

Research Article

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Being An Introverted Teacher: Student Teachers' Experience During the Internship Program

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Abstract

Background/purpose. This research aims to explore the extent to which student teachers' introverted personalities influence classroom management during an internship program. Many student teachers with introverted traits may face difficulties in managing classrooms due to limited verbal interaction, anxiety and challenges in handling disruptive behaviour.

Materials/methods. This research uses a qualitative research design with a narrative approach to collect participants' life experiences. The sample consisted of six student teachers majoring in English Education with identified introverted personalities, selected through the Eysenck Personality Inventory (EPI) and interviewed using semi-structured protocols.

Results. The research results show that introverted personalities influence various aspects of classroom management, including the construction of lesson planning, selection of teaching methods, utilization of learning media, creation of a conducive learning atmosphere, student-teacher interaction, and evaluation.

Conclusion. The current study highlights that introverted teachers' personalities affect their classroom management. Therefore, to address this, the university should offer intensive training programs to equip student teachers with strategies to improve their effectiveness. Increased opportunities for practice can also help build their confidence level and communicative competence, hopefully leading to a more engaging learning environment. The findings provide insights for teacher education institutions in designing personality-sensitive training programs to enhance student teachers' preparedness and teaching performance.



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1. Introduction

The teacher has a role as a facilitator and motivator, inspiring and providing learning for students. Teachers must have special skills to look at the many roles (Sanjani, 2020). According to the act of the Republic of Indonesia Number 14 of 2005, the special skills teachers must have concerning teachers and lecturers are personality, pedagogical, social, and professional competencies obtained through participation in professional education. Apart from that Alfath et al. (2022) explain that pedagogical competence is the ability to manage learning and classes, understand students, design and implement learning, produce learning outcomes, and develop students; then personality competency includes discipline, good appearance, responsibility, commitment, and example; while social competence is the ability to interact with other people; and professional competence, which includes in-depth mastery of learning material, including curriculum material and scientific methodology. Therefore, these four competencies allow teachers to achieve professional standards and create an optimal learning atmosphere.

One way to create optimal learning is through good classroom management. According to Purwanti and Vania (2021), good classroom management involves maintaining the classroom environment to create conditions conducive to achieving learning goals. It means that the learning process's goals can be achieved if the class is managed effectively. Apart from that, she added that teachers' skills are required for good classroom management. These skills include the ability to manage time, deal with various situations that may arise in class, and be sensitive to the individual needs of each student. With the right skills, a teacher can lead a classroom efficiently and effectively, creating an environment that supports meaningful learning for all students.

However, due to the complexity of good classroom management, as mentioned in the previous paragraph, the challenge encountered by both student teacher and teacher is classroom management (Afriza, 2014). In classroom management, teachers must be able to design everything such as preparing materials, providing learning equipment and facilities, arranging classrooms, creating a conducive learning environment, and managing time so that the teaching and learning process runs smoothly and curriculum objectives are achieved effectively and efficiently (Kadir, 2014). With so many main tasks teachers must carry out, this is one of the most challenging factors in creating optimal learning.

The teacher's personality type is another essential factor influencing optimal learning (Jalili & Mall-Amiri, 2015). According to Jung (2007), personality is divided into two types: extroverted and introverted. People with extrovert personalities typically have good social interactions. They are sociable and show active behaviour, and external influences influence their actions (Alayyubi et al., 2020). In contrast, introverted personalities have limited interaction with the external environment. They tend to be closed, have difficulty socializing, and tend to avoid crowds (Alayyubi et al., 2020).

For teachers who have introverted personalities, the ability to communicate and interact is a challenge for them. This is because communication is the key for teachers and students to interact (Masdul, 2018). Apart from that, according to Kariadinata et al. (2019), teachers also need optimal interaction with students and the environment in classroom management. The classroom management process involves many tasks, from preparing lessons from beginning to end to conditioning students. Therefore, the learning process cannot run effectively and efficiently without student communication and interaction.

Classroom management and personality are two of the most influential factors in achieving optimal learning. Challenges arise when the teacher has an introverted personality because this not only affects his interactions with the surrounding environment but also has the potential to affect the classroom management process. Therefore, this research attempts to examine more specifically the influence of student teachers' introversion on classroom management during the internship

program. The primary research question guiding this study is: How do student teachers with introverted personalities manage classrooms during their internship experience? This study aims to provide deeper insights into the effects of personality traits on classroom management and the strategies employed by introverted student teachers to navigate teaching challenges.

