# How Important are the Teachers' Teaching Skills and Students' Independence Learning Through the Learning Outcomes in State Vocational High School in Makassar City?

# <sup>1</sup>Nuraisyiah, <sup>2</sup>Muhammad Imam Ma'ruf, <sup>3</sup>Nurjannah

Universitas Negeri Makassar Indonesia.

Abstract- This study addresses the effect of teachers' teaching skills and accounting learning independence on class XI students at State Vocational High Schools in Makassar City. The variables in this study are teachers' teaching skills  $(X_1)$ , the independence of student learning  $(X_2)$ , and learning outcomes (Y). All variables were measured by using the Likert scale. The population was entire 10<sup>th</sup>-grade accounting students in the state vocational high school in Makassar city with 365 students. Sampling used the Proportional Stratified Random Sampling method with 185 students as the sample. Techniques of data collection used questionnaires and documentation. Data analysis techniques used classic assumption test, multiple linear regression analysis, t-test, and F-test. This study indicates that teachers' teaching skills and student learning independence partially and simultaneously significant effect learning outcomes.

Keywords: Teachers' Teaching Skills, Independence Learning, Learning Outcomes.

# I. INTRODUCTION

Education has a crucial role in elevating the process to quality of human resources. It is stated in the act of the Republic of Indonesia number 20 in 2003 on the national education system that The National Education functions to develop the capacity, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners' potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible.

Efforts to improve the quality of human resources can be implemented through several educational channels, including formal education, non-formal education, and informal education. Schools are formal educational institutions that play an important role in improving the quality of a nation's human resources. Because through schools, graduates can be produced with various per the goals of each level of education. The quality of education is influenced by the classroom teaching and learning process, which is a significant part of education.

Implementing of learning activities in the classroom involves teachers and students Both teachers and students have an important role in these learning activities to achieve the learning objectives that have been set. The quality of learning is highly dependent on the teaching skills of teachers. Teachers, as the main component in the learning process, need to master teaching skills. According to Djamarah (2010:99), "teachers' teaching skills are skills that teachers must have in optimizing their role in the classroom". This is supported by Turney's opinion in Mulyasa (2012:80) that eight teaching skills play a crucial role and determine the quality of learning, namely the skills of asking questions, providing reinforcement, conducting variations, explaining, opening and closing lessons, guiding small group discussions, managing classes, and teaching small groups and individuals.

Teachers who have teaching skills are expected to create an effective and efficient learning process so that students will be more active in participating in the learning process. This will have an impact on improving the quality of learning so that learning objectives can be achieved, which in turn can improve learning outcomes achieved by students.

In addition to teaching skills, independent learning can also affect. According to Parnell in Johnson (2009:178), independent learning can make students successful. While Silberman (2014: 197) argues that "learning with self-direction is often deeper and more permanent than with the direction of the teacher (teacher). Furthermore, Desmita (2017:185) argues that Independent learning is the ability to independently rely on and regulate one's own thoughts, feelings and actions and to work on their own to overcome feelings of shame and doubt. Independent learning demands a great responsibility for students, so they try to carry out various activities to achieve learning goals. Students are said to have been able to learn if they have carried out learning tasks without depending on others.

A student with high learning independence, characterized by a high learning responsibility that can improve the quality of his learning, will automatically support the achievement of learning objectives. The achievement of learning objectives can support students in obtaining maximum learning outcomes.

One indicator of learning success in schools can be seen in learning outcomes. Purwanto (2011:44) suggests that "learning outcomes are changes in behavior that occur after following the learning process under educational goals". According to

Sanjaya (2012:257), "generally the learning outcomes are shown through the scores or numbers obtained by students after a series of evaluation processes of learning outcomes are carried out.

Accounting is a subject taught at State Vocational High School majoring in accounting. In Makassar City, there are three state vocational schools, namely State SMK 1 Makassar, State SMK 4 Makassar, and State SMK 7 Makassar. This research will be carried out at the three State Vocational Schools, considering that accounting subjects require in-depth analysis of every transaction in all cycles. Therefore, in the accounting learning process, a teacher must have teaching skills and students have independence so that their learning outcomes can also be maximized.

