

## Affecting Factors of Learning Quality for English Teachers at SMP Negeri Mandailing Natal

Reni Septrisia<sup>1</sup>, Suhono<sup>2</sup>, Tina Purnamasari<sup>3</sup>, Mustafidah<sup>4</sup>, Ferdian Utama<sup>5</sup>

<sup>1</sup>STAIN Mandailing Natal, Indonesia

<sup>2,4,5</sup>Institut Agama Islam Ma'arif NU (IAIMNU) Metro Lampung, Indonesia

<sup>3</sup>SD IT Wahdatul Ummah Metro, Indonesia

Corresponding Author:  suhono120708@gmail.com

### ABSTRACT

The article aimed to know the contribution of planning to the management of the learning quality of the Mandailing, to know the contribution of Learning Media to the management of the quality of, and to know the contribution of planning and learning media to the management of the quality of learning carried out by English teachers at SMP Negeri Mandailing Natal. The researchers used correlational quantitative methods. The sample used random sampling technique, hence the sample in this study amounted to 67 people. Data collection techniques used questionnaires. Data analysis techniques in this study were data description, requirements test and hypothesis testing. The results of this study showed that 1) Learning planning contributes to the management of the quality of learning carried out by the English teachers of SMP Negeri Mandailing Natal with a contribution of 23.3%, 2) Learning media contributes to the management of the quality of learning carried out by English teachers of SMP Negeri Mandailing Natal with the amount of 24, 4%, 3) Planning and media together contribute to the management of learning quality by 36.5%. This explains that to improve the management of good and ideal learning quality, it should be done through improving learning planning and learning media.

**Keywords:** *Learning Quality, Management Learning Quality, Learning Media Quality*

### ARTICLE INFO

Article history:

Received  
November 01,  
2021

Revised  
November 27,  
2021

Accepted  
December 28, 2021

How to cite

Septrisia, R., et al., (2021). Affecting Factors of Learning Quality for English Teachers at SMP Negeri Mandailing Natal. *Attractive : Innovative Education Journal*, 3(3). 226-235.

Journal Homepage

<https://www.attractivejournal.com/index.php/aj/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

Published by

CV. Creative Tugu Pena

## INTRODUCTION

One of the educational problems faced by the Indonesian people is the low quality of education at every level and unit of education, especially primary and secondary education. Various efforts have been made to improve the quality of national education. Among others, through various teacher training (Hunt, 2015), improvement of teacher potential (Kraft, M. A., & Rogers, T. 2015), procurement of books, teaching aids (Morgan & Sonnino, 2013), improvement of educational infrastructure and improvement of school management quality (Lingard, Sellar &

Savage, 2014; Böse, S., & Brauckmann-Sajkiewicz, 2021). However, various indicators of the quality of education have not shown significant improvement. Some schools, especially in cities, have shown an encouraging improvement in the quality of education, but most are still concerned. The main problems that are potential obstacles to the progress of education in Indonesia include: a complex organizational system at the school level, management that is too centralized, fragmented and rigid financing processes, and ineffective management at the school level.

According to Hamalik (2011) "learning is a structured combination that includes human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning objectives". Improving the quality of primary and secondary education requires principals who are able to 1) describe the available resources to provide adequate support for teachers, adequate teaching materials, and good maintenance of facilities, 2) provide sufficient time for managing and coordinating the instructional process, 3) communicate regularly with staff, parents, students and the community concerned.

Teaching is an activity to organize or manage the environment as well as possible and connect it with children, so that teaching and learning occurs. Prasetyaningsih (2016) the duties of a teacher as a profession include educating, teaching, and training. Educating means, continuing and developing the values of life. According to Daryanto (2016) improving the quality of education is directed at improving the quality of the learning process, procurement of textbooks and reading books or reference books, as well as educational/learning tools. Improving the quality of the learning process is carried out through *in-servicetraining* teacher whose target is to increase mastery of the educational foundation. Learning materials, teaching methods and strategies, making and using learning tools and learning evaluations. The learning process developed by teachers is still very monotonous and even more refers to efforts to achieve high scores when taking school final exams and national final exams. So that the learning process is carried out more at the expense of other aspects of a more basic nature. As a result, it often causes students to become bored following the learning process. This situation has a major impact on children who have low learning motivation, becoming eroded motivation to attend lessons at school. The impact that we observe more now is the appearance of students who are absent (not included) during study hours in shopping centers, roadside which are often the triggers for committing crimes, brawls and so on.