2. Literature Review

2.1. Personality

2.1.1. Definition of Personality

Personality describes a person's behavior, personality, and character. Another opinion regarding personality, according to Soraya (2018), is that personality involves a person's mindset, traits, individuality, and sense of identity. In addition, personality is everything about a person's mental, emotional, social, and physical (Prakash et al., 2016). According to the above definitions, personality is a complex combination of a person's character, behavior, and attitudes contributing to their identity. This concept is greatly influenced by how a person interacts with their environment and the tendencies that shape their behavior patterns.

2.1.2. Types of Personality

There are two types of personalities: extroverted and introverted. According to Jung and Beebe (2016), extroversion is a state where the foremost satisfaction is obtained from experiences outside oneself. Extroverts usually like interacting with others, are friendly and active, enjoy conversation, and love being around people. Meanwhile, introversion is a strong tendency towards thinking about oneself. Introverted people are often seen as individuals who prefer to keep to themselves or reflect. Several well-known psychologists describe an introvert as someone whose energy tends to grow through reflection and decrease during interactions with other people (Petric, 2019). In other words, introverts feel more comfortable in peace and loneliness than in social interaction. Table 1 presents personality dimension traits according to (Eysenck and Wilson, 1975).

Table 1. Traits of Extrovert and Introvert Personality Dimensions

Characteristic	Extrovert	Introvert
Activity	Active and energetic, likes physical activity	Physically inactive, lazy, and quickly tired
Sociability	Enjoy interacting with people and forming friendships. Friendly and easy-going, even in crowded environments.	Have specific friends, enjoy alone, struggle to find topics of conversation with others, and retreat from social interaction.
Risk Taking	Able to accept risky tasks with an open mind.	Enjoys security, comfort, and familiarity.
Impulsiveness	Act without thinking first, making hasty decisions.	Consider various issues and be very careful before deciding.
Expressiveness	Sentimental, sympathetic, easy-going, and demonstrative.	Good at controlling yourself. Calm, impartial, and controlled in expressing his opinions and feelings.
Reflection	Has a talent for work, is interested in doing various things, and tends to have a focused and practical mindset.	Interested in ideas, abstracts, philosophical problems, discussions, speculations, and knowledge
Responsibility	Does not like official activities, does not keep promises, is wishy-washy, irresponsible.	Be careful, thorough, trustworthy, reliable, serious, consistent, and responsible.

Personality dimension traits consist of seven extrovert and introvert personality dimensions. According to Eysenck & Wilson (1975), these seven traits explain that every person has certain traits

that are always present within them, even though they are not always visible. This trait appears when a person is exposed to certain situations or stimuli. For example, someone who has an introverted personality, this characteristic is not visible when the person is in a quiet and not crowded environment. However, when someone with an introverted personality is in a crowded environment, their introverted nature will emerge.

2.1.3. Measurement of Extroversion and Introversion

Eysenck's Personality Inventory (EPI) is a personality assessment tool developed by HJ Eysenck in 1975 to assess extroversion. Many researchers agree that the EPI is an accurate and valid tool and is one of the most widely researched psychological instruments (Husain et al., 2024). This test measures two independent aspects of personality, namely Introversion/Extroversion and Neuroticism-Stability, each of which consists of 57 "yes-no" questions. People who get 0-11 E scores are categorized as introverted, and people who get 12-24 E scores are categorized as extroverted (Munir, 2022).

2.1.4. Teacher and Personality

A teacher's personality has a direct impact on the learning process. In other words, their personalities can significantly influence how teachers teach and learn (Rashtchi & Mashhoor, 2019). It also influences their behaviour, including how they interact with students, the material they choose to teach, and the experiences they learn from (Arif et al., 2012).

Teachers need to manage their personalities to build strong and positive relationships with their students. By managing personality, teachers can adapt to meet the diverse needs of students, thereby creating an engaging learning environment. In addition, according to Yusuf et al. (2023), teachers who have positive relationships with students can make their students feel more competent, creative, and achieve higher achievements thanks to good communication with their teachers. This can also create positive behaviour, increase student motivation, and reduce their anxiety when facing problems. Thus, good personality management by teachers is very important to create a conducive learning atmosphere and support student's academic and emotional development.

