

CHAPTER II

PURPOSEFUL TEACHING AND CONCENTRATION ON TEACHING AND LEARNING

A. Purposeful Teaching

1. Definition of Purposeful Teaching

Purposeful teaching is one indicator of effective schools (Sammons, *et al.*, 1995). Purposeful teaching is a teaching approach where the teacher has a clear understanding of the purpose of the lesson and used this understanding to guide their decisions and teaching actions. According to Tirri, *et al.*, (2016: 2) before a teacher conducts learning, they are expected to be able to provide material effectively and involve students in their teaching. Therefore it is important for a teacher to have an understanding of their own goals. So that they can understand less and more understanding that exist in themselves before being involved with the application and development of students' goals at school (Bundick, *et al.*, 2014: 5-6).

Teacher understanding of their own vision of lives can provide inspiration and motivation to themselves. With the teacher has understood the vision of himself, of course they can easily understand their vision in school practices that can provide a way to access the teacher's sense and also guide them to reflect on their work. According to Tirri, *et al.*, (2016: 2) one of the predictors that encourages teachers to teach is a sense of success, as well as the teacher's feelings where they can have a positive impact and change in student life.

In order to create purposeful teaching, teachers need the skills to teach their subjects, both through techniques, as well as teaching media to open the meaning of their education (Tirri and Ubani, 2013). Thus the teaching that aims here means improving student performance through effective guidance, structured learning and adaptive practices from the teacher with a clear purpose. The aim is to ensure that the learning given is relevant,

meaningful, and effective and that content is presented by supporting student learning needs and styles.

2. Elements of Purposeful Teaching

The element is a part or aspect of something abstract, especially one that is essential or characteristic. Sammons, *et al.*, (1995: 19) they found a quality from teaching that aims to be an effective school, in addition to having a quality teacher. Sammons, *et al.*, (1995) stated that the characteristics of teaching aimed at have efficient organization, clarity of purpose, structured lessons, and adaptive practices. The elements that would be examined in this research are efficient organization and structured lessons because researchers wanted to know the practice and variations that exist in the two elements of purposeful teaching.

a. Efficient Organization

Efficient organization is one important part indicator in purposeful teaching. The teacher must have well-organized and have a clear about their objectives. Sammons, *et al.*, (1995) stated that if learning well-organized, the material provided by the teacher is conveyed properly. The form of the teacher makes a good organization efficient and the teacher understands about their objectives that are used in class, namely the teacher prepares himself in a way that the teacher understands school development in the form of a curriculum and understands about infrastructure facilities in schools that are relevant to use to support organizational efficiency and make the objectives used by the teacher more attractive and creative.

b. Structured Lessons

Structured teaching and clear goals are an important part of the appearance of student progress. Sammons, *et al.*, (1995: 20-21) stated that systematic teaching methods by involving students through open questions and students' answers given feedback by the teacher show an increase in the learning outcomes obtained by students.

Structured Lessons itself intends to make clear what needs to be learned, divides and provides teaching materials in units that can be managed by students in the order that is considered, besides that there are also many exercise materials that regularly test progress with direct feedback when teaching and learning activities take place.

B. Concentration on Teaching and Learning

1. Definition of Concentration on Teaching and Learning

Concentration on teaching and learning is one of the indicators or supporting characteristics in effective schools (Sammons, *et al.*, 1995: 12). Concentration on teaching and learning is the concentration of attention in the teaching and learning process carried out by the teacher who practices involves students in class. According to Abdillah (2010: 137) the quality of teaching and learning is very important in the concentration of students' attention or focus in learning. Concentration of attention in teaching and learning activities can show the main objectives of the school, because schools are dependent on students' impossibility in their learning activities in the classroom. Sammons, *et al.*, (1995) showed that schools must maximization on learning time, academic emphasis, and the third is focusing on achievement.

According to Ischinger (2009: 92) so far the teaching and learning process is believed to be both based on two views. First sight as "*Direct transmission belief about learning and instruction*" where this first sight emphasizes the role of the teacher in communicating knowledge clearly and structured, and explaining solving problems in the class that directly gets feedback. The second view as "*Constructivist beliefs about learning and instruction*" is to assume students as active participants are not involved as passive recipients in the process of gaining knowledge. In this second view the teacher only as a student inquiry facilitator, is more likely to provide opportunities for students to develop problem solving independently so that students can enable students to play an active role in learning activities.

In addition, the development of the process of thinking and reasoning is more emphasized than only gaining certain knowledge. So while the focus of teaching and learning is the core of the effective school so that the focus on the quality of teaching and learning is very important for students in the learning practices that occurs.

