

Skilled Influence And Quality Of Teacher To Position Of Student Learning Senior High School In District Of Wori North Minahasa Sub-Province

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Abstract: *Skilled influence and teacher creativity in teaching at student senior high school in district of wori north minahasa sub-province still needing to improved. Purpose of research is to know are there the relation of skilled influence and teacher creativity to position of student learning senior high school in district of wori north minahasa sub-province. Number of Populations is 754 and technics of sampling is awake random sampling that is 75 responders for student sitting in 2nd class and 3rd class senior high school in district of wori north minahasa sub-province. Based on result of research about the relation of skilled influence and teacher creativity to position of student learning senior high school in district of wori north minahasa sub-province result of its ($r=0.726$) pertained strong. To know level of determination energy power or determinant coefficient the relation of skilled influence and teacher creativity to position of student learning senior high school in district of wori north minahasa sub-province result of its is 53% and the rest 47% determined by other variable of which is not checked by writer. Conclusion of correlation of variable X with Y or the relation of skilled influence and teacher creativity to position of student learning senior high school in district of wori north minahasa sub-province result of its is signifikan, because t calculate bigger than table t or $22.100 > 1.671$.*

Keyword: *Skilled, Creativity and Position of Student Learning.*

I. Antecedent

Reasoning Of Writing

Education is one of form of invesment in human resources because education gives contribution directly to teacher work productivity to can increase position student learning. Therefore function of education is not merely opening the potencys in man x'self but how the man can control potency which has been developed to earn is of benefit to improvement of quality of life. This becoming one of reason of why the education always required in life. In reality, level of development of activity of education changing and growing follows development dynamics reached by people either in the form of progress of patterned thinking and also progress of technology accompanying it, so that it is not a wonder that with existence of the evolutions simply also yields the various method and technique which more onward in execution of activity of education of itself.

Quality of human resources is really stands main, as education progress now through education step that is now is recognized starts from Elementary school ladder up to college. the Government of Indonesia till now hardly pays attention to level of development of national education world in yielding output with quality. This thing is realized of vital importance because recently problem quality and national education system competitiveness not as which this expected. This matter earns in understanding because in high emulation faces globalization era, simply level of human resources productivity which still low of problems which must be replied in this case Mastuhu (2003) tells, quality of education output hardly is influenced by skilled and quality of teacher as instructor energy, in giving science to protege so that will not generate impression of teaching pattern looking on tending to lessens student learning interest. Education as key that is most strategic in effort for toward quality of Indonesia human resources, but during through years problem quality of education of remain to be focus various party(sides).

Education of senior high school in district of wori north minahasa sub-province continually having order by drawing up adequate facilities and basic facilities can support reaching of improvement quality of education. Some schools even offers openlyly introduces education process with certain model. But factor which often becomes focus and influences position of student learning to earn in determining by skilled and quality of it self teacher position of Student learning in process of study is one of intention of learning activity.

For the purpose the teachers hardly plays a part is important in process of transfer of knowledge causing is created learning attitude change of the students. But also thing which cannot be overruled is position problem of learning student in senior high school in district of wori north minahasa sub-province. In skilled and quality of teacher in submitting matter many in influencing by understanding and confidence about position of student learning. If observed [by] position of student learning likely very declines. This because its by

technological progress like information technology which has up to pelosok outlying countryside, so that the students nonton prefer to, plays at game, from at learning. On the other hand, met reality that there are also teacher finding difficulties in utilizing strategy in process of study hardly determines position of student learning. Zamroni (2000:29) arises that " according to micro approach, repair of quality of education will only succeed if there are repair of learning process teaches". The Various learning theory developed by the expert of education in process of enforceable study requires is skilled and quality of teacher. Based on above dissociation, hence to grow position of learning of the students earns in marking with involvement full of teacher that is skilled and quality of teacher hardly having an effect on to position of student learning senior high school in district of wori north minahasa sub-province.

Problems

Refers from reasoning of problem like the one have been in elaborating before all, hence writer can arise some research problemses, that is as follows : Are there skilled influence of manajerial headmaster teacher quality to position of student learning senior high school in district of wori north minahasa sub-province?