2.2. Classroom Management

2.2.1. Definition of Classroom Management

Classroom management is all active efforts made by teachers to support students in the learning process in class, including academic, social, and emotional aspects (Wiarsi et al., 2021). However, according to Garrett (2014), classroom management is a process of building and maintaining a conducive learning environment. Meanwhile, Wolff et al. (2021) added that classroom management is all activities carried out by teachers to create, support and maintain a productive learning environment. Regarding the recommended definition, Classroom management involves teachers' efforts to create, support, and maintain an environment that promotes students' academic, social, and emotional growth and keeps the classroom conducive to productive learning.

2.2.2. Teachers' Personality and Classroom Management

According to Imarhiagbe and Ofoegbu (2019), teacher personality is essential to effective classroom management. Each teacher has an exclusive personality, the forerunner of the personal teacher teaching style and classroom management (Shindler, 2009). Extroversion is characterized by sociability, assertiveness, gentleness, and friendliness. A teacher with an extrovert personality tends to talk a lot, is active, skilled at communicating, and firm with his students. Accordingly, personality differences between teachers may also bring differences in classroom management. Such extroverted personalities gain energy through social interactions, while introverted individuals enjoy solitude.

In contrast, an introverted teacher is to be calm, quiet, thoughtful, and reflective and may face difficulties managing the classroom effectively (Imarhiagbe & Ofoegbu, 2019). Other research on how different teachers' personalities can have different impacts on classroom management was conducted by Jalili and Mall-Amiri (2015), who found significant differences in classroom management between EFL teachers with extroverted and introverted personalities. This can be seen in extroverted teachers who often guide and direct students by asking questions, building personal relationships, designing activities to encourage students to develop self-confidence, and involving students in teaching and learning activities. However, while previous studies (e.g., Jalili & Mall-Amiri, 2015; Imarhiagbe & Ofoegbu, 2019) consistently highlight the strength of extroverted teachers in managing classrooms, fewer have critically explored how introverted teachers adapt, despite the unique internal resources they bring. These studies often treat personality types in isolation without fully examining their interactions with specific teaching contexts, such as internships.

2.2.3. Effective Classroom Management

To create effective classroom management, a teacher can pay attention to various aspects. Djamar and Zain (2010) divide it into two aspects, namely, student management and the learning environment. Student management consists of learning planning, such as providing materials, syllabus and lesson plans; implementation of learning, such as providing teaching media, learning methods, and social interaction; and assessment of learning outcomes. Meanwhile, managing the student learning environment means having a good and comfortable sitting position for studying, learning equipment that is stored correctly, room light intensity, and good air ventilation.

Apart from that, according to Nurlaela et al. (2022), effective classroom management is difficult to measure specifically because of the differences in the characteristics of each teacher and student and the ideal conditions of each class. However, they generally explained that effective classroom management includes several elements. These elements include the educator's ability to overcome boredom with icebreaking activities, create a classroom atmosphere that is comfortable and conducive to learning, plan learning well so that it is structured and interesting, and make an agreement on class rules that are agreed upon by the teacher and students.

Looking at the many main tasks and functions that teachers have to carry out, makes classroom management a problem experienced by both student teachers and experienced teachers (Afriza, 2014). Other forms of problems when managing the classroom, according to Brown (2007), are feelings of anxiety, receiving unexpected questions from students, and lack of experience. Apart from that, student disruptive behaviour that results in students behaving badly, such as not respecting teachers, sleeping in class during lessons, daydreaming, and using a lot of harsh words, is also often found, especially among teachers who are teaching in rural areas (Irawati & Listyani, 2020). These are the problems faced by teachers when managing the classroom.

Based on the data above, personality and classroom management are two factors that influence the achievement of learning objectives. Challenges arise when teachers have introverted personalities because this not only affects their interactions with the surrounding environment but also has the potential to affect classroom management. Therefore, this research attempts to examine, more specifically, the influence of student teachers' introversion on classroom management during the internship program. By conducting this research, it is hoped that it can provide useful recommendations for the professional development of student teachers or teachers with introverted personalities.

The conceptual framework of this study is based on the interaction between introverted personality traits and dimensions of classroom management. A model was developed to illustrate how introversion influences instructional choices, classroom interaction, feedback and assessment style, and classroom control.

