

THE RELATIONSHIP BETWEEN TEACHER TEACHING VARIATIONS AND THE LEARNING ENVIRONMENT WITH STUDENT LEARNING OUTCOMES AT SMPN 16 PADANG

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ABSTRACT

This research is motivated by the teacher's teaching ability that does not vary and the conditions of the learning environment that is less supportive of causing a decrease in student learning outcomes, in Social Sciences subjects. The purpose of this study is to analyze the relationship 1) Variations in teaching teachers with student social learning outcomes. 2) Learning environment with students' social studies learning outcomes. 3) Variations in teacher teaching and learning environment together with students' social studies learning outcomes. This research is a quantitative descriptive correlational study. The population of this study was 789 students while the study sample was taken based on the Proportional Stratified Random Sampling technique obtained a sample of 88 people, data collection using questionnaire interval processing scores using data processing applications SPSS. Based on the results of research analysis on the Relationship of Teacher Teaching Variations and Learning Environment Against Social Studies Learning Outcomes of Students at SMPN 16 Padang, the results show that 1) There is a significant relationship between teacher teaching variations and student social learning outcomes. 2) There is a significant relationship between the learning environment and students' social studies learning outcomes. 3) There is a significant relationship between variations in teacher teaching and the learning environment together with students' social studies learning outcomes. This research is recommended to social studies teachers to pay more attention to variations in learning and the learning environment so as to improve student learning outcomes.

Keywords: social studies learning outcomes, variations in teacher teaching, and student learning environments.



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INTRODUCTION

One of the objectives of Education is to change lives towards a better, starting from the life of yourself, family, community and national and state life and shape the dignity and civilization of a country. Education runs in a learning process because in the process of interaction occurs between the teacher and students. In Permendikbud No. 103 of 2014 concerning Learning in Primary and Secondary Education, stated that learning is a process of interaction between students and educators and learning resources in a learning environment. Whereas in Permendikbud number 22 of 2016 learning is an activity carried out by educators and students to achieve the expected competence (Kemendikbud, 2017). The learning outcomes studied in this study are social studies cognitive learning outcomes that include three levels, namely knowledge, understanding, and application. Student learning outcomes are essentially changes in behavior as a result of learning in a broader

sense covering the cognitive, affective and psychomotor fields. Achievement of Social Studies education objectives can be successful, if a teacher, especially social studies teachers must meet competencies that can achieve these learning goals. Basic competencies or abilities possessed by teachers in conducting learning activities and is a major component that must be possessed by all teachers. In accordance with the law governing teachers and lecturers, namely the law of the Republic of Indonesia Number 14 of 2005, that competency is a set of knowledge, skills and behaviors that must be possessed, lived and controlled by the teacher or lecturer in carrying out their professional duties (Ministry of National Education, 2003). Competence refers to the ability to carry out something obtained through education. Teacher competence refers to rational performance and actions to meet certain specifications in carrying out educational tasks. One of the competencies that must be possessed by teachers is pedagogical competence. Paagagic competence is the ability to manage student learning which includes an understanding of students, the design and implementation of learning, evaluation of learning outcomes and student development to include a variety of potential possessed (Mulyasa). Based on the quote above, it is clear that one of the skills that must be possessed by the teacher is the skill in holding variations of teaching. Vocational skills are the skills of teachers to keep the learning climate interesting, not boring, so students show enthusiasm and perseverance, passion, and active participation in every step of learning activities (Sanjaya, 2006). Various problems we often encounter in the learning process, especially with regard to teachers and students. We still encounter many teachers using conventional and monotonous teaching methods, causing them to become bored of students. As a result the learning process does not go according to the expected goals.

In various schools, the writer often observes is still conventional, especially in the place where the writer teaches. In addition, incomplete facilities and infrastructure cause teachers to continue to use conventional learning systems (Observation of October 2018). Based on the author's observation, there are still many teachers who do not know the overall abilities of the students, the teacher tends to conclude that students who often ask questions and are active in learning are students who have more abilities while those who are less active are considered to be less intelligent students (Observation, October 2018) . We often find the above events in the learning process, especially in the present conditions with the influence of the environment and technological progress of students complacent so that learning motivation is lacking, coupled with variations and teaching styles of teachers who are less visible and monotonous.