Purpose Of Research

1. To know Are there skilled influence of manajerial headmaster teacher quality to position of student learning senior high school in district of wori north minahasa sub-province?
2. To know how big determination energy power of skilled influence determinant coefficient of manajerial headmaster teacher quality to position of student learning senior high school in district of wori north minahasa sub-province ?

Research Benefit

As contribution of idea to be input to headmaster and teacher and student senior high school in district of wori north minahasa sub-province is more specially in expansion and studys scientifically in the field of Social education.

II. Book Review

Skilled Understanding learned

Siagian (2002) defines skilled of manajerial as ability owned by someone especially leader of in executes function of management for organization to reach purpose of specified, where skilled of this manajerial will depict ability of leader to organized and moves all resources owned especially human resources that is in character the human resources individual has the character of komoleks with each excellence and insufficiency. Tollefson (1989) express that a real basic way stimulating people to think and menimbulan learning process and comprehends is question, and question type has dramatic impact to pupil answer . qualification of Instructor energy (teacher) what required is present is they capable and ready to stand in professional. In consequence teacher must always develops and constructs ability of ability person of professional teachership and social (Depdikbud 1983). According To Rafles Kosdi (1993) there are some study methods that is:

1. Skilled explains is form of ability in giving oral information organized sistimatically as a mean to shows rapport for example causality, between hokum with example, between which has been experienced by with has not been experienced by, between generalizations with concept with data (Rafles Kosdi, 1983). This skill component inter alia : planning about contents of message and message acceptance receiving; presentation with language that is clear, there is silence, applied example, applied emphasis and inversion.
2. Skilled opens and closes Iesson. Skilled opens Iesson is activity of teacher to create situation ready to bounce and generates attention of student that centrally at things which will be studied. While closing Iesson is activity of teacher to terminate activity of Iesson core (Soli Abimanyu, 1983). Skilled component opens Iesson is teacher can draw attention of student, generates motivation, gives reference and can make bearing. Component closes Iesson for example is teacher makes ambit or summary and does evaluation variously.
3. Skilled performs [a] variation is skilled to do a process change in style teaches, in usage of teaching media, and in interaction pattern between teachers with student (Ibid, 1983). its Kompenen will cover variation in manager style for example : voice various, concentration of attention, there is silence, there is approach contact, various movement of body and mimick, various position of teacher. Various in usage of media covers ; various approach media, various media hears, and various tactics media. Last is various interaction pattern and activity of student which is action of teacher in changing pattern and order of interaction between teachers with student, and between students with student.
4. Skilled gives reinforcement is teacher response to a student mannerism which can increase its recurring possibility returns behavior which are positive and the lessen of behavior which negative (Pali, 1983).

Reinforcement component of verbal for example: words and form of sentence. While reinforcement of non verbal covers: mimick and movement of body, way of closing, touch, pleasing activity and present giving. Skilled questioned, all interrogative sentences or comand claiming student response to answer it. In consequence ability of professional the teachership must as according to area study becoming the duty in teacher implementing [position/occupation]. Authority clauses to teach is academic or intellectual clauses that is with reference to knowledge specially is obtained through education of teacher (Didactics Team Metodik 1987). Ability of teacher base subjects to deed (performance) is having the character of rational and fulfills certain specification in execution of teachership duties. Ability term of elementry is applied nature [by] two contexts that is ability which shows to deflecting deed observed and as concept including cognate aspects, effective and physycomotor and the execution step. (Department of education and culture 1983).

Dewey (1951) gives keen criticism to education embracing domination model of knowledge solely s(he) has a notion that education fungsional shall centrally at student and express era reality, including ability solves problem social is arising area [by] it. According To Rasimin (1981) express that learning is an evolution happened through practice and experience. Yamamoto evaluates way of active student learning from the angle of intensity both parties side of seen in learning teaching process, its student and teacher, while according to Ansubel there are two important dimensions in studying way of active student learning activity having a meaning of learning teaching that is : a) material having a meaning (of) and learning teaching process and (b) learning activity modus (Prawiroatmodjo Dendosurono 1987) Traditionally, learning in comprehending as accumulation of fact and skilled which being isolated, and that skills of base must in mastering beforehand before student can learn understanding and complex skilled. Holmes, 1990:12 indicating that "..... knowledge is an active and participatory affair". At other part, they express that knowledge in similar imaginatively and not in obtaining quiesently.