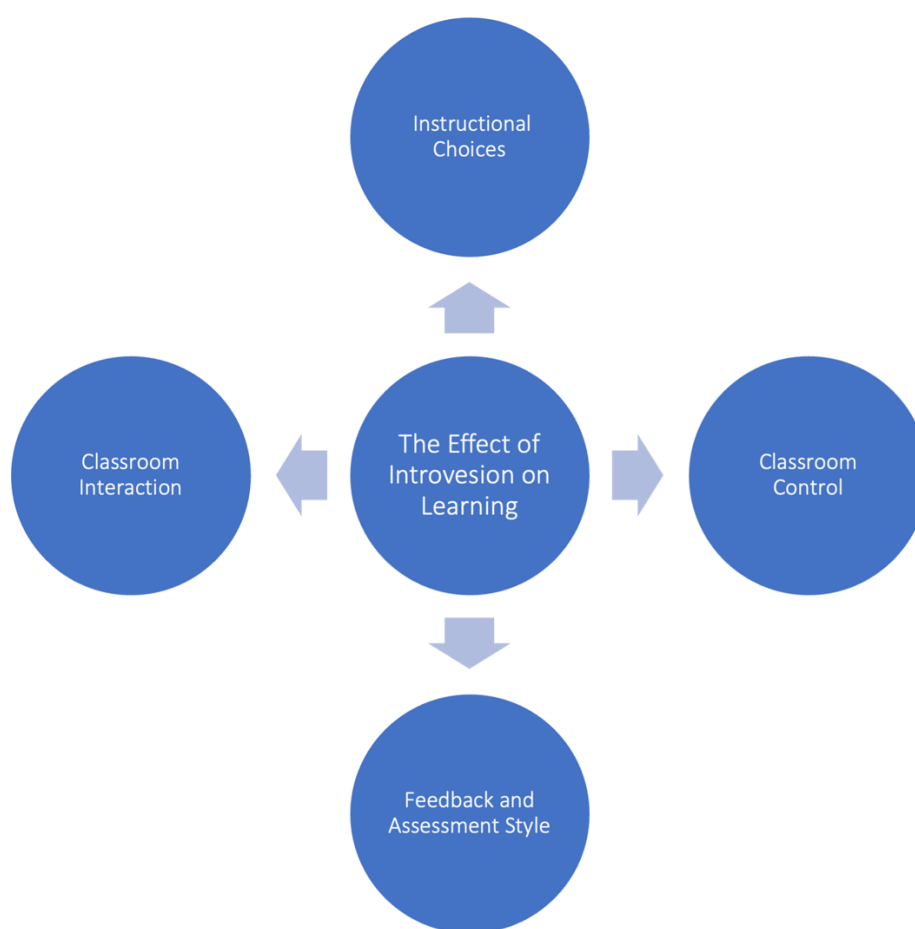


Figure 1. The Influence of Introverted Personality on Classroom Management Processes

3. Methodology

This research uses a qualitative research design with a narrative inquiry approach. According to Gautam (2021), narrative inquiry reflects and analyses past experiences, which are retold as stories or narratives. The essence of this research is to describe student teachers' experiences while participating in an internship program that focuses on introverted student teachers and classroom management. In selecting samples, researchers used purposive sampling. Sugiyono (2018) states that purposive sampling uses certain considerations to determine the study sample. This research was attended by nineteen seventh-semester students majoring in English Education, consisting of eleven women and eight men who have introverted personalities and have participated in an internship program in 2023, and have an introverted personality. The internship program is part of the educational curriculum as a practical exam of knowledge gained by students while studying and as a forum for assessing the quality of student teachers in the natural environment.

A personality test was used to identify personality types in terms of introversion or extroversion. Some examples of personality tests that researchers often use include the Mark Parkinson Personality Questionnaire, MBTI, Eysenck Personality Questionnaire, and the Myers-Briggs Type Indicator (Skellet, 2017). According to Naguib (2021), the common Eysenck Personality Inventory (EPI) was used to categorize learners into two personality types: introverts and extroverts. Another reason for using the EPI was from a linguistic aspect, the EPI is easy for respondents to understand, making the filling process easier. Finally, the EPI is comprehensive enough to dig up information about introverted and extroverted personalities. There were twenty-four questions, and then English student teachers were asked to indicate the extent to which they agreed with each statement using "yes" or "no" questions. Students who get 0-11 E scores are categorized as introverted, and students who get 12-24 E scores are categorized as extroverted students (Munir, 2022). Six participants got

the highest score on the introvert dimension and then continued to the next stage to be interviewed in depth.

