

CHAPTER I

INTRODUCTION

A. Research Background

School is a place for students to gain knowledge. Within the scope of the school, of course it consists of students, teachers and staff. To obtain a good quality education, of course, the link between teacher teaching and student learning needs to be paid close attention to support the success of learning which can have a good impact on school effectiveness. Ghozali in Huda (2019: 46) view an effective school as a school that wanted to achieve the school's vision-mission-goals effectively and efficiently with good management standards, is transparent, responsible and accountable, and is able to empower every important component of the school internally and externally.

An effective school is not born by itself or because of the facilities that the school has. Of course, to achieve the school's vision-mission-goals effectively and efficiently there are supporting components or characteristics in it. Mortimore, *et al.*, in Abillah (2010: 134-143) they expressed 11 formulations about "key characteristics of effective school" there are professional leadership, shared vision and goals, a learning environment, concentration on teaching and learning, purposeful teaching, high expectations, positive reinforcement, monitoring progress, pupil rights and responsibilities, home-school partnership, and the last is a learning organization. In this research, the focus would be on two variables, namely purposeful teaching and concentration on teaching and learning. These two variables were chosen because of the limited time available, apart from that the variables purposeful teaching and concentration on teaching and learning have the same focus as the school's goals, namely teaching and learning.

The teacher's teaching process does not escape from its name the purpose of teaching aims in class. Sammons, *et al.*, (1995), contended that "teaching quality is the core of school effectiveness which is partly determined in terms of the quality of the teachers in the school". Before a teacher can be expected

to implement teaching goals in the classroom, he or she needs an understanding of the goals themselves. Tirri and Ubani (2013) contended that for teaching to be purposeful "teachers need the skills to teach their subject, regardless of what it is, in a way that would unlock its educational meaning". In purposeful teaching, of course, there are supporting characteristics in it. Mortimore and Abdillah (2010:137) they suggested there are 4 characteristics of purposeful teaching, namely having an efficient organization, clarity of purpose, structured lessons, and adaptive practices.

Apart from focusing on teaching, the learning process in class is also important. According to Sammons, *et al.*, (1995), school effectiveness can be seen from the extent to which teachers concentrate on teaching in class. Concentrating on the process of teaching and learning is a feature that can show the main goals of the school. This is because the effectiveness of the school depends on the effectiveness of teaching in the classroom. In the sense that a good class can create situations that allow students to learn, so this can be said to be the starting point for successful teaching. To support teacher success in this case, there are ideal characteristics, namely maximization of learning time, academic emphasis, and focus on achievement (Sammons, *et al.*, 1995).

This shows that both are part of the school effectiveness component seen in the teacher's practices of teaching aims and the application of concentration in teaching and learning which involves students in the class in their success. A teacher who understands the goals and experiences within himself, of course he would seek and know what experiences are considered relevant for teaching. A teacher who has a clear understanding of his own abilities would certainly better understand the goals, learning objectives and be able to maximize his class management both from maximizing learning time and situations that make students comfortable in learning, this can effectively support students' needs in fulfilling their current achievements in the classroom.

Based on the explanation above, it is important to understand purposeful teaching and concentrate on teaching and learning practices in schools for both

teachers and prospective teachers. Therefore, this research would be conducted with the title "An Analysis of Purposeful Teaching and Concentration on Teaching and Learning Practices in Schools". There are many similar studies conducted by previous researchers, one of which is by Lamba, *et al.*, (2014). There are 2 things studied, the first is to assess the impact of teaching time on the attention and concentration of nursing students. Second, to find the relationship between the characteristics of the subjects and their attention and concentration. The similarities which lie in one of the variables in the indicator of concentration on teaching and learning, namely the section on maximizing study time where this article looks at the effect or impact of study time on student concentration

Another research was conducted by Tirri, *et al.*, (2016) there are 2 things that are examined, namely the emphasis on the field of education in the world such as teaching for purpose and teaching with purposefulness. The similarities with this research are on the purposeful teaching variable which focuses on emphasizing the field of education with a wide distribution of subjects, which in this article also examines the emphasis on education. Meanwhile, the difference between the two studies lies in the area of implementation, namely previous research was carried out all over the world, in this study it was carried out in the area of West Kalimantan

Based on the presentation of the two previous studies, it was found that the two previous studies had similarities in the indicators used, so that this previous research was used to facilitate or provide a general understanding of the context being studied, as well as to provide background for the research to be carried out. The reason for this research was conducted with the aim of seeing and describing the practices and variation of purposeful teaching and concentration on teaching and learning in 8 schools based on schools level region of origin. The expected results of this research are to produce new insights related to purposeful teaching and concentration on teaching and learning which would broaden and sharpen knowledge. However, the results obtained from this research cannot be used as a benchmark for describing

effective schools throughout West Kalimantan because the results obtained are only valid for describing effective schools in the area that is the scope of the research.

B. Research Question

Based on the background of the research above, the researcher concludes that there are two problems that need to be examined, namely:

1. How are the practices of purposeful teaching and concentration on teaching and learning in schools?
2. What are the variations of purposeful teaching and concentration on teaching and learning practices by school level region of origin?

C. Research Purpose

Based on the research questions described above, the objectives of the problems in this research can be drawn, namely:

1. To describe the practices of purposeful teaching and concentration on teaching and learning in schools
2. To describe what are the variations of purposeful teaching and concentration on teaching and learning practices by school level region of origin

D. Significance of Research

Hopefully this research can contribute and benefit everyone related to the field of education. There are several expectations to be achieved from this research:

1. Theoretical Significance

This research is expected to add source information and insights about practices and variations of purposeful teaching and concentration on teaching and learning in schools.

2. Practical Significance

By compiling this research, it is hoped that it can provide contributions and benefits that have a positive impact on schools, teachers, and also the other researchers.

a. To School

The researcher hopes that after conducting this research it would be useful for school principals to add source information that can be useful in developing various effective strategies and in order to create more good cooperation between teachers and school principals.

b. To Teachers

Researchers hope that after this research, teachers can get source information so they are more aware of the importance of insights about purposeful teaching and how to concentrate on teaching and learning in order to add experience to teachers in class.

c. To Other Researchers

Researchers hope that this research can be very useful for future researchers, especially for prospective teachers as a source of information about purposeful teaching and concentration on teaching and learning in schools.

E. Scope of the Research

1. Research Variable

Variable in research are basically things in any form that researchers use to study and analyze in order to obtain results that are in accordance with the facts in the field. According to Sugiyono (2017) research variables are basically "a thing that takes various forms according to what is determined by the researcher to be studied so that information is obtained about it, then conclusions are drawn". This variable makes it easier for us to be able to find and understand problems in this research. The types of variables in this research are called multiple correlation variables, which the variables to be examined are:

- a. Purposeful Teaching;
- b. Concentration on Teaching and Learning

2. Research Terminology

- a. Purposeful Teaching

Purposeful teaching is a teaching approach in which teachers have a clear understanding of learning goals and objectives and used this understanding to guide their teaching decisions and actions. Purposeful teaching is one way to bring educators or a teacher to teaching that is more effective and can be useful for increasing school effectiveness.

- b. Concentrating on Teaching and Learning

This concentration on teaching and learning is a concentration of attention in the teaching and learning process carried out by the teacher which involves students in class. To create a comfortable atmosphere and focus on students' high learning desires and to make it more likely that teachers provide guidance to students in learning, good and adequate classroom management and operations from a teacher include: teaching objectives, setting the used of available time, setting the room and atmosphere during teaching, as well as the grouping of students in learning.