2. Elements of Concentration on Teaching and Learning

The element is a part or aspect of something abstract, especially one that is essential or characteristic. Sammon, *et al.*, (1995: 12) contended that there are 3 elements in the concentration on teaching and learning, namely maximization on learning time, academic emphasis and focus on achievement. The elements that would be examined in this study are maximization on learning time, academic emphasis because researchers wanted to know the practice and variations that exist in the two elements of concentration on teaching and learning.

a. Maximization on Learning Time

Maximizing the used of learning time at school has a positive impact on the behavior and also the results of students. Sammons, *et al.*, (1995: 12) stated that teachers need to manage the transition of activities actively and efficiently. Therefore, with this opinion it can be seen that the maximization and regulation of good time in learning by the teacher has a positive relationship with the effectiveness of the school. The form of maximization on learning time that is carried out by the teacher is that the teacher prepares himself in carrying out learning activities by maximizing his own commitment to the school and his subject matter so that it has an impact on the teacher's self-professionalism at school.

b. Academic emphasis

One aspect that marks the effective school is from academic emphasis by teachers and students through teaching and learning activities. According to Sammons, *et al.*, (1995: 13) "important factors affecting academic emphasis regarding the knowledge of teacher subjects". Mastery of academic content is one of the most important

aspects of teaching programs. An important factor influencing academic emphasis is related to the teacher's subject knowledge (Sammons,1995). Adequate knowledge is considered a necessary condition for achieving effective teaching and learning. The form of the teacher's academic emphasis is that the teacher is more aware of his own knowledge and abilities so that it fosters efforts to increase his professionalism by participating in lots of activities provided by the school and outside the school and also from himself. In addition, several studies state that the concept of academic emphasis illustrates the priority of academic success (Ceylan & Mustafa, 2020: 203).

C. Previous Study

The previous studies which are related to this research, the first from Ceylan, *et al.*, (2020) entitled "Schools' Emphasis on Academic Success in Timss 2015 Across Finland, Singapore, and Turkey". This research focuses on two things, namely the emphasis of schools in academic success shows variations in three countries, Finland, Turkey, and Singapore, after controlling security, order and discipline issues, the needs of students are limited to teaching, academic pressure on students, sex teacher, and teacher education level. The research method used quantitative descriptive methods. The data collection tool used questionnaires and literary studies. The equation of this journal with this research is located in the focus of one of the variables of the concentration on teaching and learning indicators specifically in its academic emphasis, namely focusing on academic emphasis by teachers and students through teaching and learning activities in more than one place. While the rural is that this research not only focuses on one indicator in one of the variables, but also focuses on the practices of implementing purposeful teaching and concentration on teaching and learning.

The second previous study which is related to this research was from Tirri, *et al.*, (2016) with the title "Education for Purposeful Teaching around the World". There are 2 things that are examined in this article, namely the

emphasis on the field of education in the world such as teaching for purpose and teaching with purposefulness. This article is continuous with this research, namely on the purposeful teaching variable which is on emphasizing the fields of education with a wide distribution of subjects, which in this journal also examines the emphasis on education in the world.

The third previous study was from Erwiza, *et al.*, (2019) with the title "Factors Affecting the Concentration of Learning and Critical Thinking on Student Learning Achievement in Economic Subject". This research focuses on analyzing factors that influence concentration and critical thinking on student achievement both direct and indirect influence on Economy subjects in MAN 1 Pekanbaru. The data collection used a questionnaire with a Likert scale. This article is related to this research, namely in one of the focus studied, namely the concentration of on teaching and learning. The difference is that this research wanted to see whether there is practices of purposeful teaching and concentration on teaching and learning, whereas in this article to see the influence of concentration and critical thinking on student learning achievement.

Then, the fourth previous study was from Abdillah, (2010) with the title "The Role of Teachers in Creating Effective Schools". This research focuses on achieve educations goals by creating effective class based on implementing active and innovative learning. In this article effective class is supported by 11 key characteristics of the effective school this article is related to this research because in this research also wanted to see whether the practices of purposeful teaching and concentration on teaching and learning practices at school. The difference is that this article used 11 key characteristics of the school effectively to support the effective class, while in this research only takes 2 of 11 key characteristics of effective schools.

The last previous study that related was from Erwinsyah, (2017) "Class Management in Improving the Effectiveness of the Teaching and Learning Process". This article focuses on how to implement and inhibitors of class management in increasing the effectiveness of the teaching and learning

process. The thing that is in common with this research is the focus on this research especially in teaching and learning. Where in the elements of each indicator it relates to classroom management from teachers both in terms of planning, lessons or time management. However, this article has differences with this research, namely researchers not to improve but only to see the practices of each variable and also the variation of purposeful teaching and concentration on teaching and learning practices on school levels and region of origin.