The second semi-structured interview was conducted to obtain in-depth information about student teachers who have introverted personalities. There are nineteen questions. Six Participants were asked to answer questions and share their experiences as introverted student teachers while participating in the internship program. The interview questions were adapted from (Chuhuran, 2020).

To analyze the data, researchers used thematic analysis. Thematic analysis is a method used to analyze data to identify patterns or find themes from the data collected by researchers (Braun & Clarke, 2006). There are six steps of thematic analysis (1) Transcription, familiarization with the data, and selection of quotations; (2) Selection of keywords, (3) Coding, (4) Development of themes that represent patterned meaning in the data, (5) conceptualization through interpretation of keywords, codes, and themes, and (6) Development of conceptual mode (Naeem et al., 2023). For example, during the coding process, the phrase "I am not comfortable talking to students directly" was assigned the initial code "verbal avoidance" and grouped under the theme "limited communication."

To aid transparency, a code tree was developed showing how sub-codes aggregated into broader themes.

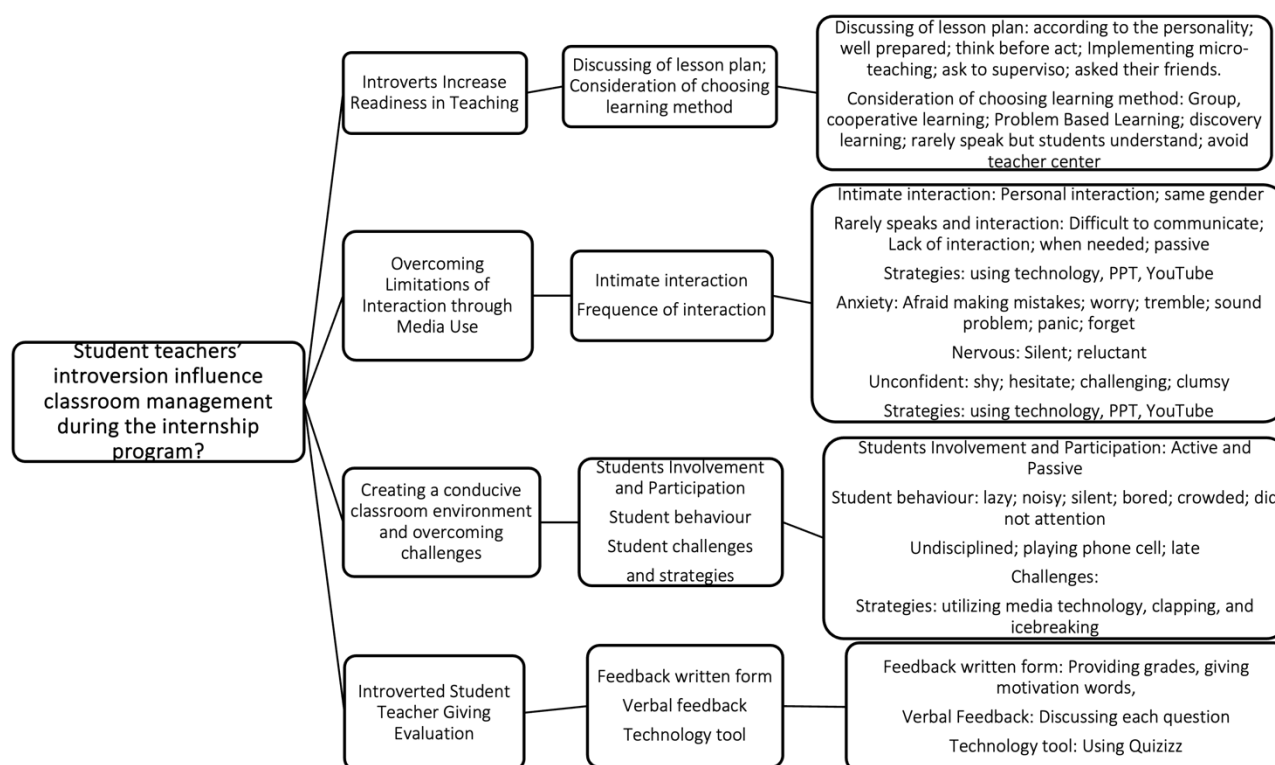


Figure 2. Code Tree of Thematic Development

4. Results and Discussions

This research has presented data on how student-teacher introversion influences classroom management during an internship program. From the data obtained, it appears that introversion is influenced by the challenges of introverted student teachers who limit communication, rarely interact with students, and are anxious when teaching. Therefore, it influences various aspects of classroom management, including the construction of lesson planning, selection of teaching methods, utilization of learning media, creation of a conducive learning atmosphere, student-teacher interaction, and student-teacher giving evaluation.

These findings align with previous studies indicating that introverted teachers prefer written feedback and thoughtful planning (Sanjaya & Mokhtar, 2015; Boroujeni et al., 2015). However, in contrast to studies that associate introversion with passive classroom behavior (Jalili & Mall-Amiri, 2015), our findings reveal adaptive strategies that enable effective classroom control, such as using technology or small group methods.

4.1. Introversion Increases Teaching Readiness

The first thing the teacher does is design lesson planning. Susanti (2021) stated that lesson planning is very important in ensuring the learning process runs smoothly and can involve students actively in learning activities. However, student teachers who have introverted personalities tend to limit student-teacher communication. This is supported by Paradilla et al. (2021) noted introverts tend to avoid intense verbal communication. Hence, a participant preferred to focus on non-verbal communication skills. This is in line with Boroujeni et al. (2015) and Sanjaya and Mokhtar (2015), who found that introverts perform better in terms of writing ability. Therefore, when designing the lesson plans, the participants decided to choose a writing product for the assessment.

