

## CONTRIBUTION OF PLANNING LEARNING AND TEACHING SKILLS AGAINST PAI LEARNING OUTCOMES OF STATE JUNIOR HIGH SCHOOL STUDENTS IN MEDAN CITY

Neti Eliyati\*

\*Post Graduate of the FITK UIN SU Medan

### Abstract

The purpose of this study was to determine the contribution of: (1) planning learning towards PAI learning outcomes of SMP Negeri students in Medan City, (2) teaching skills towards PAI learning outcomes of SMP Negeri students in Medan City, and (3) planning learning and teaching skills independently together with the PAI learning outcomes of SMP Negeri students in Medan City. This research was conducted at the State Junior High School in Medan, North Sumatra Province. The population in this study were all PAI teachers who taught at the State Junior High School in Medan totaling 105 people with a sample of 82 teachers. The instrument for collecting data is the questionnaire. Data analysis techniques are correlation and regression analysis. The research findings indicate: (1) (1) planning learning towards PAI learning outcomes of SMP Negeri students in Medan City, (2) teaching skills towards PAI learning outcomes of SMP Negeri students in Medan City, and (3) planning learning and teaching skills together of the PAI learning outcomes of State Junior High School students in Medan City.

**Keywords:** Planning Learning, Teaching Skills Against, Learning Outcomes

### INTRODUCTION

Teachers in learning occupy an important position, therefore teachers must always improve their abilities, especially teaching skills and the ability to plan the learning process. Indeed the teacher is not the only component of the three main components directly related in the learning process. Two components that also determine learning success are curriculum and strategy / method components (Lisa'diyah, 2008: 10). However, to achieve the desired learning objectives, the teacher component must be more meaningful and at the same time occupy a central position, because the teacher must be able to translate and describe the values designed through the curriculum to then transform these values to students through the learning process. In terms of planning learning, there are two main tasks that must be done by teachers, namely:

thinking about how to plan for effective learning and the results of what is planned (Ball, Knolbloch, and Hoop, 2007: 57).

But on the other hand it shows that the quality of teachers until now remains an important issue (crucial). It becomes a crucial problem because in reality the existence of teachers at various levels starting from primary education, secondary education, and even higher education is considered by some to be far from standardized performance and competence. So important and crucial is the problem of teacher quality, the World Bank has incorporated the issue into special discussions that are continuously carried out by involving many parties, such as the Ministry of National Education, the National Development Planning Agency (BAPPENAS) and the World Bank itself (Djalal and Supriadi, 2001: vii).

### **THEORITICAL REVIEW**

Gredler (2001: 12), states learning outcomes are educational assessments about students' abilities after going through learning activities within a specified time period. Educational assessments about the development of students' abilities regarding mastery of the material presented to them and the values contained in the curriculum are the main things in the learning process.

Santrock (2004: 28), learning outcomes are obtained in the form of knowledge and skills. Knowledge is grouped into four categories, namely: facts, concepts, procedures, and principles. Facts are knowledge about real objects, associations of reality, and information from objects, events or people. The concept is knowledge of a set of concrete objects or definitions. Procedure is knowledge about an action after an action that is linear in achieving a goal. While the principle is a statement about the relationship of two or more concepts. While learning outcomes in the form of skills are grouped into four categories, namely: cognitive skills, acting, reacting, and interaction.

Cognitive skills are related to a person's skill in using his mind to make decisions or solve problems. Acting skills are physical skills or techniques such as sports, doing something and others. Reacting skills are the skills to react to a situation which means the values of emotions and feelings, usually this is called attitude. While interaction skills are one's skills in dealing with others to achieve a goal, such as: communication, persuasion, education, and others. In the educational dimension between teaching and assessment there is a reciprocal relationship. Certain

procedures require the implementation of appropriate learning programs, whereas learning approaches with certain specifications require certain efforts and assessments.

Joyce and Weil (1980: 11), stated that successful teachers are teaching students how to have information in a conversation and make it their own. Whereas effective learning is shaping information, ideas and wisdom from the teacher and using learning resources effectively. This definition reinforces that the learning process is understood as structuring the environment in which students can interact and learn how to learn according to their own characteristics and abilities.

Latief (2006: 13-14), states that learning planning when grouped into two main functions, namely: (1) Learning planning if done and implemented by the teacher will be effective and efficient. Because in planning the teacher will be able to provide knowledge well, structured, and systematic. Because of that he can deal with the situation in the classroom firmly and steadily and flexibly, (2) with plans arranged by the teacher to make himself professional.