Then in addition to variations in teacher teaching, the learning environment is one of the factors that influence learning outcomes that come from outside the student's own personality. The family is the first and foremost educational environment in order to foster the potential of reason, character and social life of children. The relationship between children with both parents and all families has a significant influence on emotional development, educational achievement and children's desire to learn (Nizar, 2007). Not all educational tasks can be carried out by parents in the family, especially in terms of science and various kinds of science. Therefore, children are sent to school, with the entry of children to school, the relationship between home and school is formed, because between the two

environments there are the same object and purpose, namely educating children (Drajat, 1999). The learning environment is one of the factors that affects learning outcomes that come from outside the student's own personality. According to Oemar, what is included in the learning environment is "all things that are influential and meaningful to individuals" (Hamalik, 2003). In accordance with what has been explained means that variations in teacher teaching including behavior, attitudes and actions as well as teacher's appearance are very important with the aim to overcome boredom in the learning process. So that a student has a high interest in learning and motivation towards social studies. Then the environment also has a role in improving student learning outcomes. Then some of the problems above, it is known that the ability to teach teachers who lack teaching variation and the conditions of the learning environment that is less supportive causes a decrease in student learning outcomes, one of which is on Social Sciences subjects.

METHODS

In accordance with the objectives of the study and the nature of the problem to be examined, this study uses a quantitative method with a correlation research design. This study uses a quantitative approach to the design of *ex post facto* (Sugiyono, 2006). This study looks for systematic empirical data and in this study the researcher cannot directly control the independent variables because events have occurred and by their nature cannot be manipulated. This study me Knowing the relationship variation teacher's teaching and learning environment with students' learning outcomes IPS in SMP Negeri 16 Padang.

Population is a number of individuals who have the same nature (Furqon, 2009: 109) . Meanwhile, according to SuharsimiArikunto that the population is the whole subject of research (SuharsimiArikunto, 2005: 108) Another opinion expressed by Sugiyono population is the whole generalization section consisting of objects or subjects that have certain quantities and characteristics determined by researchers to be studied and made the conclusion (Sugiyono, 2014) . In this study the population was all students of SMP Negeri 16 Padang totaling 789 people. Samples are a number of research subjects as representatives of the population so that a sample representing the intended population is produced (Suharsimi Arikunto, 2005) . Considering that the population is quite large, the sampling is done by using a sampling technique that is *Proportional Startified Random Sampling*. Determination of the sample is based on *Proportional Startified Random Sampling*, which is a population that is considered heterogeneous according to certain characteristics namely the similarity of treatment and environment as well as facilities and infrastructures, grouped into several sub-populations that have relatively homogeneous sample members (Arikunto, 2006).

The data collection tool used in this study was a research questionnaire prepared to obtain various data regarding variations in teaching of teachers with the learning environment in the field of social studies in SMP Negeri 16 Padang. The questionnaire in this study included a closed questionnaire meaning that the respondent immediately answered the answers provided by giving a check mark (✓) to the selected answers. The selection of a questionnaire

instrument (questionnaire) of the measurement scale model in this study is based on the consideration that with this instrument the respondent's answers regarding the relationship of teacher teaching variations and the learning environment of students to the acquisition of learning outcomes can be obtained adequately and facilitate researchers in processing, describing the results and in accordance with the objectives to be achieved in this study. The instrument will refer to the grid that has been prepared. The data in this study are in the form of quantitative data, so each statement item answer is given a score.

