that the ideal teacher should adapt their teaching to accommodate different learning levels and speeds. This statement included in the "Good" category (71 - 80%). "Good" means that the majority of students feel that a teacher who can adapt teaching to the level and pace of student learning already meets a good standard. However, in the digital age, continuing to improve this ability will help teachers achieve a more ideal quality and be effective in meeting diverse learning needs. This is in line with Baruch's emphasis on adaptability, which suggests that teachers should be flexible and responsive to the individual needs of their students. The importance of adaptability in teaching is supported by Dewi et al. (2023), who emphasize that the ability to meet the needs of diverse students is crucial in the digital age.

b. **A teacher who encourages his students to deepen their learning (Statement 6)**

Most students (78%) agreed or strongly agreed that the ideal teacher should encourage students to deepen their understanding of the material. This statement included in the "Good" category (71-80%). Good means that students feel that a teacher who can encourage students to deepen learning has shown good teaching quality, but there is still room for improvement to be more effective in supporting learning in the digital era. This is in line with Baruch's (2016) focus on encouraging deep learning.

c. **A teacher who teaches in interesting and varied ways (Statement 7)**

The majority of students (97%) liked teachers who used interesting and varied teaching methods. This reflects Baruch's emphasis on the need for creativity and innovation in teaching. This statement included in the "Excellent" category (91-100%). This means that teachers who teach in interesting and varied ways are considered very ideal. This high percentage shows that almost all students are very satisfied with the creative and varied teaching methods, which indicates a very high quality of teaching and is effective in attracting and motivating students. This is also in line with Alpian et al. (2019) highlighting the importance of interesting teaching methods that keep students interested and motivated.

d. A teacher who teaches content and learning methods that are relevant and important to life (Statement 9)

The finding that 92% of students agreed or strongly agreed on the importance of teaching content being relevant to real-life situations highlights the need for practical application of knowledge. This statement included in the “Excellent” category (91-100%). This indicates that the majority of students are very satisfied with the way teachers teach content and methods that are relevant and important for real life. The “Excellent” category signifies that the quality of teaching is very high, with teachers successfully making the subject matter very meaningful and applicable to the students. This is consistent with Baruch's view that teaching should be connected to students' daily lives, as supported by Rahayu (2019), who discussed the impact of digitalization on language development and the importance of context in learning..

e. A teacher who documents and tracks the learning and progress of each of his students (Statement 10)

The majority of students (74%) believe that the ideal teacher should document and track their learning progress. This statement included in the “Good” category (71-80%). This means that the majority of students chose the statement because they feel that teachers need to document and track their learning progress. This supports Baruch's focus on structured and continuous assessment.

f. A teacher who has the ability to control the class (Statement 11)

The ability to control the classroom was considered important by 92% of students, underscoring the importance of maintaining a conducive learning environment. This is consistent with Baruch's research that Classroom Management by a teacher is important. This statement included in the “Excellent” category (91-100%). This means that the majority of students feel that the teacher's ability to control the class is very important. This finding is also supported by Tunca et al. (2015), who identified effective classroom management as a key attribute of the ideal teacher educator.

g. A teacher who is a good leader (Statement 12)

Most students (87%) agreed that a teacher should have good leadership skills. This statement included in the “Very Good” category (81-90%). This means that the very good category reflects students' very high positive assessment of a teacher's role as a leader. This shows that many students have a positive view and support the idea that a teacher's leadership ability is a very important and effective quality. This is in line with Baruch's theory which states that leadership is an important component of effective teaching, as it helps guide and motivate students. Sudirman (2021) also supports this view, emphasizing that leadership is essential for guiding students and maintaining a productive classroom environment.

h. A teacher who is consistent and equitable in his demands (Statement 13)

A high percentage of students (92%) valued consistency and fairness in teacher demands, indicating that students value clear expectations and fair treatment. This statement

included in the Excellent category (91-100%). The “Excellent” category reflects the students' unusually high assessment of the teacher's consistency and fairness in demanding. This means that a large majority of students believe that these qualities are very important and valued aspects of a teacher's leadership. This assessment indicates a very high level of satisfaction and support for the consistent and fair nature of a teacher's demands. This supports Baruch's (2016) idea that fairness and consistency are foundational to building trust and respect in the classroom, as also discussed by Muchamad Toif Chasani (2022).