Hamalik (2001a: 135-136), states that the outline of the learning planning function is to: (1) provide an understanding for teachers to be clearer about learning objectives, (2) help teachers clarify the achievement of learning objectives, (3) increase teacher confidence on the values given and the procedures used, (4) help teachers in order to recognize student needs, interests, and encourage motivation to learn, (5) reduce the activities that are trial and error in teaching, (6) students will respect teachers who seriously prepare themselves to teach according to their expectations, (7) provide opportunities for teachers to advance their personal and professional development, (8) help teachers have feelings of confidence in themselves and guarantees of themselves itself, and (9) helps teachers maintain the excitement of teaching and always provide up to date materials to students.

Hamalik (2001b: 136), states that the objectives of learning planning: (1) so that the learning process can run effectively and efficiently, (2) so that teachers can become professional teachers, especially in educating and providing learning to their students, and (3) so that in the learning process obtained better results (output). Therefore, the learning process carried out by the teacher must use good methods (Hamalik, 2001b: 136). Furthermore Hamalik revealed that the purpose of learning planning is to focus on student behavior or actions (performance) as outputs (outputs)

on students that can be observed. The output is an indication that students have done learning activities. At first students cannot show certain behaviors, after learning they can do those behaviors. This means that students have done learning activities. In other words the learning process has a certain impact on student behavior (Hamalik, 2003: 77).

Riberu, as quoted by Rooijakkers (2003: 12), states that teaching skills are an ability to systematize easily in coordinating relatively effective behavior for a clear purpose. Furthermore, Creemers quoted Westwood (2006: 67), stating that: "Teachers who help students to become successful in basic academic skills such as reading, writing, and mathematics, tend to exhibit a particular set of characteristics within their general approach to teaching." Based on the definition above shows that the teacher's task is to develop the learning process optimally so that students can have the most basic academic skills, namely: reading, writing and arithmetic (reading, writing and arithmetics).

Furthermore Riberu, as quoted by Rooijakkers (2003: 12), said that all managers need three basic types of skills, namely: technical skills, understanding skills of others, and conceptual skills. These three skills cannot be ignored if a desired job gives satisfying results. The skills possessed by the teacher is a form of his ability to complete learning tasks.

According to Hasibuan and Toentloe (2012: 28), there are eight types of teaching skills that teachers must master. The types of basic teaching skills are referred to as follows: (1) Questioning skills, (2) reinforcement skills, (3) varying the stimulus skills, (4) explaining skills (explaining skills), (5) open and close learning skills (cell induction and closure skills), (6) small group teaching skills, (7) classroom management skills, and (8) ) small group teaching skills and individuals (small group teaching and individualizing teaching skills).

## **METHODS**

This research was conducted at the State Junior High School in Medan, North Sumatra Province. The population in this study were all PAI teachers who taught at the State Junior High School in Medan totaling 105 people with a sample of 82 teachers. The instrument for collecting data is the questionnaire. Data analysis techniques are correlation and regression analysis.

## RESEARCH RESULTS AND DISCUSSION

Descriptive analysis shows that the variables planning learning, teaching skills, and learning outcomes of SMP Negeri students in Medan City are generally in the medium category. This fact generally illustrates that there is a contribution to planning learning and teaching skills to the learning outcomes of State Junior High School students in the City of Medan both individually and together. This is reinforced by the research findings which show that the three hypotheses proposed in this study were accepted and empirically tested.

First Findings. There is a significant contribution to planning learning towards the learning outcomes of SMP Negeri students in Medan. The contribution made by the variable planning learning to student learning outcomes is 29.37%. The relationship between the variables planning the learning of learning outcomes of students of SMP Negeri in Medan is 0.29376. This means that if the planning factors of the teacher do good / high, then this affects and contributes to the high / low achievement of student learning outcomes. On the other hand, if the teacher's learning planning factors are low / poor, student learning outcomes will also tend to be low / unqualified.

Based on the strength of the relationship and the contribution contributed by the variable planning learning to student learning outcomes is very large and significant. This means that planning activities are very important for the teacher. By doing the right planning, the success of students in learning will be even greater / higher. Conversely, teaching activities that are not preceded by planning will fail.

Planning activities begin before teaching activities are carried out in the classroom, such as: (a) identifying students, (b) finding sources or learning materials, (c) estimating the time needed, (d) establishing methods / strategies, (e) choosing media / learning resources, (f) set learning objectives, and (g) determine the form of assessment / evaluation to be used. Some of these points become a must for teachers to do it. This brings great consequences for teachers on their responsibilities. Teaching is a job that requires high responsibility, because it will be human. Therefore all activities carried out by the teacher to students must be accountable.