Therefore student must in viewing as a active process where the students builds by building again knowledge during the activity learning takes place in line with above the thing, Achmad Sanusi 1988 arising that its better student in pushing to sharpen, extends, increase, and then structural returned information which in obtaining as according to logic which in his own similar.

In fact if when in tracing some problemses from the low of quality of student is not only in influencing by method to teach, however student learning style also hardly having an effect. Development of public which so quickly implication the importance of reorientation in education. Student needs help in to master and develops quality of certain person namely honest, discipline, self-supporting of achievement motif, democratic job activity ethos and position. Beside ability of stratrgis in facing and overcomes problem, skill to be self-supporting student, skill for interpersonal and works along, and ability and skill which in needing to enters job activity world. According to the educationists and psychology expert, (in Rusyan and friends) fundamental elements consisting in in understanding of learning is :

1. Learning as process
2. Acquirement of Knowledge and skill
3. Evolution of Behavior
4. X'self activity
5. Thereby understanding of learning can be told as process ontaining of knowledge and skill and evolution of behavior.

Therefore according to Gilstrap (1986) express that ability of the measurable instructors from its(the) knowledge and ability in applying activity of learning as straightened [by].

Understanding of Quality Of Teacher

Teacher profession at the moment still many discussed [by] people, or still be questioned people, either circle [by] educator and also external to be expert of education. Even during a decay last this almost every day, mass media especially print media loads news about teacher. Ironically the newss a lot tends to flatters position of teacher, good in character concerning public interest, to things which in character very person, while from the side of teacher x'self almost self-defence not able to (Usman, 2002).

The low of confession of public to teacher profession because of some factors following:

1. Existence of opinion or sight some of publics , that whoever can become teacher so long as s(he is knowledgeable
2. Insufficiency of teacher in purilieus, gives opportunity to lift someone that is is not has expertise to be teacher.
3. Many teachers which has not esteemed its the profession, more than anything else try develop the profession.

Relates to that, according to Notoatmodjo (1998), constrain quality of human resources is not can only seen from skill intellectual in executing job(activity responsibility. Therefore she defines quality of human resources as ability owned by someone who assessed from intellectual ability.

Daryanto (2001) arises, quality of visible teacher from ability of teaching owned by a teacher in transferring science seen from domination aspect of matter, ability formulates and explains journey matter to the students so that will be understood. Ahmadi (1991) lays open that a teacher that is with quality is teacher having ability in the case:

1. Plans teaching activity of through compilation of lesson program in is structural
2. Executes school activity carefully.
3. Translates education matter to which is easy understood by student.
4. Manages class
5. Influences student
6. Applies media and source of learning
7. Has perceivable teaching method of student.
8. Executes assessment objectively to learning result reached by student.

According To Bastian (2002), the education institute doesn't permeate labour which with quality and doesn't apply ground the right man on the right place, so in the end gives effect at study activity patterning at one particular monotone standard system that is is creative not. Though modern public of this days wishes existence of various variation (of) in education world especially in activity of children learning so that will have ability to think scientific and is rational.

Tilaar (1997) express that teacher creativity in education world is skilled of which must be owned in awakening enthusiasm in protege so that will interest to lesson matter given. This thing is required especially to all student that is often frowns upon certain lessons so that less responsively to other lesson.

Student Learning Position

Education ladder excelsior of Someone, responsibility as a pupil increasingly complex. In the early of school age, learning of course more aimed at domination of position, habit and skilled of learning base which is result from stimulation in class. But at grade hereinafter where learning matter complexity increases, hence technique and learning style need to be adapted for existence of evolution of learning matter, purpose of learning and result wanted (Crow and Crow, 1984). Hereinafter according to Maarf (1986:55) express that position is gathering of from thinking confidence and knowledge and feeling which is component in position will yield my behavior certainly. Position is action arranges and considers something plan to reach specific-purpose. This thing explains that someone that is intrinsically has my tingkahla which are positive and negative.