"... I found it a little difficult to design the lesson plans because I am an introvert and do not have enough speaking skills to use as a product in the development lesson plan that I will teach. So, I like filling in or compiling lesson plans with the final results regarding writing or test writing." -Ana.

In designing lesson plans, the teacher's personality influences introverted students to choose learning methods. This is in line with Atmojo's (2020) personality influences teacher behaviour, one of which is the choice of the method chosen. All participants used a learning method focused on group discussions.

"I use cooperative learning so that students can discuss with their groups, create groups like that where they can be peers at the same table, or if not, let me join a group." -Wiky.

This is in line with Prakash et al. (2016), who state that Introverts prefer to spend time in small groups. Therefore, the use of small group discussions will help student teachers get closer to students. So that the introverted student teacher can explain the material more clearly to his group.

Apart from that, another introverted personality characteristic is that they do not like being the center of attention.

"I prefer the written results of the students because of the student center, the current curriculum is 2013, so this student center is very, very helpful for me as an introvert." -Ana.

Therefore, introverted student teachers tend to avoid the centre of teaching when choosing learning methods. This is in line with research conducted by Chuhran (2020), which stated that as an introvert, the teacher in this study preferred to design his learning so that he was not the centre of attention in class. This is also in line with the curriculum in Indonesia, where the learning process is centred on students' activeness and skills in learning (Muliarta, 2018).

Another introverted personality characteristic is that they consider everything in detail. This can be seen when preparing the lesson plans almost all participants consulted with their supervisor, then some participant applied their experience during micro-teaching and also asked their friends. This is in line with Eysenck & Wilson (1975), who stated that the behavioral characteristics of an introvert include the ability to plan, consider various issues in depth, be careful before making decisions, and discuss to gain a comprehensive perspective. Designing detailed lesson planning can help introverted student teachers in teaching.

"Yes, because I tend to be more detailed in making lesson plans so that when teaching as a teacher, I am also comfortable and also provide maximum comfort and learning for students." -Miko.

This can foster self-confidence, relieve anxiety, and provide clear guidance in the learning process (Susanti, 2021). Therefore, by looking at student teachers' limitations in communicating and worrying when teaching, introverted student teachers are better prepared when teaching.

4.2. Overcoming Limitations of Interaction through the Media Used

Furthermore, introverted students' teachers influence them to interact with students. This is also supported by Imarhiagbe and Ofoegbu (2019). A teacher's personality can influence the way they interact with students, choose teaching methods, and create learning experiences for students. The participants felt that when interacting with students they tend not to talk much, especially with new students. One participant said that she was more able to interact with people of the same gender.