i. **This teacher's lessons are interactive and require much communication between him and his students and between the students themselves (Statement 14)**

Interactive teaching, which involves communication between teachers and students, is favored by 77% of students. This statement included in the “Good” category (71-80%). The “Good” category reflects that students generally felt that the teacher's lessons were quite interactive and involved significant communication. This highlights the importance of an interactive and engaging learning environment where students can actively participate which is in line with Baruch's emphasis.

j. **A teacher who requires disciplined effort from his students in their studies (Statement 15)**

The majority of students (80%) agreed that disciplined effort is very important, which indicates that students recognize the importance of hard work and perseverance in achieving academic success. This statement included in the “Good” category (71-80%). The “Good” category indicates that students generally feel that teachers who demand disciplined effort from students in their studies are good and effective. This is in line with Baruch's view that discipline is essential for academic achievement. Singh (2016) further supports this by highlighting the challenges and importance of discipline in the digital learning era.

k. **A teacher who is up-to-date in new knowledge in his field (Statements 19)**

The majority of students (87%) agreed that their teacher is up-to-date with new knowledge in the field, which indicates that students have confidence in their teacher's ability to stay current and informed, recognizing the importance of expertise in delivering quality education. This statement included in the “Very good” category (81-90%). The “Very good” category reflects that students are generally very satisfied and support the importance of teachers keeping up to date with the latest knowledge in their field. This assessment shows that students appreciate teachers' efforts to stay current with the latest developments in their field, and they consider this quality to be a very valuable aspect of teaching. This is consistent with Baruch's (2016) emphasis on continuous professional development and lifelong learning, as also emphasized by Kasinathan (2022).

l. **Teacher up-to-date and abreast of teaching methods (Statement 20)**

The majority of students (75%) agreed that the teacher is up-to-date with new knowledge, which indicates that students trust their teacher's ability to stay informed and value the relevance of current knowledge in their education. This statement included in the

“Good” category (71-80%). The “Good” category reflects that students feel that teachers who always update and follow the latest teaching methods are considered good. This shows that students appreciate teachers' efforts in updating teaching methods, but do not feel that this quality is exceptional or very high. This is consistent with Baruch's (2016) emphasis on continuous professional development and lifelong learning, as also emphasized by Kasinathan (2022).

m. A teacher who uses varied sources and different methods to teach (Statement 21)

Most students (77%) agreed or strongly agreed that the ideal teacher should use varied sources and methods in teaching. This suggests that students value a dynamic and resourceful approach to teaching, where educators utilize a variety of materials and techniques to enhance understanding. This statement included in the “Good” category (71-80%). The “Good” category indicates that students feel that the assessment and evaluation carried out by teachers regularly and systematically is a good thing. These assessments reflect qualities that are considered good, but not entirely exceptional or highly satisfactory. This is in line with Baruch's emphasis on the use of diverse teaching methods, as also discussed by Dewi et al. (2023).

n. A teacher who deals with assessing students regularly and systematically (Statement 22)

The importance of regular and systematic assessment was recognized by 75% of students, who agreed or strongly agreed with this statement. This statement included in the into the “Very Good” category (81-90%). “Very good” category indicates that students feel very satisfied and appreciate the use of websites and software by teachers in their teaching. This assessment indicates a high level of satisfaction with the effectiveness of teachers' use of technology in teaching. This indicates that students value ongoing feedback and structured evaluation of their progress.

o. A teacher who makes effective use of web sites and software in his teaching, with the aim of facilitating the learning process (Statements 27)

The majority of students (90%) agreed that their teacher effectively uses websites and software to enhance the learning process, which indicates that students value the integration of technology in their education and recognize its role in facilitating better understanding and engagement. This statement included in the “Very Good category (81-90%). “Very good” category indicates that students feel very satisfied and appreciate the use of websites and software by teachers in their teaching. This assessment indicates a high level of satisfaction with the effectiveness of teachers' use of technology in teaching. This is in line with Baruch who supports the importance of teachers integrating technology in teaching to enrich learning experiences, increase student engagement, and prepare them for the digital world

p. A teacher who combines the use of computers and the Internet in his teaching (Statement 28)