The findings of this study are also in line with the findings of previous studies, including: Rinehart G. (in Kennedy. P, 1993), found that the planning factors of learning can improve student learning correlations

by 0.63. Richard Bloom and Harold Wilensky (1996) found a level of correlation between planning splitting and learning outcomes of 0.56. Yuniarti (2008) in her research found a correlation of 0.4896. Budimarwanto (2001) conducted a study of 200 private teachers at Padang State University, obtained the correlation between learning plans and learning outcomes of 0.71.

The magnitude of the correlation shown planning the learning with learning outcomes is due to the efforts of the teachers to keep it in accordance with the stated learning goals. Schools (including principals and teachers) are service organizations that are committed to teaching and learning. The final goal of school is student learning. In fact, the existence of schools is based on such activities. Schools in this case should be "learning institutions". School as a place where students can learn how to learn together, and schools are able to develop the capacity to innovate and solve problems (Senge, 2000).

In addition, the teacher always strives to provide a learning environment that inspires students to solve problems, make decisions, learn throughout life, and contribute to society. High teacher performance is reflected in their attitude to treat all students fairly and politely. The teacher tries not to treat only students who are diligent or smart, but students who lack response to learning activities are also treated fairly and proportionally. Some teachers would prefer that all students be diligent and smart, but the reality is not so. In this case they try to treat students who are slow and less intelligent so they can take lessons together with their diligent and smart friends.

Teachers with high performance always make efforts to teach and support student learning and achievement. Expert and experienced teachers make use of the use of behavioral theory. They apply the basic principles of reinforcement and punishment in classroom teaching and management. Learning objectives, mastery learning, and direct instruction are specific examples of the application of behavioral theory in classroom teaching. Learning objectives are closely related to teaching objectives. In this case, the goal must be to describe what the student will do in showing his achievements and the way a teacher knows if the student is successful. Mastery learning (mastery learning) is based on the assumption that by providing enough time and clear instructions, most students can master each learning goal. One other behavioral approach that is more teacher

oriented rather than mastery learning is direct instruction, which in nature helps to improve student learning.

For the regression equation obtained  $\hat{Y} = 32.84435 + 0.63249X_1$ . Based on these equations, it can be explained that there is a positive correlation which if the score of the teacher's learning plan increases, the student learning outcomes will also increase. As a prediction it can also be explained that if the factors of teacher learning planning increase by one score, the score of student learning outcomes will also increase by 0.63249. The value of interception constant (a) of 32.84435 follows that if the value of the regression coefficient planned for teacher learning ( $bX_1$ ) does not continue to increase, student learning outcomes tend to decrease even reaching numbers up to 32.84435. This may be because the planning factors applied by the teacher in the learning process largely determine the achievement of student learning outcomes.

Second Findings. There is a significant contribution of teaching skills to the learning outcomes of SMP Negeri students in Medan. The contribution contributed by the variable of teaching skills to the learning outcomes of SMP Negeri students in Medan City was 89.2%. The relationship between teaching skills and student learning outcomes is 0.89205. This means that if the teaching skills of the teacher are good, the learning outcomes of Medan City Middle School students will also tend to be high / quality. Conversely, if the conditions of teaching skills are not good, student learning outcomes tend to be low / not qualified.

For the regression equation obtained  $\hat{Y} = 1.73593 + 1.041627X_2$ . Based on these equations, it can be explained that there is a positive correlation which if the score of teaching skills goes up, the learning outcomes will also go up. As a prediction it can also be explained that if the teaching skills factor increases by one score, the score of student learning outcomes will increase by 0. 1.041627. The value of interception constant (a) of 1.73593 indicates that if the value of the regression coefficient of teaching skills ( $bX_2$ ) does not continue to be increased, the learning outcomes tend to decrease even reaching numbers up to 1.73593. This may be because teaching skills are a prerequisite of the most effective conditions of how the learning process can proceed as planned.

Teaching is an activity that requires professional skills. Professional teachers can know well what they have to do, both inside and outside the classroom, including in making various decisions related to the learning process.

Skill is an ability to systematize easily in coordinating relatively effective behavior for a clear purpose. Stoner in Santrock (2000), said all managers need three basic types of skills, namely: technical skills, the skills to understand others, and conceptual skills. These three skills cannot be ignored if a desired job gives satisfying results. The skills possessed by a teacher is a form of his ability to complete learning tasks. There are ten teaching skills and can be divided into two parts, namely: First, it relates to the organization of subject matter and how the hours are arranged in sections so that they are well organized and make it easy for students to learn them. Second, related to the presentation of subject matter: the way the teacher builds communication with students, the teacher's skills related to the presentation, such as the use of time in teaching, how to ask questions, and how to give assignments. The ten teaching skills are in accordance with the objectives of learning technology, namely art, how to facilitate student learning. The purpose of learning is to influence and cause students to learn.