"When I am with the students I am closest to, it is girls. Then there is also the class president who is a nice guy, so we get along well. Most of the time they are close to each other." -Erna.

According to the previous paragraph, it is caused by feelings of awkwardness and embarrassment that arise when adapting to a new environment, as well as nervousness which often hinders initial interactions, and lack of self-confidence. According to Erlina et al. (2024), feeling nervous, anxious, and confident can be classified as a student teacher's psychological condition, and this affects their performance when interacting. Another opinion, Arifin W. L. (2017), also found that self-confidence is one of the psychological factors and challenges that concern student teachers when performing speech.

Therefore, one of the strategies used by participants is to utilize media technology. Harper (2018) states that technology influences interactions between teachers and students. Technology encourages collaboration during learning activities, and teachers who utilize technology can use various strategies to facilitate learning and encourage students to explore the material.

However, even though they have introverted personalities, some participants were able to interact well by trying to remain active in learning activities and trying to increase the frequency of speaking, committing to being good and friendly teachers, starting learning by greeting students, and always listening to their complaints.

"...I greet them in class every time they start learning. I try to get to know each individual and introduce myself, paying attention to what they do, and if necessary I will listen to what they have to say." -Miko.

This is in line with Thompson (2012) that introverts are good at listening. Apart from that, they try to be extroverted teachers in class and try to consider students as friends. Therefore, this can establish good student interaction.

4.3. Creating a Conducive Classroom Atmosphere

One of the characteristics of introverts, according to Eysenck & Wilson (1975), is that they tend to get tired easily. Hence, this makes it a challenge to create a conducive classroom atmosphere. Moreover, problems arise when introverted student teachers have to deal with students' disruptive behavior. According to Atmojo (2020), disruptive behavior among students includes sleeping in class, reading other books, doing homework, studying other subjects, eating, chatting with friends, walking around, shouting, not paying attention to the teacher, leaving class, and singing songs, not doing the exercises given by the teacher, and finally ignoring the teacher. Most of the challenges faced by student teachers regarding disruptive behavior by students include crowded classroom conditions, not paying attention to the teacher, not doing assignments, playing with cell phones, being late for class, and ignoring the teacher.

Moreover, another challenge faced by participants that arises is the sound problem.

"Maybe because they are introverts, the volume isn't loud enough, so they get bored," - Erna.

According to Naguib (2021), the problem faced by introverted student teachers is that their voices are small, which results in poor classroom management and control. Poor sound makes instructions difficult for students to hear, especially in noisy environments. As a result, students cannot pay attention or follow directions properly, which ultimately disrupts the effectiveness of learning and discipline in the classroom.

Therefore, to create a classroom that is conducive to students, introverted teachers do things like knocking on the table to attract attention, clapping, recording the names of students who make noise, and icebreaking, making a note. Apart from that, the strategy used to help introverted student teachers with small voices and minimize their communication is by using media such as YouTube to watch films related to learning material and using interesting PPTs. However, if even though you have used the strategies above, the class situation is still not conducive, the student teacher will leave it alone.

4.4. Introverted Student Teacher Giving Evaluation

Feedback is important for teachers and students in learning activities. This is because, through feedback, students can understand the extent to which they have mastered the material taught by the teacher, while for teachers, feedback also functions as a tool to evaluate the extent to which students understand the material taught (Maryamah et al., 2023). She also added that there are several forms of providing feedback to students, including reinforcement in the form of verbal, written, gestures, and prizes for student success.

Based on the findings, participants tended to provide feedback in written form.

"My feedback to the students yesterday was that I preferred writing, which means I am more confident in conveying my message in writing. I feel that writing is easy for children to understand and it will be easy for them to remember."-Ana.

Remember that one of the characteristics of introverts is that they tend to like writing rather than speaking directly (Sanjaya & Mokhtar, 2015). Therefore, when giving feedback, most introverted students' teachers provide detailed written feedback by providing grades accompanied by motivational words on the worksheet. This feedback can inspire students to try to find the right answer to previous mistakes according to the teacher's directions so that students will be more motivated to achieve better results (Windarsih, 2016).

