

The Influence of the Curriculum and the Quality of Teacher Teaching on Student Learning Outcomes at SMP Negeri 6 Bitung City

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Abstract

Whether learning outcomes are good or not is influenced by various factors, one of the factors that causes learning outcomes to increase positively is the role of teachers with good teaching quality, able to implement the curriculum according to student needs. This research aims to: (1) see the influence of the curriculum on student learning outcomes; (2) looking at the influence of teacher teaching quality on student learning outcomes; (3) looking at the influence of the curriculum and the quality of teachers teaching on student learning outcomes. The research subjects were students in grades 7-9 at SMP Negeri 6 Bitung City. Curriculum data and the quality of teachers' teaching were collected using questionnaires, while learning outcome data was taken from semester grade data for Mathematics and Science subjects. The existing data was analyzed using various statistical tests with a significance level of 0.05 with the help of the SPSS 29.00 for Windows application. The conclusions are (1) there is an influence of the curriculum on student learning outcomes; (2) there is an influence of the quality of teaching teachers on student learning outcomes; (3) there is an influence of the curriculum and the quality of teaching teachers on student learning outcomes.

Keywords: Curriculum, Quality of teaching teachers, Learning Outcomes

Introduction :

A good curriculum that is relevant to students' needs can help students achieve better learning outcomes. The quality of teachers can also influence motivation and interest in learning, in this case it definitely has an impact on student learning outcomes. The phenomena that occur at SMP NEGERI 6 BITUNG CITY are as follows: (1) Increased learning outcomes: If the relevant curriculum can be implemented well by good quality teachers, there will be a significant increase in student learning scores/outcomes; (2) there is interest in learning: If the curriculum can be implemented well, the teacher is able to motivate students well, there will be a change in interest in learning for the better; (3) Changes in learning approaches: the existence of an effective approach to learning will have a positive impact on the learning process; (4) Impact of Educational policy: If from the research results there is a positive impact then there will be policy changes to improve the quality of education at SMP NEGERI 6 BITUNG CITY.

The objectives of this research are: (1) Knowing the influence of the curriculum on student learning outcomes at SMP Negeri 6 Bitung City. (2) Knowing the influence of the quality of teaching teachers on student learning outcomes at SMP Negeri 6 Bitung City. (3). Knowing the influence of the curriculum and the quality of teaching teachers on student learning outcomes at SMP Negeri 6 Bitung City.

Literature review: Student results can be an important indicator in evaluating the effectiveness of education and learning, and can provide motivation for students to continue learning and improve their quality. Student learning outcomes are individual performance achievements which are reflected in ability, attitude and hard work in achieving predetermined goals. According to Sugiyono (2017).

Curriculum is a set of plans and arrangements that determine the goals, content and learning activities that must be achieved by students in an education system. The curriculum usually includes competency standards, learning materials, learning methods, assessments, and other supporting resources needed to achieve predetermined learning goals. Bobbitt (1918): Curriculum is a set of learning experiences planned and implemented under the direction of the school, to achieve certain educational goals.

The curriculum and the quality of teaching teachers influence student learning outcomes so that schools and educational institutions need to pay attention to the implementation of the curriculum and the quality of teachers in teaching so that they are in line with and able to develop students in terms of academic results and in terms of personal development for a good future.

The relationship between the curriculum, the quality of the teacher's teaching and learning outcomes is that these three things influence each other. A quality teacher is definitely able to carry out/use the curriculum as a guide in carrying out learning activities and can even be creative. This definitely affects student results because it is able to motivate students to further develop themselves to be better.

Research relevant to the title is Putra, AS, & Sutardi, T. (2020). *The influence of curriculum and teacher quality on student learning outcomes at SMA Negeri 1 Malang*. Journal of Educational Administration, 12(1), 46-55. The research results show that the curriculum and teacher quality have a significant effect on student learning outcomes at SMA Negeri 1 Malang. The results of the regression analysis show that the curriculum contributes 16.3% to student learning outcomes, while teacher quality contributes 68.2%. In addition, the t test results show that there is a significant difference between the learning outcomes of students taught by teachers with high and low teaching quality.

According to Sugiyono in his book entitled Quantitative, Qualitative and R&D Research Methods, he explains that independent variables are variables that are the cause or influence on changes in the dependent variable, while dependent variables are variables that are the result or outcome of the independent variable.

Method: The research design used in this research is a quantitative method with a survey approach. Data were collected using a questionnaire and data analysis with multiple linear regression, using the SPSS 29.00 for Windows application. The influence of the curriculum is measured by analyzing the achievement of learning outcomes if the curriculum is used appropriately in the learning process and if it is used inappropriately at SMP NEGERI 6 BITUNG CITY. The quality of teachers' teaching is measured based on subjective and objective assessments of competence, skills and teaching methods. Student learning outcomes are measured using assessments which include aspects of knowledge, understanding, skills and attitudes, with the research variable student scores in semester exams for mathematics and science subjects.