As told by Azwar (1988:36) express that position as a way acquits typical and concentrated to people, group of people or to problems. Pasaribu and Simandjuntak (1985:65) express that position is reaction of individual addressed to activity of group of social, social institute and world around. position of Itself learning many given by the experts, between it is: " tendency of public to apply certain strategy". (Entwistle, 1981)"flexibility forming in applying approach of learning appropriate for certain learning duties". (Gibbs, Morgan and Taylor, 1980 in Wright, 1982) With that way can be concluded that position of learning is tendency of adaptation student of strategy to be certain in process of its(the learning, till finally gets one approaches of learning matching with learning demand. This thing also affirmed by Howe, that is that learning style that is most efficient is learning style matching with its(the duty demand (Howe, 1986). According To Kolb (1984), learning style is combination from 4 (four) step that is is each other related become a process, so-called as experiential learning process. Through this process we can understand how someone to take conclusion from its(the experience recognizing concept, order and principle which will influence behavior of they are in an new area (Kolb, 1984).

Further, Kolb explains that learning process is alliance between passive and active processes, concrete and abstraction. Fourth of learning step according to Kolb, that is: 1) Concrete Experience-CE, experience of concrete; 2) Reflective Observation-RO, observation and contemplation; 3) Abstract Conceptualization-AC, forming of abstraction concept; and 4) Active Experimentation-AE, examination of concept in new situation.

Learning people who effectively bases on four steps in process of the learning in meaning of they can execute fourth of the step. So, the must be able to involve is full openly and without diffraction in new experience (CE), contemplates and observes the new experiences from various viewpoints (RO), creates concept based on observation they causing becomes sensible theory (AC), then can apply the theory to make decision and finalizes problem (AE). Each learning step has different characteristic one same of another (Kolb, 1984).

There are some thing that need to be emphasized referring to the learning step presented by Kolb. Firstly, process or step learning happened chronically. Second, purpose of learning is more determined by purpose and requirement of someone. So diffraction learning process becoming not efficient if(when someone doesn't have purpose of person that is clear. Third, position of learning is thing very individual, for example an ahliu mathematics is more emphasizing atly abstarct conceptualization, a man of letters would more emphasizing atly concrete experience, while a manager is more at active experimentation.

Based on this scale, Kolb then presents 4 (four) kinds of *gayasikap* each learning is solidarity from two (two) learning step, that is: 1) Convergent, solidarity from AC and AE; 2) Divergent, solidarity from Concrete CO and RO; 3) Assimilation, solidarity from AC and RO, and 4) Accomodative, solidarity from CE and AE.

Research Hypothesis

Based on breakdown of theory study hence can be formulated research hypothesis, that is as follows:

H1: there is rapport " Skilled influence and quality of teacher to position of student learning senior high school in district of wori north minahasa sub-province.

H0 : there are no relation Skilled influence and quality of teacher to position of student learning senior high school in district of wori north minahasa sub-province.

H1 : $r \neq 0$

H0 : $r = 0$

III. Research Method

Metode Applied

Based on problem formula which has been told is former in line with reached in this research, be qualitative research hence applied [by] method survey. Data obtained analysed [by] through applying of statistic correlation produc moment.

Population and Sampel

Population in this research is all related characteristic. while population unit is student senior high school in district of wori north minahasa sub-province is taken [by] 754 Class students 3 senior high school so sample is 10 % out of 754 is 75 responders.

Variabel Research and Definition of Operational

Variable research its variable X1 is teacher skilled.

X2 is quality of teacher

Variable Y its position of student learning.

Definition of operational

1. Skill of teacher in giving Iesson to senior high school student seen from indicator:

- 1) Skill explains
- 2) Skill opens and closes Iesson
- 3) Variation skill
- 4) Reinforcement skill
- 5) Skill enquires

2. Skill manages class

Quality of teacher is as ability of teacher in executing learning process to teach that is ability to plan teaching, ability compiles teaching program of duration singkat, Kemampuan plans and executes school activity.

3. Learning student position (Variable Y)

It is tendency (position) adaptation student of strategy to be certain in process of its(the learning, till finally gets one approachs of learning matching with learning demand. This variable indicator is:

- 1) Learning interest
- 2) domination of Iesson
- 3) satisfaction of Learning

Data technique collecting

In this research data needed to analysed collected by using technique : 1) Interview; 2) Observation; 3) Enquette; and 4) Documentation

Data technique analysis

To analyse and tests truth of hypothesis like the one have been formulated before all, hence writer will apply simple correlation analysis and correlation produc moment.