Introverted student teachers also provide verbal feedback at the end of the lesson. For example, after students complete an assignment or evaluation, the teacher invites them to discuss each question.

"...if we have finished this, we will continue to discuss it together. Later, the students will progress one by one. If there is something wrong, we will correct it together. "So what is this like? Do you think this is true or not? If this is wrong, where is it wrong?" Yes, for example, if you don't know yet, I'll explain how it's wrong." Atha.

This discussion provides an opportunity for students to understand where their mistakes lie and deepen their understanding of the material being taught. For students who make mistakes, this feedback is very useful for improving their learning strategies. Knowing the mistakes that have been made and getting guidance from the teacher, can help students understand the material better and also prepare them to achieve better results on the next test (Windarsih, 2016).

Unlike other participants, one of the participants in this study used technological tools to provide feedback. Various technology and software-based learning evaluation tools are now increasingly available, such as Clickers, Socrative, Kahoot, Plickers, Quizizz, Quizlet, and RecaP (Oktafianti et al., 2021). However, this participant chose to use Quizizz.

"Yes, I use Quizizz, it will be displayed when it is finished, the score will appear and then the students will state their score."

Using Quizizz helps introverted student teachers by providing instant feedback through the auto-correction feature. This way, they can provide feedback without having to interact directly at every opportunity, so they feel more comfortable in the learning process.

5. Conclusion

This research examines the influence of introversion on student teachers' classroom management during their internship program. Until now, introverted student teachers have faced challenges such as limited communication patterns, lack of interaction with students, and anxiety. Hence, this influences them in designing learning to be more prepared, choosing learning methods focusing on discussion, avoiding teacher-centered learning, and using media technology to help interact with students and give feedback. Apart from that, another challenge is maintaining a conducive classroom atmosphere, especially when dealing with disruptive behavior. Introverted student teachers often struggle with voice, which makes classroom management difficult.

To address these challenges, introverted student teachers employ various strategies such as integrating media technology, using rhythmic cues like clapping, and implementing icebreaking activities to manage the classroom, despite difficulties in voice projection and maintaining authoritative presence. Moreover, introversion does not necessarily hinder effective teaching; introverted student teachers can foster student interaction by gradually increasing their verbal engagement, initiating student-centered approaches, consciously adopting extroverted behaviors when needed, and actively listening to students' concerns. Overall, introverted personalities influence various aspects of classroom management, including the construction of lesson planning, selection of teaching methods, utilization of learning media, creation of a conducive learning atmosphere, student-teacher interaction, and teacher-giving evaluation. This study contributes to the literature by revealing nuanced insights into the adaptive strategies employed by introverted student teachers. It offers a comprehensive view of how personality traits influence not only interpersonal dynamics but also pedagogical planning, offering valuable input for personality-aware teacher training frameworks.

6. Suggestion

This research shows that teachers' introverted personalities influence how they manage the classroom. The need for an intensive training program for student teachers needs to be carried out before implementing a teaching internship program. This may include specific strategies to help introverted teachers become more effective in managing the classroom. Therefore, they can create a better learning environment for students when they teach. Additionally, providing more opportunities for student teachers to practice interaction and communication skills is important. By providing them with more frequent practice, student teachers can thus build their confidence and competence. For faculty members, the study recommends integrating personality-responsive pedagogical strategies into teacher education curricula to better accommodate individual differences among student teachers. For practitioners, particularly those with introverted tendencies, it encourages the adoption of reflective teaching practices and the development of classroom management approaches that align with their personality traits. For researchers, the study highlights the importance of further investigation into the interplay between personality dimensions and teaching performance across diverse educational contexts, thereby contributing to the advancement of teacher education research.

7. Limitations

This study was limited by the relatively small sample size (six participants), which may affect the generalizability of the findings. The use of semi-structured interviews as the primary data collection method also limited the scope of observed behavior. Future studies could incorporate classroom observations or mixed-method approaches to enrich the findings.

Declarations

Author Contributions. Feisal Aziez: Conceptualization, Methodology, Validation, Draft Preparation; Rinjani: Conceptualization, Methodology, Data curation, Writing-Original draft preparation, Validation, Field study; Rendi Marta Agung: Validation, Writing-Review and Editing; Cicih Wiarsih: Validation, Writing-Review and Editing; Sony Irianto: Validation, Writing-Review and Editing.

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