Before being used first, the instrument was tested in order to obtain items that were valid and reliable through the implementation of the instrument trials conducted on students of Padang 16 Middle School who did not include a research sample of 30 students. The way to do this is by giving questionnaires to the research object or respondent to fill out. Respondents are welcome to fill in according to the agreed agreement or time, then collect questionnaires for analysis. Previously, of course validity tests were done according to Azwar that: "Validity comes from Validity which means the extent to which the accuracy and accuracy of a measurement instrument (test) in performing its measurement function. A test can be said to have high validity if the test carries out its measurement function, or provide precise and accurate measurement results in accordance with the purpose of the test. A test that produces data that is not relevant to the purpose of the measurement is said to be a test that has low validity" (Saifuddin, 2002). To find out the extent of the validity of a questionnaire can be done by interpreting the correlation questionnaire (Saifuddin, 2002). Under this interpretation of the value of r , to calculate the validity of the measuring instrument used Pearson Product Moment formula according to Riduwan (2013).

The test criteria is if $r_{\text{count}} > r_{\text{table}}$, then the questionnaire items are said to be valid. In accordance with the way of testing the validity that researchers plan, researchers use the Pearson formula. Based on the above it can be said that the data provisions are said to be valid if $r_{\text{arithmetic}} > r_{\text{table}}$ and vice versa.

Furthermore, reliability as stated by Azwar that "measurement which has high reliability means that the measurement can produce reliable data" (Azwar Saifuddin, 2002: 180). Where the classification or grouping of the level of reliability of the questions can be used the scale displayed by Ridwan Asmara as follows (Murni, 2006: 118) with the test criteria are:

If $\alpha \geq r_{\text{table}}$: it means that the instrument is said to be reliable

If $\alpha < r_{\text{table}}$: it means that the instrument is said to be unreliable

The conclusion from the variable reliability test, variations in teacher teaching (X1) can be seen from the results of data processing. From the results of managing the data made in the form of tables, where the table can be seen that the variable variation in teaching teachers (X1) has a reliable questionnaire statement with a very high classification. Then from the data about the environment arranged in the table it can be seen that the learning environment variable (X2) has a reliable questionnaire statement with a very high classification. The purpose of collecting normality test data is to determine the distribution of research data in normal distribution or not. First, to test the normality of this study use the Kolmogorov Smirnov approach using the SPSS 22 application, where the basis for decision making is as follows:

If Asyim scores . Sig > $\alpha = 0,05$ then the data are normally distributed

If Asyim scores . Sig < $\alpha = 0,05$ then the data is not normally distributed

Second, the purpose of the homogeneity test is to test whether there is a similarity in the variation of data which is as a requirement of testing the hypothesis. In this case Ridwan argues that homogeneous data means comparable data of the same type (Ridwan, 2014: 68). Where to test the homogeneity of the author using the Independent Samples Test, T-Test and One Way Anova using the SPSS 22 application. Decision making in the homogeneity test is based on:

If the significance value < 0.05, it is said that the variance of two or more data population groups is not the same

If the significance value > 0.05, it is said that the variance of two or more data groups of the population data is the same.

Third, the purpose of implementing a linearity regression test using the ANOVA technique is to find out whether there is a linear relationship between variables. where the basis for making decisions is:

If the value of F arithmetic > F table then H_0 is accepted, meaning that the distribution of free variable data forms a linear line to the dependent variable.

If the value of F count < F table then H_0 is rejected, it means that the distribution of the independent variable data does not form a straight line to the dependent variable.

Fourth, then before testing the hypothesis, the researcher will do two things. Researchers will test the hypothesis consisting of two variables, namely, the first variable is the relationship between teacher's teaching ability variation with student learning outcomes and the second variable is the relationship between students' learning environment and learning outcomes. Both of them use the Pearson product moment correlation analysis formula assisted using the SPSS version 22 application.