The concept of quality education is one element of the new paradigm of higher education management in Indonesia (Tcherkashyn, 2018). This paradigm contains the main attributes, which are relevant to the needs of the community and graduate users, having an academic atmosphere (*academic-atmosphere*) in the administration of study programs, institutional commitment (institutional commitment) from leaders and staff towards effective and productive organizational management, *sustainability* ((Raybourn, 2014; Auld & Morris, 2014). study program, as well as program efficiency selectively based on feasibility and adequacy. These dimensions have a very strategic

position and function to design and develop quality-oriented education delivery businesses in the future. Quality needs to be treated as a criterion dimension that serves as a benchmark in professional development activities, both related to the business of organizing educational institutions and learning activities in the classroom.

Phenomena that can be seen in the Mandailing Natal State Middle School, among others, there are still some teachers who teach without making a good teaching plan, are less skilled at using teaching media, are less able to activate students and are less able to make assessment analysis, and it can also be seen that the students' national exams are still lower than the national junior high school students in the surrounding area. Planning is compiling the steps that will be carried out to achieve the goals that have been determined. The plan can be prepared based on needs within a certain period of time according to the wishes of the planner. But more importantly, the plans made must be carried out easily and on target. Pane (2017) learning objectives are a very important factor in the learning process. With a goal, the teacher has guidelines and goals to be achieved in teaching activities. If the learning objectives are clear and firm, the steps and learning activities will be more focused. The objectives in learning that have been formulated should be adjusted to the availability of time, infrastructure and readiness of students. In connection with this, all activities of teachers and students must be directed at achieving the expected goals. Based on the above, the author is interested in pouring it into a thesis, namely the contribution of planning and learning media to the management of learning quality by the teachers of SMP Negeri Mandailing Natal. The objective of this study was to know the contribution of planning to the management of the learning quality of the Mandailing, to know the contribution of Learning Media to the management of the quality of, and to know the contribution of planning and learning media to the management of the quality of learning carried out by English teachers at SMP Negeri Mandailing Natal.

## **METHODS**

This research was conducted using the correlational quantitative method, Agus Irianto (2004) stated that the correlational research method was used to determine the relationship between one variable and another variable. Meanwhile, to determine the magnitude of the influence of the independent variable with the dependent variable, it is necessary to calculate in the form of a correlation coefficient.

The population of this study were all junior high school teachers with civil servant status in Mandailing Natal, which amounted to 310 people. The sampling technique used a *stratified proportional random sampling technique* so that the sample consisted of 67 people. The data collection tool uses a questionnaire which is then filled in directly by the respondent concerned, each choice that has been provided for each statement. The analysis technique uses data description, requirements test, hypothesis testing.

## RESULT AND DISSCUSSION

The data of this study consisted of three variables, namely data on the management of learning quality variables, planning variables, and media variables. The data is described as follows:

### 1. Management of Learning Quality Management at SMP Negeri Mandailing Natal.

The results of the analysis of the level of achievement of respondents for each indicator of learning quality management can be presented in the table below: level of achievement of respondents for each indicator of learning quality management.

**Table 1. The Respondents' Level of Achievement for each Learning Quality Management Indicator**

indicator	Ideal Score	Average	% Level of Achievement	inCategory
Student Management	30	23.69	78.96	Enough
Environmental management school	40	32.12	80.3	Good
Management of learning methods	45	32.09	71.3	Sufficient
Overall Ideal Score	115	87.89	76.4	Sufficient

In general, the achievement level of learning quality management scores (76.4%) is from the ideal score. In Table 8 it can be seen that the level of achievement of the high indicator of school environment management (80.3%) is at the indicator of the lowest level of work achievement (71.3%) in the aspect of managing learning methods.