The majority of students (97%) agreed that combining computers and the Internet in teaching is effective, which indicates that students appreciate the role of technology in

enhancing their learning experience and recognize its importance in modern education. This statement included in the “Excellent” category (91-100%). The “Excellent” category reflects that students feel the use of a combination of computers and the internet by teachers in teaching as an outstanding quality. This is in line with Baruch who supports the importance of teachers integrating technology in teaching to enrich learning experiences, increase student engagement, and prepare them for the digital world. Still in line Dewi et al (2023) in their research highlighted the importance of digital technology integration in teaching and found that effective teachers in the digital era are those who utilize digital resources to increase engagement and enrich student learning.

q. A teacher who works collaboratively with colleagues (Statement 29)

Collaboration with colleagues is important to 74% of students, indicating that students see the value of a teacher who works well with others to improve the overall educational experience. This statement included in the “Good” category (71-80%). The “Good” category indicates that students feel that the teacher's cooperation with his colleagues is a good and valuable thing. This supports Baruch's (2016) theory that collaboration is essential in teacher professional development, as highlighted by Annisa (2022).

r. The teacher is up-to-date regarding the latest technological innovations that contribute to learning (Statement 30)

Keeping up to date with the latest technological innovations was considered important by 75% of students, further emphasizing the importance of digital literacy in today's educational environment. This statement included in the “Good” category (71-80%). The “Good” category shows that students feel that teachers who always update their knowledge about the latest technological innovations that support learning are good things. This supports Baruch's view of the need for technological competence, which also aligns with the Digital Literacy framework discussed by Handayani (2022).

1. Personal Aspects

Personal aspects include qualities and characteristics that support a teacher's effectiveness. These include patience, listening skills, modeling, customizing teaching, morality, motivation, charisma and use of current technology. These aspects reflect how teachers interact with students, teach and create a positive learning environment.

a. A Patient Teacher (Statement 1)

The majority of students (93%) agreed that having a patient teacher is important, which indicates that students value patience in teaching and recognize its significance in creating a supportive and effective learning environment. This statement included in the “Excellent” category (91-100%). The “Excellent” category indicates that students are very satisfied with the teacher's patience and consider this quality to be exceptional. This rating reflects a very high level of satisfaction and recognition that teacher patience is considered

very important and has a positive impact on students' learning experience. This is in line with Baruch's (2016) theory, which underlines the importance of empathy and understanding in building positive teacher-student relationships.

b. A teacher who knows how to listen to his students (Statement 2)

The majority of students (97%) agreed that a teacher who knows how to listen to their students is essential, which indicates that students highly value the ability of teachers to actively engage and respond to their needs in the learning process. This statement included in the “Excellent” category (91-100%). The “Excellent” category indicates that students consider teachers' listening skills to be an outstanding quality and very effective in supporting their learning experience. This is in line with Baruch's (2016) theory, which underlines the importance of empathy and understanding in building positive teacher-student relationships. It is also in line with Rogers' (1951) Humanistic approach, as discussed by Bedir (2023), which emphasizes empathy and active listening as key components in effective teaching.

c. A teacher who gives personal example that fits his methods of education and work (Statement 3)

The majority of students (77%) agreed that a teacher who provides personal examples that fit their educational methods is important, which indicates that students value the alignment between a teacher's personal actions and their teaching approach. This statement included in the “Good” category (71-80%). The “Good” category indicates that students appreciate the teacher's use of personal examples as part of the teaching method. This means that the quality of the use of personal examples is considered good, but not completely. This highlights the importance of a teacher's character in influencing and inspiring students, which is emphasized in Baruch's (2016) theory and aligns with Kohlberg's (1981) stages of moral development, as discussed by Djamaluddin (2014).

d. A teacher who is moral and a person of values (Statement 5)