There is a link between skills and teaching. Teaching is transmitting knowledge to others (Rooidjakkers, 1993). Teaching takes the form of all efforts made by the teacher in a deliberate form to convey knowledge and views as well as provide possibilities for students to occur in the teaching-learning process in accordance with the objectives. In this connection Gagne, et al (1992), said learning is an activity that can make students learn or easily know what is conveyed by the teacher. This shows that learning must be seen as a comprehensive and integrated form and not as a set of separate abilities and teaching techniques (Wragg, 2006). Furthermore Romizowski (1990), said the teacher must arrange behavior, pay attention to student responses, and provide reinforcement or action on student responses. In learning the process that occurs is operational activities carried out by teachers and students. Not that students only accept (teacher centered), but must give and participate with one another.

The main task of the teacher as an educator based on UUSPN Number 20 of 2003 Chapter VII, especially article 27 paragraph 3 is teaching. In the perspective of educational psychology, teaching in principle is the process of the actions of a teacher that makes other people (students) learn in the sense of changing all dimensions of behavior including thinking, reading, and feeling skills (Muhibbin Syah, 2007). Therefore, teaching activities undertaken by teachers must also be oriented to the formation of the skills activities as mentioned above. Thus,



professional teachers are needed. Professional teachers are teachers who carry out teacher tasks with high ability (proficiency) as a source of life. As a professional, teachers are required to have a variety of psychological abilities, namely abilities related to cognitive, affective, and psychomotor (Sabri, 2005).

Third finding. There is a significant contribution of the variable planning learning and teaching skills together to student learning outcomes in state junior high schools in the city of Medan. The contribution contributed by the variable planning learning and teaching skills towards learning outcomes with SMP Negeri in Medan City is ( $R^2 = 0.908 \times 100\% = 90.8\%$ ). Hypothesis testing using multiple regression analysis showed that the relationship between the two independent variables in this study (planning factors of learning and teaching skills) with the dependent variable (student learning outcomes in SMP Negeri in Medan City) in this study amounted to 0.908.

Based on the calculation of the regression equation using multiple regression analysis (multiple regression) obtained the value of the two direction coefficients ( $bX_1$ ) of 0.221676, and ( $bX_2$ ) 0.221676, with a constant value of 9.2827. Thus the regression equation is  $\hat{Y} = 9.2827 + 0.221676X_1 + 0.945092X_2$ . These results mean that the two independent variables in this study, namely planning learning and teaching skills are very important to be continuously improved as the main supporting factor to produce high student learning outcomes. Based on the results of the analysis above, it can be understood that the two independent variables (predictors variables) are also very dominant factors to be developed and intervened on an ongoing basis, especially by the teacher himself and the head of the educational institution (Principals and Education Offices) as policy makers and decision makers at the level in order to improve student learning outcomes, especially in the field of PAI study.

## CONCLUSIONS

The conclusions of the study are: (1) there is a positive and significant contribution between the variables of planning learning towards the learning outcomes of SMP Negeri students in Medan City. Variable planning learning and student learning outcomes correlated by 0.542. This means that if the planning factors for learning are high / good, then student learning outcomes tend to be high too. Conversely, if the planning factors of learning are low / bad, the learning outcomes

achieved by students tend to be low / poor. The contribution contributed by the variable planning learning towards student learning outcomes is ( $R^2 = 0.542 \times 100\% = 29.37\%$ ), (2) there is a positive and significant contribution between teaching skills to the learning outcomes of SMP Negeri students in Medan. The variable of teaching skills and student learning outcomes of SMP Negeri in Medan has a correlation of 0.89205. This means that if the teaching skills created by the teacher are good / high, student learning outcomes tend to be good / high. Conversely, if the teaching skills created by teachers are low / poor, student learning outcomes will also tend to be low. The contribution contributed by the variable of teaching skills to student learning outcomes is ( $R^2 = 0.892 \times 100\% = 79.57\%$ ), and (3) there is a positive and significant contribution between variables planning learning and teaching skills together towards student learning outcomes Public Middle School in Medan City. The relationship between the two independent variables with the dependent variable is 0.908. The contribution contributed by the variable planning learning and teaching skills together towards student learning outcomes is ( $R^2 = 0.824464 \times 100\% = 82.45\%$ ). This means that the two independent variables in this study have a significant relationship and at the same time make a positive contribution to student learning outcomes at SMP Negeri in Medan City.