Based on the results of the initial observations made by the researchers, they found that students' learning independence was still low; this was seen during the learning process. Most students only relied on the learning delivered by the teacher who taught in the classroom. In addition, the number of students who have not been able to learn independently without having to be guided by the teacher this can be seen when the teacher does not come to class; many students have not been able to take advantage of their free time to study and do the assignments given by the teacher. In addition, it is known that teachers in teaching still apply teacher-centered learning methods. This causes students to be bored in participating in the learning process because of the lack of variety in teaching from the teacher concerned.

#### II. METHOD

This research was conducted at the State Vocational School of Accounting Department in Makassar City, which includes SMK Negeri 1 Makassar, SMK Negeri 4 Makassar, and SMK Negeri 7 Makassar. This study aims to determine the effect of teacher teaching skills and student learning independence on accounting learning outcomes for class XI State SMK in Makassar City students.

In this study, the authors obtained data in the form of quantitative data. Quantitative data is a characteristic of a variable whose values are expressed in numeric form. The data taken by the author is the score from the answers of 185 students who filled out the research questionnaire and data on student learning outcomes for the 2020/2021 Academic Year.

The data analysis technique used in this research is the Classical Assumption test, Multiple Linear Regression Analysis, t-test, and F-test using the SPSS 23 for windows program.

The variables and indicators used in the study can be seen in Table 1.

Variables	Indicators				
	1. Questioning Skills				
Teachers'	2. Skills with Variations				
Teaching Skill	3. Explaining Skills				
	4. Class management skills				
	5. Reinforcement Skills				
	6. Opening and Closing Lessons				
	Skills				
	7. Small Discussion Guiding Skills				
	8. Small Group and Individual				
	Teaching Skills				
	1. There is an intense desire or				
	desire to learn				
	2. Able to make decisions				
	3. Have the initiative to learning				
Independence	4. Responsibility for what he does				
Learning	5. Confidence in carrying out tasks				
-	independently				

Table 1. Research Variables and Indicators

#### III. RESULTS AND DISCUSSION

#### A. Teachers' Teaching Skills

The description of the teacher's teaching skills variable is based on the data obtained for the X1 variable with indicators of Questioning Skills, Skills in Using Variations, Explaining Skills, Class Management Skills, Reinforcement Skills, Opening and Closing Lessons Skills, Small Discussion Guiding Skills, Small Group and Individual Teaching Skills.

Table 2. The conclusion of Teachers' teaching Skills in State Vocational High School in Makassar City

No	Indicators	% Actual Scores			
10.	Indicators	SMKN 1	SMKN 4	SMKN 7	
1	Questioning Skills	71.62	84.48	86.61	
2	Skills with Variations	75.71	81.92	79.80	
3	Explaining Skills	81.92	90.13	92.62	
4	Class management skills	79.80	78.97	81.97	
5	Reinforcement Skills	84.32	88.27	89.96	

6 7 8	Opening and Closing Lessons Skills Small Discussion Guiding Skills Small Group and Individual Teaching Skills	81.78 77.12 78.82	84.81 81.02 84.87	86.68 78.41 84.98
	Average	78,89	84.31	85.13

Source: Authors' own construction, 2022

Table 2 shows the teaching skills of teachers at State Vocational High Schools in Makassar City. The highest actual score average is 85.13 percent for SMK Negeri 7 Makassar and SMK Negeri 4 Makassar at 84.31 percent. In comparison, SMK Negeri 1 Makassar has an average actual score of 78.89 percent. This shows that the teaching skills of teachers at State Vocational Schools in Makassar City have an average of 82.78 or are classified as good.

The indicator with the highest percentage is the skill to explain, 92.62 percent. This shows that the teachers at the State Vocational Schools in Makassar City have very good explaining skills. They are followed by the indicator of the ability to provide reinforcement, namely 89.96 percent, where the teacher appreciates active students both with praise and by providing additional values to motivate students in learning.

The thing that needs to be considered in this indicator is the questioning skill, with a value of 71.62 percent. Although classified as good, this must be a concern for teachers so that students can answer questions posed by the teacher both in terms of delivering questions in straightforward language and giving students time to understand the questions posed by the teacher.

#### **B.** Independence Learning Variable

Description of learning independence variable data with five indicators of learning independence, namely the existence of an intense desire or desire to learn, being able to make decisions, taking the initiative to face problems, having responsibility for what he does, and being confident in carrying out tasks independently.