### 2. English Teacher Learning Planning for SMP Negeri Mandailing Natal.

The results of the analysis of the level of achievement of the respondents for each learning planning indicator can be presented in the table below:

**Table 2. The level of achievement of the responses of each learning planning**

indicator Indicator	Ideal Score	Average	% Level of Achievement	Category
Planning goals	25	20.75	82.99	Good
Material planning	25	20.99	83.94	Good
Planning of teaching and learning activities	30	25.13	83.78	Good
Evaluation planning	40	33.22	83.06	Good

Overall Ideal Score	120	100.09	83.40	Good
---------------------	-----	--------	-------	------

In Table 10 it can be seen that the level of achievement of learning planning scores ideally 83.40% in the good category, the highest level of achievement scores 83.94% on the material planning indicators, planning objectives the lowest level of achievement scores 82.99% is included in the good category.

### 3. Teacher Learning Media

The results of the analysis of the respondent's achievement level for each learning media indicator are presented in the table below:

**Table 3. The Response Achievement Level of each Learning Media**

Indicator Indicator	Ideal Score	Average	% Level of Achievement	Category
Completing and enriching information in teaching and learning activities	30	24	80	Good
Motivation to learn	35	28.5	81.3	Good
Increases variety in the delivery of material	25	19.6	78.4	Enough
Allows students to choose learning activities according to their abilities	20	15.7	78.5	Fairly
easy to digest and durable in absorbing messages	25	18,4	73.6	Enough
Overall Ideal Score	135	106.19	78.66	Enough

In general, the achievement level of learning media scores (78.66%) of the ideal score. In Table 10 it can be seen that the level of achievement of the highest score is 81.3% in the good category. The indicator is easy to digest and durable in absorbing messages, the lowest score of 73.6% is in the sufficient category. The normality test of the data was carried out using the *Kolmogorof Smirnov* test (KS test), by setting a significance level of 5% or = 0.05 (Sudjana, 1982:280). The data can be said to be normally distributed if the significant level (*Asymp.Sig*) > 0.05 then the data is normally distributed, the results of the examination can be seen in Table 4 below:

**Table 4. Variable Normality Test Results  $X_1$ ,  $X_2$  and Y with test *Kolmogrov Smirnov***

Variable	KS	<i>Asymp Sig</i>	Testing	Information
Planning( $X_1$ )	1.237	0.094	0.05	Normal
learningLearning media	0.789	0.563	0.05	Normal

(X <sub>2</sub> )				
Learning quality management (Y)	0.863	0.446	0.05	Normal

The first hypothesis tested in this study is learning planning contributes to the management of learning quality, to test this hypothesis correlation analysis can be seen in the table below:

**Table 5 Summary of Correlation Analysis Results of Learning Planning (X<sub>1</sub>) on Learning Quality Management (Y)**

Correlation	Coefficient Correlation (r)	Coefficient determination	P
(RYL)	0.233	0.054	0.000

The results of the calculations in the table above shows that the correlation coefficient between the planning pembelajaran with learning quality management amounted = 0.233 to p (0.000). Based on the results of this calculation, it can be explained that learning planning contributes to the management of learning quality, and the form of the relationship is positive with a coefficient of determination = 0.054.

The second hypothesis were tested in this study is the instructional media contribute to the management of the quality of learning, to test this hypothesis conducted correlation analyzes can be seen in the table below:

**Table 6 Summary of Results of Correlation Analysis Learning Media (X<sub>2</sub>)the performance of teachers (Y)**

correlation	coefficient of correlation (r)	coefficient of determination	ρ
(RYL)	0.244	0.059	0.000

The results of the calculations in Table above shows that the correlation coefficient between media learning for learning quality management amounted = 0.244 to p (0.000). Based on the results of this calculation, it can be explained that learning media has a very significant correlation with the management of learning quality, and the form of the relationship is positive with a coefficient of determination = 0.059. The third hypothesis tested in this study is that learning planning and instructional media together contribute to the management of learning quality. To test this hypothesis, multiple correlation analysis was conducted. The results can be seen in the table below:

**Table 7 Summary of Results of Correlation Analysis Lesson Planning (X<sub>1</sub>) and Learning Media (X<sub>2</sub>) of the Quality Management of Learning (Y)**

Correlation	Coefficient of Correlation (R)	The coefficient of determination (R <sup>2</sup> )	P
(RYL <sub>2</sub> )	0.365	0.133	0.000

The calculation results in the table above show that the price of the multiple correlation coefficient of learning planning and learning media together with the variable of learning quality management (R<sup>2</sup><sub>y12</sub>) is 0.365 with = 0.000 < = 0.05 and the coefficient of determination (R<sup>2</sup><sub>y12</sub>) is 0.133. Thus it can be stated that learning planning and learning media together contribute very significantly to the management of learning quality.