Research Result: With a sample size of 234, total r table is 0.1283, so the research results are all valid because the calculated r value for all data is greater than r table.

Statement details	RCount results X1	RCount results X2
1	0.684	0.155
2	0.595	0.635
3	0.493	0.504
4	0.559	0.658
5	0.607	0.685
6	0.628	0.600
7	0.523	0.521
8	0.630	0.659
9	0.316	0.703
10	0.684	0.170

Statement details	RCount results Y
1	0.898
2	0.900
3	0.647
4	0.658

In the reliability data test, the following data was obtained: for the curriculum the results are reliable, namely:

Reliability Statistics

Cronbach's Alpha	N of Items
,775	10

Cronbach's Alpha value 0.775 > 0.60 then the questionnaire is declared reliable or consistent.

For the quality of teaching teachers, the results are reliable, namely:

Reliability Statistics

Cronbach's Alpha	N of Items
,719	10

Cronbach's Alpha value 0.719 > 0.60 then the questionnaire is declared reliable or consistent.

For student learning outcomes, the results are reliable, namely:

Reliability Statistics

Cronbach's Alpha	N of Items
,803	4

Cronbach's Alpha value 0.803 > 0.60 then the questionnaire is declared reliable or consistent.

In the normality test the following results were obtained:

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residuals	
N		234	
Normal Parameters, b	Mean	.0000000	
	Std. Deviation	1.02730310	
Most Extreme Differences	Absolute	.053	
	Positive	.053	
	Negative	-.037	
Statistical Tests		.053	
Asymp. Sig. (2-tailed)c		.200d	
Monte Carlo Sig. (2-tailed) e	Sig.	.113	
	99% Confidence Interval	Lower Bound	.105
		Upper Bound	.121

- a. Test distribution is Normal.
 - b. Calculated from data.
 - c. Lilliefors Significance Correction.
 - d. This is a lower bound of the true significance.
 - e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 299883525.
- The test results show that the significance value is 0.200. Thus, it can be concluded that H0 is accepted (normally distributed data) because 0.200 > 0.05.

The results of the Homogeneity test are as follows:

Tests of Homogeneity of Variances

		Levene Statistics	df1	df2	Sig.
CURRICULUM	Based on Mean	.523	9	224	.857
	Based on Median	.502	9	224	.872
	Based on Median and with adjusted df	.502	9	212,534	.872
	Based on trimmed mean	.508	9	224	.868

From the test results obtained, for variable X1 (Curriculum) the significance value is 0.868, in other words the existing data > 0.05 so it can be concluded that the data distribution is homogeneous.

Tests of Homogeneity of Variances

		Levene Statistics	df1	df2	Sig.
QUALITY OF TEACHER TEACHING	Based on Mean	1,640	9	223	.105
	Based on Median	1,448	9	223	,169
	Based on Median and with adjusted df	1,448	9	213,42 6	,169
	Based on trimmed mean	1,663	9	223	,099

From the test results obtained, for variable X2 (Quality of teaching teachers) the significance value is 0.099, in other words the existing data > 0.05 so it can be concluded that the data distribution is homogeneous.

The final results of this homogeneity test show that the data X1 and X2 are distributed homogeneously.

The results of the hypothesis test are as follows:

The Ttable value for research data with 234 respondents is 1.9702, while the Ftable value for research data with 234 respondents is 3.0902.

For the T test it is as follows:

Coefficientsa						
Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5,270	1,815		2,904	,004
	CURRICULUM	.127	.033	,243	3,843	<.001
	QUALITY OF TEACHER TEACHING	,068	,030	,142	2,245	.026

a. Dependent Variable: LEARNING OUTCOMES

From the table data above, it can be concluded that the calculated t value > t table so that it can be concluded that the curriculum and the quality of teaching teachers have an influence on learning outcomes.

For the F Test it is as follows:

ANOVAa						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12,148	2	6,074	9,923	<.001b
	Residual	141,391	231	,612		
	Total	153,538	233			

a. Dependent Variable: LEARNING OUTCOMES

b. Predictors: (Constant), TEACHER TEACHING QUALITY, CURRICULUM

From the data above, Fcount > Ftable, namely 9.923 > 3.0902, it can be concluded that the curriculum and the quality of teaching teachers both influence student learning outcomes.

Closing: From the results of existing research, it can be concluded that there is a significant positive influence between the curriculum and student learning outcomes, the quality of teaching teachers on student learning outcomes. Apart from that, the curriculum and the quality of teaching teachers both influence the learning outcomes at SMP N 6 Bitung City.

Based on the results of existing research, it is recommended that in terms of the learning process, teachers are expected to have good preparation and adapt it to student needs before carrying out the learning process in order to create good collaboration between teachers and students in accordance with one of the current curriculum targets. For other researchers, it is hoped that this research can be a motivation to develop further.

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