Table 3. The Conclusion of Independence Learning in State Vocational High School in Makassar City

		% Actual Scores			
No.	Indicators	SMKN 1	SMKN 4	SMKN	
				7	
1	There is an intense desire or desire to learn	63.77	71.15	77,35	
2	Able to make decisions	70.08	72.21	75,41	
3	Have the initiative to learning	74.90	76.83	76,44	
4	Responsibility for what he does	71.88	74.81	79,10	
5	Confidence in carrying out tasks	70.66	72.02	73,67	
	independently				
	Rata-rata	70,26	73.40	76.40	
	up construction 2022				

Source: Authors' own construction, 2022

Based on Table 3 regarding student learning independence at SMK Negeri in Makassar City, it can be seen that the highest average actual score is 76.40 percent for SMK Negeri 7 Makassar and SMK Negeri 4 Makassar at 73.40 percent. In comparison, for SMK Negeri 1 Makassar it is 73.40 percent. The average actual score of 70.26 percent or the independence of student learning at state vocational high school in Makassar City is classified as good, namely 73.35 percent.

The indicator with the highest percentage is having responsibility for what it does, 79.10 percent. This shows that students at State Vocational Schools in Makassar City are responsible for the tasks given by the teacher by directly working on these assignments so that the assignments are collected on time.

# C. Learning Outcomes Variable

Learning outcomes are values that have been achieved in the learning process. The data presented is obtained from the test scores of even semester accounting subjects for class XI students at State Vocational Schools in Makassar City for the 2021/2022 Academic Year.

Table 4.	Grade for Even	Semester XI	Class of State	Vocational H	High School	in Makassar	: City
----------	----------------	-------------	----------------	--------------	-------------	-------------	--------

No.	Indicators —	%				
		SMKN 1	SMKN 4	SMKN 7		
1	Very High	6.78	4.60	45.90		
2	High	57.63	63.10	26.23		
3	Enough	35.59	32.30	21.31		
4	Low	-	-	6.56		
5	Very Low	-	-	-		

Source: Authors' own construction, 2022

Based on Table 4 regarding student learning outcomes at state vocational high school in Makassar City, it can be seen that the percentage of student learning outcomes is in the high and very high categories. This shows that the teacher's teaching skills and student learning independence are very important role in improving learning outcomes.

#### **D.** Data Statistical Analysis

Multiple Linear Regression Analysis is used to determine how much influence the independent variable (independent) has on the dependent variable either jointly (simultaneously) or partially. This study is to find out how much influence the teacher's teaching skills (X1) and learning independence (X2) have on learning outcomes (Y). The results of multiple linear regression analysis can be seen in Table 5.

Table 5. The Result of Multiple Linear Regression Analysis

	Coefficients <sup>a</sup>							
	Model	Unstanda Coeffic	Unstandardized Coefficients		Stand ardize Unstandardized d Coefficients Coeff icient s		Т	Sig.
		В	Std. Error	Beta				
1	(Constant)	11,989	3,190		3,759	0,000		
	Teachers' Teaching Skills	0,121	0,052	0,131	2,326	0,021		
	Independence Learning	0,497	0,041	0,681	12,072	0,000		

Source: Authors owns computation, 2022

Based on Table 5, teachers' teaching skills and learning motivation have significant values of 0.021 and 0.000, respectively, with = 0.05. Here is the multiple regression equation:

 $Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3$  $Y = 11,989 + 0,121 X_1 + 0,497 X_2$ 

It can be interpreted that:

1. This constant (a0) = 11,989 indicates that if the variable of teacher teaching skills and learning independence is considered equal to zero, then the variable of learning outcomes is 11,989.

2. The coefficient of teacher teaching skills (b1X1) = 0.121 can be interpreted as the teacher's teaching skills variable (X1) having a positive effect on student learning outcomes (Y). This shows that if the variable of teacher teaching skills increases by one unit, while the variable of learning independence is considered constant, it will cause an increase in student learning outcomes of 0.121 units.

3. The coefficient of learning independence (b2X2) = 0.497 can be interpreted that the variable of learning independence (X2) having a positive effect on student learning outcomes (Y). This shows that if the variable of learning independence has increased by one unit, while the variable of teacher teaching skills is considered constant, it will cause an increase in student learning outcomes of 0.497 units.