The majority of students (95%) agreed that a teacher who is moral and a person of values is important, which indicates that students place high importance on ethical behavior and strong personal values in their teachers. This statement included in the “Excellent” category (91-100%). The “Excellent” category indicates that students highly value the moral integrity and values possessed by teachers. This indicates that the moral qualities and personal values of teachers are considered a very valuable and effective aspect in creating a positive and supportive learning environment. This highlights the importance of a teacher's character in influencing and inspiring students, which is emphasized in Baruch's (2016) theory and aligns with Kohlberg's (1981) stages of moral development, as discussed by Djamaluddin (2014).

e. A charismatic and influential teacher (Statement 8)

While 57% of students agreed or strongly agreed that a teacher should be charismatic and influential, 43% remained neutral. This statement included in the “Sufficient” category (51-60%). The “Sufficient” category indicates that students feel that a charismatic and influential teacher is a good enough thing and means that students value the teacher's charisma and influence, but do not feel that this aspect is very prominent or has a big impact

on their learning experience. This suggests that while charisma is valued, it may not be as important as other aspects. This partly supports Baruch's (2016) theory, as discussed by Ida (2017), which states that while charisma may increase a teacher's influence, other personal qualities may be more impactful.

f. **A teacher who has a prominent and significant presence (Statement 16)**

Responses to the statement about teachers having a prominent presence were more varied, with only 40% agreeing or strongly agreeing, and the remaining 50% neutral. This indicates that students may place less importance on teacher dominance or visibility than on other qualities. into the Poor category (31-40%). This statement included in the “Poor” category shows that only a small percentage of students feel that having a teacher with a prominent and significant presence is a good or valuable thing so this statement is not included in the category of ideal teachers in the digital era. This suggests that while presence is part of Baruch's (2016) theory, it may not be the most important factor in students' perceptions, as Monica (2020) also points out.

g. **A teacher who is candid and honest (Statement 17)**

Honesty is highly valued, with 87% of students agreeing or strongly agreeing with this statement. This aspect is considered important for creating a supportive and trustworthy learning environment. This statement included in the “Very Good” category (81-90%). The “Very good” category indicates that students feel very satisfied and appreciate the honesty and candor of the teacher and students really appreciate the honesty and candor of the teacher

h. **A teacher who is friendly (Statement 18)**

Friendliness were highly valued 97% of students respectively agreeing or strongly agreeing with these statements. These aspect are seen as vital for creating a supportive and trustworthy learning environment. This statement included in the “Excellent” category (91-100%). The “Excellent” category reflects that the friendly nature of teachers is highly valued and considered very effective in creating a supportive and comfortable learning environment. This indicates that this quality is considered very valuable.

i. **A teacher who has a sense of humor (Statement 23)**

A teacher's sense of humor was appreciated by 92% of the students, indicating that humor can play a significant role in making the learning experience enjoyable and engaging. This statement included in the “Excellent” category (91-100%). The “Excellent” category indicates that students highly appreciate and feel very satisfied with the teacher's sense of humor and students not only feel that the teacher's sense of humor is a good thing, but they also feel very impressed and satisfied with how the humor is applied in teaching

j. **A teacher who is contactable outside school hours (Statement 24)**

The majority of students (54%) agreed that a teacher being contactable outside school hours is valuable, which indicates that students appreciate additional accessibility and support from their teachers, though many remain neutral on the necessity of this availability. This statement included in the “Sufficeint” category (51-60%). the “Sufficient” category

indicates that students appreciate the ability of teachers to be contacted outside of school hours, but students do not feel that this is very important.

k. A teacher who includes e-learning in the study/teaching environment (Statement 25)

The majority of students (78%) agreed that including e-learning in the study/teaching environment is valuable, which indicates that students appreciate the integration of digital tools in their education, although some remain neutral or less convinced about its importance. This statement included in the “Good” category (71-80%). “Good” category indicates that students feel that the use of e-learning in the study/teaching environment by teachers is a good and useful thing.

l. A teacher who is available through technological means such as cell phone messages and e-mail (Statement 26)

The majority of students (80%) agreed that a teacher being available through technological means such as cell phone messages and email is valuable, which indicates that students appreciate the accessibility and support provided by these communication methods, although a few remain neutral or less convinced about its necessity. This statement included in the “Good” category (71-80%). The “Good” category indicates that students feel that teachers available through technological media such as mobile phone messages and emails are of good quality and useful in supporting the learning process.