The results of the data analysis of this study indicate that learning planning contributes 23.3% to the management of learning quality, meaning that the management of learning quality is interpreted through learning planning. Susetya (2017) lesson planning is a very important step before carrying out learning. Careful planning is needed so that the implementation of learning runs effectively. Learning media contributes 24.4% to the management of learning quality, this means that the management of learning quality is implemented through learning media. According to Wena (2011) learning media are intermediaries or messengers from the sender to the recipient of the message. Good learning media must meet several requirements. The use of media has the aim of providing motivation to students. In addition, the media must also stimulate students to remember what they have learned in addition to providing new learning stimuli. Learning planning and learning media together contribute 36.5% to the management of learning quality. From the results of the calculation of the amount of contribution, it can be seen that the learning media provides a greater contribution than learning planning. The results of the correlation analysis show that the first hypothesis proposed is that there is a contribution to learning planning that contributes to the management of learning quality, in this case that good learning media will contribute to the management of learning quality.

Other finding also showed that learning planning as tools for solving problems, with planning ripe, then all the possibilities and problems that will arise can be anticipated so that the path of completion can also be predicted (Bararah, 2017; Jarvela, et al., 2015) Learning planin can utilize various learning resources appropriately, by using proper planning, the teacher can determine the source of learning that is considered appropriate to study a learning material because currently there are a lot of learning resources offered either through print and electronic media. Fourth. Planning will make learning takes place systematically, through good planning then learning

will not take place as simply as possible, but will be directed and organized and the teacher can use the time as effectively as possible to achieve learning objectives.

The contribution of this finding was the teacher in understand the function of learning planning in the teaching and learning process, namely: (a) as a guide for activities in achieving goals, (b) as a pattern the basis for regulating the duties and authorities for each element involved in the activity, (c) as a work guide for each element, both teacher elements as well as student elements, (d) as a measuring tool for the effectiveness of a work so that at any time the accuracy and delay of work is known, (d) as material for compiling data so that work balance occurs, and (e) to save time, effort, tools and costs. Besides that there are a number of other benefits, including: First. Predictable how much success will be achieved. By kasrena it will avoid success that is chancy because everyththe possibility of failure can be anticipated by the teacher. In planning, the teacher must understand what goals to be achieved, what strategies appropriate actions are carried out in accordance with the objectives to be achieved, and from which learning resources can be used.

## **CONCLUSIONS**

Based on the results of the analysis, it can be concluded as follows: 1) learning planning contributes to the management of the quality of learning carried out by the English teachers of SMP Negeri Mandailing Natal. With a contribution of 23.3%, this means that learning planning contributes to the management of learning quality. . 2) learning media contributes to the management of the quality of learning carried out by the English teachers of SMP Negeri Mandailing Natal. with a magnitude of 24.4%. Thus, the learning media significantly on the management of learning quality. This means that the better the media, the better the management of the quality of learning carried out by teachers in carrying out their duties, and vice versa. 3) Planning and media together contribute to the management of learning quality by 36.5%. This explains that to improve the management of good and ideal learning quality, it should be done through improving learning planning and learning media. Based on the conclusions and implications above, the authors suggest: 1) To improve the management of the quality of learning a teacher must have an interesting learning plan and media because the teacher as a profession demands the teacher to develop the management of the quality of learning that is carried out by the teacher in teaching. For this reason, it is expected that teachers can make lesson plans before learning begins and in implementing learning teachers always foster good relationships with students. 2) Principals are expected to motivate teachers in improving the quality of learning by providing good facilities and infrastructure from the school, such as learning media to support improving the management of the quality of a teacher's learning. 3) Efforts to improve the management of learning quality are expected for supervisors to provide direction and guidance to teachers in learning planning and learning media. 4) Further researchers should examine other factors that are suspected to influence the management of learning quality, in addition to learning planning and learning media.

Thus, a comprehensive picture will be obtained of the various factors that are thought to influence the realization of the quality management of learning that is carried out by the teacher properly.