The coefficient of determination (R2) is used to determine the effect of teacher teaching skills and learning independence on learning activities. The following are the results of the analysis of the coefficient of determination using SPSS v.24.00 for windows.

Table 6. The Result of R <sup>2</sup> test <b>Model Summary</b> <sup>b</sup>						
Mode R R Adjusted R Std. E 1 R Square Square the Es						
1	.757ª	0,573	0,568	3,39268		

### Source: Authors owns computation, 2022

From the calculation results in Table 6, the results of SPSS v.24.00 data processing for windows obtained an R Square value of 0.573 which means that the influence of teacher teaching skills and learning independence on learning outcomes is 57.3%. However, this value can be said to be contaminated by various possible disruptive values that cause measurement errors. For this reason, the Adjusted R Square value is used as a comparison of the accuracy of the effect. The Adjusted R Square value is 0.568.

This means that the effect of teacher teaching skills and learning independence on learning outcomes is 56.8%. At the same time, the remaining 43.2% is influenced by other factors not examined in this study.

The F test was conducted to determine the effect of teacher teaching skills and learning independence on learning outcomes. Data processing is done using SPSS v.24.00 for windows.

	Table 7. The Result of F test									
	ANOVA <sup>a</sup>									
Model Sum of df Mean F Squares Square F										
1	Regressio	2805.694	2	1402.847	121.87	.000 <sup>b</sup>				
	n				8					
	Residual 2094.868 182		11.510							
Total 4900.562 184										

Source: Authors owns computation, 2022

Based on Table 7, it is known that the value of sig. 0.000 at a significant level of 0.05. This means that 0.000 < 0.05, so it can be concluded that the hypothesis is accepted. This means that the teacher's teaching skills and learning independence simultaneously positively and significantly effect on the accounting learning outcomes of class XI students of SMK Negeri in Makassar City. The t-test is used to determine whether the independent variable significantly affects on the dependent variable. The significance level of hypothesis testing is the value of the significance level < 0.05, then there is a significant effect between the independent variables (teaching skills of teachers and learning independence) with the dependent variable (learning outcomes) and the value of the significance level > 0.05; there is no significant effect between the independent variables (teachers' teaching skills and independent variable (learning) and the dependent variable (learning outcomes). The results of the t-test can be seen in Table 8.

	Table 8. The Result of t-test								
	Coefficients <sup>a</sup>								
	Model	Unstandardized Coefficients			t	Sig.			
		В	Std. Error	Beta	_				
1	(Constant)	11.989	3.19		3.759	0.000			
			0						
	Teachers' Teaching Skills	0.121	0.05	0.13	2.326	0.021			
			2	1					
	Independence Learning	0.497	0.04	0.68	12.072	0.000			
			1	1					
C									

Source: Authors' owns computation, 2022

Based on Table 8, the teacher's teaching skills variable obtained the value of sig. 0.021. While the learning independence variable obtained the value of sig. 0.000 with a significant level of 0.05. So, both variables have a significant value smaller than the significant level of 0.05; this means that the teacher's teaching skills and learning independence partially have a positive and significant effect on accounting learning outcomes for students of class XI state vocational high school in Makassar City.

# IV. CONCLUSIONS

Based on the results of data analysis and discussion of Teacher Teaching Skills and Learning Independence on Accounting Learning Outcomes for Class XI State Vocational Schools in Makassar City, the following conclusions are obtained:

- 1. Based on the results of descriptive analysis, teachers' teaching skills, learning independence, and learning outcomes in class XI state vocational high school in Makassar City are in a good category.
- 2. Teacher teaching skills and student learning independence partially have a positive and significant effect on accounting learning outcomes for students of class XI state vocational high school in Makassar City.
- 3. Teacher teaching skills and student learning independence simultaneously positively and significantly effect on accounting learning outcomes for students in class XI state vocational high school in Makassar City.
- 4. Student learning independence dominantly affects the accounting learning outcomes of students in class XI of state vocational high schools in Makassar City.

# **REFERENCES:**

- 1. Ali, M & Asrori, M. (2016). Psikologi Remaja Perkembangan Peserta Didik. Jakarta: PT. Bumi Aksara.
- 2. Darsono, M. (2000). Belajar dan Pembelajaran. Semarang: IKIP Semarang Press.
- 3. Darwyan, S, Dkk. (2009). Strategi Belajar Mengajar. Jakarta: Diadit Media.