Based on the discussion above, the characteristics of ideal English teachers in the digital era can be divided into two main aspects, namely professional and personal aspects. From the professional aspect, ideal teacher characteristics include a teacher who teaches in interesting and varied ways 97% (Excellent), a teacher who combines the use of computers and the Internet in his teaching 97% (Excellent), a teacher who is consistent and equitable in his demands 92% (Excellent), a teacher who has the ability to control the class 92% (Excellent), a teacher who teaches content and learning methods that are relevant and important to life 90% (Very Good), a teacher who makes effective use of web sites and software in his teaching, with the aim of facilitating the learning process 90% (Very Good), a teacher who is a good leader 87% (Very Good), a teacher who is up-to-date in new knowledge in his field 87% (Very Good), a teacher who encourages his students to deepen their learning 78% (Good), teacher up-to-date and abreast of teaching methods 78% (Good), this teacher's lessons are interactive and require much communication between him and his students and between the students themselves 77% (Good), a teacher who uses varied sources and different methods to teach 77% (Good), a teacher who adjusts his teaching to different levels and to different learning rates of his students 76% (Good), a teacher who deals with assessing students regularly and systematically 75% (Good), a teacher who works collaboratively with colleagues 74% (Good), a teacher who documents and tracks the learning and progress of each of his students 74% (Good), a teacher who requires disciplined effort from his students in their studies 80% (Good), he teacher is up-to-date regarding the latest technological innovations that contribute to learning 75% (Good).

From the personal aspect, the characteristics of an ideal English teacher include a friendly teacher 97% (Very Good), a teacher who knows how to listen to his/her students 97% (Excellent), a teacher who is moral and a person of values 95% (Excellent), a teacher

who has a sense of humor 92% (Excellent), a patient teacher 93% (Excellent) , a teacher who is candid and honest 87% (Very Good), a teacher who includes e-learning in the study/teaching environment 78% (Good), a teacher who is available through technological means such as cell phone messages and e-mail 80% (Good), a teacher who gives personal example that fits his methods of education and work 77% (Good). However, in this personal aspect, there are several characteristics that students consider less important, such as a charismatic and influential teacher dengan 57% (sufficient), a teacher who is contactable outside school hours dengan 54% (sufficient), serta a teacher who has a prominent and significant presence yang hanya mendapat 40% (poor).

CONCLUSION/SIMPULAN

The research on students' perceptions of the ideal English teacher in the digital era at SMA Negeri 4 Lubuklinggau, based on Baruch's (2016) theory, reveals a comprehensive understanding of both professional and personal aspects desired by students. Professionally, ideal teacher characteristics include a teacher who teaches in interesting and varied ways, a teacher who combines the use of computers and the Internet in his teaching, a teacher who is consistent and equitable in his demands, a teacher who has the ability to control the class, a teacher who teaches content and learning methods that are relevant and important to life, a teacher who makes effective use of web sites and software in his teaching, with the aim of facilitating the learning process, a teacher who is a good leader, a teacher who is up-to-date in new knowledge in his field, a teacher who encourages his students to deepen their learning, teacher up-to-date and abreast of teaching methods, this teacher's lessons are interactive and require much communication between him and his students and between the students themselves, a teacher who uses varied sources and different methods to teach, a teacher who adjusts his teaching to different levels and to different learning rates of his students, a teacher who deals with assessing students regularly and systematically, a teacher who works collaboratively with colleagues, a teacher who documents and tracks the learning and progress of each of his students, a teacher who requires disciplined effort from his students in their studies, the teacher is up-to-date regarding the latest technological innovations that contribute to learning.

In a personal, the characteristics of an ideal English teacher include a friendly teacher, a teacher who knows how to listen to his/her students, a teacher who is moral and a person of values, a teacher who has a sense of humor, a patient teacher, a teacher who is candid and honest, a teacher who includes e-learning in the study/teaching environment, a teacher who is available through technological means such as cell phone messages and e-mail, a teacher who gives personal example that fits his methods of education and work.

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