IV. Result Of Research And Solution

Result Of Research

Based on result of research about skilled influence learned and teacher creativity to position of student learning senior high school in district of wori north minahasa sub-province after in making enquette and

propagated to 75 students in senior high school in district of wori north minahasa sub-province , then is tabulation. Visible tabulation result under this

$$n = 75; \sum x = \sum 1416; \sum y = \sum 1316; \sum x^2 = \sum 26799; \sum y^2 = \sum 23204; \sum xy = \sum 24890$$

Asked : $r_{xy} = \dots\dots?$

$r^2 = \dots\dots?$

Solution :

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{n\left\{\left(\sum X^2\right) - \left(\sum X\right)^2\right\}\left\{\left(n\sum Y^2\right) - \left(\sum Y\right)^2\right\}}}$$

$$r_{xy} = \frac{75 \times 24,890 - (1,417 \times 1,316)}{\sqrt{75 \times 26,799 - (1,417)^2 (75 \times 23,204) - (1,316)^2}} = 0.726$$

So result of calculation corelation produc moment Karl Pearson about variable X and variable Y that is the relation of skilled influence and teacher creativity to position of student learning student senior high school in district of wori north minahasa sub-province result of his(its ($r=0,726$) pertained is strong.

To know level of determination energy or power determinant coefficient the relation of skilled influence and teacher creativity to position of student learning that is : with formula $KP = r^2 \times 100\%$ result of its is 53 % Mean the relation of influence the relation of skilled influence and teacher creativity to position of senior hig school student learning in district of Wori result of its equal to 53 % and the rest 47% determined by other variable of which is not checked by writer.

Significance test to with formula t calculate:

$$t \text{ calculate} = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}} = \frac{0.726 \sqrt{75-2}}{\sqrt{1-0.726^2}} = \frac{7.564504}{0.342279} = 22.100$$

If t calculated \geq from table t hence signifikan

If t calculated \leq from table t hence no \leq signifikan

Based on calculation to with rule of level of mistake $\alpha = 0.05$, db $n-2 = 75-2 = 10$ so that is gotten t tables = 1.671 simply t calculate $>$ from table t or $22.100 > 1.671$

Conclusion of correlation of variable X with Y or the relation of skilled influence and teacher creativity to position of student learning senior high school in district of wori north minahasa sub-province result of his(its is signifikan, because t calculate bigger than table t or $22.100 > 1.671$.

Solution

Based on result of research by using technics of correlation analysis produc moment variable X and variable Y that is the relation of skilled influence and teacher krearifity to student learning position senior high school in district of wori north minahasa sub-province result of his(its ($r=0,726$) pertained strong.

To know level of determination energy or power determinant coefficient the relation of skilled influence and teacher creativity to position of student learning that is : with formula $KP = r^2 \times 100\%$ result of its is 53 % Mean the relation of influence the relation of skilled influence and teacher creativity to position of student learning senior high school in district of wori north minahasa sub-province result of its equal to 53 % and the rest 47% determined by other variable of which is not checked by writer.

Significance test according formula t calculate to result of its is 22.100. And t tables result of its is 1.671. Means t calculate bigger than table t or $22.100 > 1.671$ as according to formula expressing if t calculated \geq from table t hence signifikan.

Conclusion of correlation of variable X with Y or the relation of skilled influence and teacher creativity to position of student learning senior high school in district of wori north minahasa sub-province result of its is signifikan, because t calculate bigger than table t or $22.100 > 1.671$.

V. Conclusion and Suggestion

Conclusion

1. Based on result of research about the relation of skilled influence and teacher creativity to student learning position senior high school in district of wori north minahasa sub-province result of its ($r=0.726$) pertained strong.

2. To know level of determination energy or power determinant coefficient the relation of skilled influence and teacher creativity to position of student learning senior high school in district of Wori North Minahasa sub-province result of its is 53 % and the rest 47% determined by other variable of which is not checked by writer.

Conclusion of correlation of variable X with Y or the relation of skilled influence and teacher creativity to position of student learning senior high school in district of Wori North Minahasa sub-province result of its is significant, because t calculate bigger than table t or $22.100 > 1.671$

Suggestion

1. The importance of every teacher senior high school in district of Wori Dapa increases is skilled teachers passing to can support position of student learning.
2. The importance of every teacher can increase teacher creativity during learning process teachers to can support position of student learning in senior high school in district of Wori North Minahasa sub-province.

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