- 4. Desmita. (2017). Psikologi Perkembangan Peserta Didik. Bandung: PT.Remaja Rosdakarya.
- 5. Dimyati & Mujiono. (2013). Belajar Dan Pembelajaran. Jakarta: Rineka Cipta.
- 6. Djamarah, B. S. (2010). Guru & Anak Didik: Dalam Interaksi Belajar Mengajar. Jakarta: Rineka Cipta.
- 7. Djamarah, B. S. (2011). Strategi Belajar Mengajar. Jakarta: Rineka Cipta.
- 8. Ghozali, I. (2011). Aplikasi Analisis Multivariate dengan Program SPSS. Semarang: Badan Penerbit Universitas Diponegoro.
- 9. Hamalik, O. (2013). Proses Belajar Mengajar. Jakarta: Bumi Aksara.
- 10. Hurlock, E. B. (2011). Psikologi Perkembangan. Jakarta: Erlangga.
- 11. Johnson, E. B. (2009). Contextual Teaching & Learning. Bandung: Mizan Learning Center.
- 12. Kusnadi. (2008). Strategi Pembelajaran Ilmu Pengetahuan. Pekanbaru: Yayasan Pusaka Riau.
- 13. Morrison, G. (2012). Dasar-Dasar Pendidikan Anak Usia Dini. Jakarta: PT Indeks.
- 14. Mudjiman, H. (2011). Manajemen Pelatihan Berbasis Belajar Mandiri. Yogyakarta: Pustaka Pelajar.
- 15. Mulyasa, E. (2012). Menjadi Guru Professional. PT. Remaja Rosdakarya : Bandung.
- 16. Narimawati, U. (2007). Metodologi Penelitian Kualitatif dan Kuantitatif: Teori dan Aplikasi. Bandung: Agung Media.
- 17. Purwanto. (2011). Evaluasi Hasil Belajar. Yogyakarta: Pustaka Pelajar.
- 18. Ridwan & Akdon. (2009). Rumus Dan Data Dalam Analisis Statistika. Bandung: Alfabeta.
- 19. Rusman. (2014). Model-model Pembelajaran Mengembangkan Profesionalisme Guru. Jakarta: Raja Grafindo Persada.
- 20. Sabri , A. M. (2010). Psikologi Pendidikan Jakarta: Pedoman Ilmu Jaya.
- 21. Sanjaya, W. (2012). Pembelajaran dalam Implementasi Berbasis Kompetensi. Jakarta: Keencana Group.
- 22. Silberman, M. (2014). Active Learning. Yokyakarta: Pustaka Insan Madani.
- 23. Slavin, R. E. (2009). Psikologi Pendidikan: Teori Dan Praktek Jilid 2. Jakarta: PT. Indeks.
- 24. Sudjana, N. (2011). Penilaian Hasil Proses Belajar Mengajar. Bandung: PT. Rosda Karya.
- 25. Sugiyono. (2017). Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D). Bandung: Alfabeta.
- 26. Sukirman, D. (2011). Pembelajaran Mikro. Bandung: UPI Press.
- 27. Suparno, S. A. (2000). Membangun Kompetensi Belajar. Jakarta: Direktorat Jendral Pendidikan Tinggi Departemen Pendidikan Nasional.
- 28. Suprijono, A. (2009). Cooperative Learning Teori dan Aplikasi Paikem. Yogyakarta: Pustaka Pelajar.
- 29. Syah, M. (2017). Psikologi Belajar. Jakarta: Rajawali Press.
- 30. Tirtarahardja, U. & La Sulo. (2008). Pengantar Pendidikan. PT. Rineka Cipta : Jakarta.
- 31. Trijono, R. (2015). Metodologi Penelitian Kuantitatif. Jakarta: Papas Sinar Sinanti.
- 32. Umar, A. (2007). Statistika (Penuntun Praktis Belajar Statistika Berbasis Kompetensi. UNM: Fakultas Ilmu Pendidikan.
- 33. Uno, B. H. (2013). Profesi Kependidikan; Problema, Solusi, Dan Reformasi Pendidikan Di Indonesia. Jakarta: Bumi Aksara.
- 34. Usman, U. (2013). Menjadi Guru Profesional. Bandung: PT. Remaja Rosdakarya.
- 35. Undang- Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.