## RECOMMENDATIONS

Recommendation addressed to: (1) School principals to further enhance their duties and functions as leaders in schools, especially in terms of the supervisory function performed to teachers. This is done with the intention that all PAI teachers especially PAI teachers can improve their ability to plan and teach skills. Improving and developing student learning outcomes is a very important teacher's task. In addition, principals of state junior high schools in Medan can take a number of policies, including: providing opportunities for teachers to continue their education at an even higher level (postgraduate and postgraduate programs), applying the rules and conditions as stipulated in the task and the function of the teacher in educational institutions so that the teacher has and prepares learning tools, and applies the principle of exemplary to all the school community in educational interactions, (2) the teacher, in order to be able to continuously practice teaching skills so that maximum student learning outcomes are obtained, and teachers are also expected to

maximize aspects of integral and professional learning, and (3) other researchers who are interested in this field of study to conduct studies involving more predictor variables (independent variables) and respondents, so that other factors suspected of having donations that are more meaningful to student learning outcomes can be detected.

## REFERENCES

- Ball, Anna L., Knolbloch, Neil A., dan Hoop, Sue. *The Instructional Planning Experiences Of Beginning Teachers. Journal of Agricultural Education Volume 48, Number 2, pp. 56 - 65 DOI: 10.5032/jae.2007.02056* 2007. Diakses pada tanggal 12 Desember 2018.
- Gagne, R.M. (2005) *The Conditioning of Learning*. New-York: Holt, Rinehart and Winston. Diterjemahkan ke dalam bahasa Indonesia oleh Hanafi, Kondisi Pembelajaran. .
- Gagne, Robert., & Briggs, Lislle. (2005) *Principles of Instructional Design*. Second Edition. New-York: Holt, Rinehart and Winston Diterjemahkan ke dalam Bahasa Indonesia: Prinsip-prinsip Merancang Pembelajaran.
- Hamalik, Oemar. (2001). *Proses Belajar Mengajar*. Cetakan Pertama. Jakarta: Bumi Aksara.
- \_\_\_\_\_. (2001). *Kurikulum dan Pembelajaran*, Cetakan Ketiga. Jakarta: Bumi Aksara.
- \_\_\_\_\_. (2003). *Perencanaan Pengajaran Berdasarkan Pendekatan Sistem*, cetakan Kedua. Jakarta: Bumi Aksara.
- Hasibuan JJ. Ibrahim dan Toentloe, AJE. (2012). *Proses Belajar Mengajar Keterampilan Dasar Pengajaran Mikro*. Bandung: Remaja Karya.
- Jalal, Fasli dan Supriadi, Dedi. (2001). *Reformasi Pendidikan Dalam Konteks Otonomi Daerah*. Cetakan Pertama. Yogyakarta: Diterbitkan atas Kerjasama Departemen Pendidikan Nasional-Badan Perencanaan dan Pembangunan Nasional dan Adicita Karya Nusa.
- Joyce, Bruce & Weil, Marsha. (1980). *Models of Teaching*. New Jersey: Prentice Hall Englewoods Cliffs.
- Knobloc, Neil A. dan Hoop, Sue E. (2017). *Preservice Teachers' Epistemological Beliefs, Attitudes, and Behaviors Regarding Instructional*

*Planning Journal of Effective Teaching* Vol. 5 nomor 2 tahun 2017.  
Diakses tanggal 28 Oktober 2018.

Latief, Abdul. (2006). *Perencanaan Sistem Pengajaran Pendidikan Islam*.  
Cetakan Pertama, Bandung: Pustaka Bani Quraisy.

Moore, Kenneth D. (2005). *Effective Instructional Strategies: From Theory to Practice*. California: Sage Publications.

Rooijackers. (2003). *Mengajar Dengan Sukses: Petunjuk untuk Menyampaikan Pengajaran*. Jakarta: Diterbitkan Dengan Kerjasama YKPTK dan Gramedia Widiasarana Indonesia.

Santrock, John. W. (2004) *Educational Psychology*, 2<sup>nd</sup> Edition  
(diterjemahkan Ke dalam Bahasa Indonesia oleh Tri Wibowo B.S.  
2008. *Psikologi Pendidikan*, Edisi kedua. Jakarta: Kencana.

Westwood, Peter. (2006). *Effective Teaching*. Australian Journal of Teacher Education  
Volume 21, <http://dx.doi.org/10.14221/ajte.1996v21n1.5>. Diakses tanggal 2 Oktober 2018.