#### **ACKNOWLEDGMENT**

The researchers thank to (LP2M) STAIN Mandailing Natal. Then this work was also supported by Lembaga Penelitian dan Pengabdian Masyarakat (LP2M) Institut Agama Islam Ma'arif NU (IAIMNU) Metro Lampung.

#### **AUTHOR CONTRIBUTION STATEMENT**

All authors contributed in the preparation of the manuscript of this article, all authors have read and approved the final manuscript.

#### **REFERENCES**

- Agus Irianto. 2004. *Basic Concepts of Statistics and Their Applications*. Jakarta: Prenada Media
- Auld, E., & Morris, P. (2014). Comparative education, the 'New Paradigm' and policy borrowing: Constructing knowledge for educational reform. *Comparative Education*, 50(2), 129-155.
- Bararah, I. (2017). Efektifitas perencanaan pembelajaran dalam pembelajaran pendidikan agama islam di sekolah. *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam*, 7(1), 131-147.
- Beny Susetya. 2016. *Improving Teacher Ability in Compiling Syllabus and RPP Through Academic Supervision at SDN Gambiran Yogyakarta*. Journal. ISSN: 2579-5147. Yogyakarta
- Böse, S., & Brauckmann-Sajkiewicz, S. (2021). (In) effective leadership? Exploring the interplay of challenges, goals and measures in the context of school improvement. *Journal of Educational Administration*.
- Daryanto. 2016. *Learning Media Has a Very Important Role in Achieving Learning Objectives*. Yogyakarta: Gava Media
- Deming, WE 1982. *Out Of The Crisis - Quality, Productivity and Competitive Position*. Cambridge University Press.
- Djaali & Muljono Pudji. 2008. *Measurement in the Field of Education*. Jakarta: Grasindo
- Eggen, PD & Kauchak, PP1988. *Strategies for teachers: Teaching Content and Thinking Skills*. Allyn and Bacon Ibrahim,
- Hamalik Oemar. 2011. *Curriculum and Learning*. Jakarta: Earth Script
- Hunt, F. (2015). Review of national education policies: Teacher quality and learning outcomes. *Prospects*, 45(3), 379-390
- Järvelä, S., Kirschner, P. A., Panadero, E., Malmberg, J., Phielix, C., Jaspers, J., ... & Järvenoja, H. (2015). Enhancing socially shared regulation in collaborative

- learning groups: Designing for CSCL regulation tools. *Educational Technology Research and Development*, 63(1), 125-142.
- Kraft, M. A., & Rogers, T. (2015). The underutilized potential of teacher-to-parent communication: Evidence from a field experiment. *Economics of Education Review*, 47, 49-63.
- Lingard, B., Sellar, S., & Savage, G. C. (2014). Re-articulating social justice as equity in schooling policy: The effects of testing and data infrastructures. *British Journal of Sociology of Education*, 35(5), 710-730.
- Made Wena. 2011. *Contemporary Innovative Learning Strategies*. Jakarta: Earth ofScript
- Morgan, K., & Sonnino, R. (2013). *The school food revolution: public food and the challenge of sustainable development*. Routledge.
- Muslim. 2000. *Cooperative Learning*. Surabaya: UNESS University Prees.
- Nasution, Wahyudin Nur. (2017). *Learning Strategy*, Medan : Perdana Publishing.
- gorge. (2017). *Learning Strategies and Models*. Yogyakarta : Aswaja Pressindo.
- Prasetyaningsih. 2016. *Analysis of the Quality Management of Science Classroom Management at SSN Junior High Schools in Pati Regency*. Journal. ISSN: 2477-2038
- Rakhmat, J. 2001. *Psychology of Communication*. Bandung: PT. Rosdakarya Youth.
- Ruslan. 2009. Content Validity; Pa'biritta Bulletin No. 10 Year IV September 2009.
- Raybourn, E. M. (2014). A new paradigm for serious games: Transmedia learning for more effective training and education. *Journal of computational science*, 5(3), 471-481.
- Sallis, Edward. 2002. *Total Quality Management in Education 3th*. London: Kogan Pag
- Tcherkashyn, S. (2018). *Creating a new paradigm of university education as a component part of reforming german universities*

---

**Copyright Holder :**

© Septisia, R., et al., (2021).

**First Publication Right :**

© Attractive : Innovative Education Journal

**This article is under:**