RESULT AND DISCUSSION

Sanjaya (2007) explains the variation of teacher teaching is needed in each lesson so that the material given can be understood and remembered well. According to Sanjaya explained that the variation of teaching is a skill to keep the learning climate interesting, not boring, so students show attitude and perseverance, full of passion, and actively participate in every step of learning activities. Based on the above understanding, it can be concluded that the purpose of the teacher's teaching variation is the manifestation of the teacher's actions in the context of the teaching and learning process which aims to overcome the emergence of boredom in students while learning, so that in the learning process a student is able to show perseverance, enthusiasm and full passion and actively participate in learning activities. With the variation of teaching done by a teacher it is hoped that students will be more focused and passionate in learning to avoid boredom. In accordance with the explanation above, the writer has proven that the influence of teacher teaching variations affects student learning outcomes. After processing the data using the SPSS version 22 statistical program using Pearson technique, it is concluded that the working hypothesis (H_0) can be accepted and there is a significant relationship that shows the direction of a positive relationship. This means that the better the variation of teaching a teacher with the learning outcomes of

students, conversely the less good the variation of teaching a teacher, the better the learning outcomes of students.

Second, the Significance of the Relationship between the Learning Environment (X₂) and the Learning Outcomes (Y) of Social Studies students at 16 Public Middle School in Padang. In accordance with Nasution's opinion, the learning environment is the natural environment and social environment. The natural environment such as the state of temperature, humidity, while the social environment can be both human and representative as well as other things. Meanwhile, according to Ahmad, the learning environment is anything that can support learning itself that can be used as a source of learning or a source of learning (Rohani, 2009). From what is explained above it can be proven that the environment is very influential on learning outcomes. After processing the data using the SPSS version 22 statistical program using Pearson technique, it can be concluded that the working hypothesis (H_a) can be accepted and there is a significant relationship that shows the direction of a positive relationship, meaning that the better the learning environment with student learning outcomes, vice versa the less good the learning environment the better the learning outcomes of students. In accordance with the description, it can be concluded that the learning environment of students is an artificial situation involving the physical environment and social confusion. The learning environment can be created in such a way, able to facilitate students in carrying out learning activities. Furthermore, in an environment where the learning process can be seen from the interaction in the learning process which is the context of the learning experience, and can be a social environment and non-social environment. The social environment consists of the care and role of parents or guardians in the process of children's learning activities, the atmosphere of the learning environment at home, the environmental conditions of the community around where students live, in the relationship between teacher and student, and the relationship of students and students.

Third, there is a significant relationship about teacher teaching variation and student learning environment together with students' social studies learning outcomes at 16 Public Middle School in Padang. Agree with Bobbi de Porter's explanation that learning success is determined also by a pleasant and happy atmosphere (2000). It is clear that it will be difficult to enjoy the atmosphere of learning if a student feels uncomfortable and depressed in the teaching and learning process. This opinion is also supported by WastiSoemanto who revealed that learning outcomes achieved by students there are two main factors affecting, among other things: first the influence that comes from within students, namely in the form: ability, learning motivation, interest and attention, attitudes and study habits, perseverance, social economy, physical and psychological factors. Then the second influence covers the environment, in these environmental factors the most dominant is the quality and atmosphere of learning. What is meant by the quality of teaching is the high or low of the results achieved or whether or not the teaching and learning process is effective in achieving teaching objectives (Sudjana, 2000). After processing the data about Pearson technique, it can be concluded that the working hypothesis (H_a) can be accepted and there is a significant relationship that leads to a positive relationship, meaning that the better the variation of teacher teaching and the learning environment the better the learning outcomes of students, otherwise the less good variations in teacher teaching and learning environment, the less good the results of student learning. What the authors find in the field is true with the variation of teacher teaching and a pleasant environment can improve student learning outcomes. An effective environment is indeed not easy to be created by the teacher because there are still many other factors that can interfere with this. The success of the teacher takes into account both the material, the learning objectives, the teacher will easily choose the variation of teaching in accordance with the material and the atmosphere at that time.

CONCLUSION

Based on the results of research on the Relationship of Teacher Teaching Variations and Learning Environment Against Social Studies Learning Outcomes of Students in 16 State Junior High School Padang obtained that: 1) There is a significant relationship between teacher teaching variation with students' social studies learning outcomes at 16 Public Middle School Padang; 2) A significant relationship was found between the learning environment and students' social studies learning outcomes at SMP Negeri 16 Padang; and 3) Between the variation of teacher teaching and the learning environment with the Social Studies learning outcomes of students of SMP Negeri 16 Padang there is a significant relationship.

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