



## EFFECTIVE TEACHING BECOME A DETERMINER OF THE QUALITY OF A TEACHER

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Article info	ABSTRACT
<p><b>Corresponding Author:</b></p> <p>Nagata Zamzami <a href="mailto:ngata@gmail.com">ngata@gmail.com</a> UNISKA Kediri</p>	<p>The educational process in schools is faced with the complexity and variety of student behavior in the learning process, the success of students in the learning environment even though it is influenced by the innate nature of individual students and their environment, but the teacher's role in learning becomes the most dominant focus of hope for student success in learning expected by all parties. Of course, based on these expectations, effective teaching skills in all respects are needed. Teachers must have knowledge of teaching materials from various perspectives, expertise in how to teach it, be professional in carrying out their teacher's duties, commitment and high motivation to pay attention to their students.</p>
	<p><b>Keywords:</b> <i>Knowledge, expertise, professionalism, commitment, motivation</i></p>
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### INTRODUCTION

It is a serious concern for researchers, observers, policy makers and educational activists, even the State, for educators. Educators in educational institutions are synonymous with teachers who carry out teaching and learning process activities in classrooms, even though educators in educational institutions are not only the teachers themselves, but more broadly cover the entire academic community of the school itself with different roles in carrying out educational activities for their students. .

The success of students in learning, in fact, is not only dependent on the teacher at school but a system of environmental unity in education; family environment, school environment and daily social environment of children outside the family and school environment. The reality that develops in the education of children in the family, where parents should be the first and foremost teachers has faded along with economic demands and career targets for fathers and mothers in their jobs. The role of parents in education is limited as donors who pay for their children's schooling. Interaction between family members conducting face-to-face communication becomes limited at certain times after

the end of the very busy daily activities of the Father and Mother, and even then if it was caused by being tired or the child had fallen asleep earlier. Thus the role of educating parents is fully entrusted to teachers in educational institutions. Teachers have a great responsibility, not only to be the only hope for parents of students, but broadly speaking, teachers are very much trusted to pass down the noble values of the ideals of a nation.

Without ruling out other problems for the existence of a teacher in the learning process. The teacher must be fully aware of his existence as a teacher on whose shoulders the great hopes of parents will be for their child's success in the learning process. This awareness is important as a teacher's capital to focus more attention on their students. Of course not with high teacher commitment and motivation, but rather the knowledge and expertise to teach knowledge to their students amidst the diversity of students who are diverse with the complexity of the different problems.

Furthermore, in this paper, we want to discuss how the teacher's role is in maximizing their duties in the teaching and learning process by means of effective teaching. Teaching is complex and because students vary, there is no single way of teaching that is effective for all (Diaz, 1997). Teachers must master various perspectives and strategies, and must be able to apply them flexibly. This requires professional knowledge and expertise, as well as teacher commitment and motivation (Jhon W. Santrock, 2010)

## **DISCUSSION**

To arrive at a discussion of effective teaching methods, it is necessary to have prior knowledge of student learning behavior in the teaching and learning process, from that knowledge an understanding will be obtained to formulate the steps that need to be taken by a teacher in order to become an effective teacher.

### **Learning Process**

The learning process is a process that makes the information obtained through perceptual processes become meaningful and meaningful for the process of selecting actions. The learning process can make a person change his behavior (Adam I. Indra Wijaya: 2002). Through the learning process, every aspect of human behavior is always responsive to the experience it gains, as well as knowledge, language, skills, actions, value systems and personality. Through experience as a learning process, learning loyalty, concern, towards goals, work performance and feelings of security (T. W. Costelo & S.S. Zalkind: 1963)

learn to interpret; as a process of effort carried out by individuals to obtain a new change in behavior as a whole, as a result of the individual's own experience in interaction with the environment (M. Surya Moh. Surya,: 2004). Next is the principle be the notion of learning;

1. Changes as a result of learning are characterized by the following characteristics;
  - a. based change
  - b. Changes that are continuous and functional.
  - c. Changes that are positive and active

- c. Changes that are relatively permanent and not temporary, and not due to the process of maturity, growth or development e. Changes that are purposeful and directed.
- 2. Learning outcomes are marked by changes in all personal aspects.
- 3. Learning is an intentional process
- 4. Learning occurs because there is encouragement and goals to be achieved.

Learning is a form of experience that is formed intentionally, systematically and directed. Thus the main characteristic of learning is a change in totality that is intentional based on certain engineering to achieve a goal, namely learning objectives. To achieve these changes, an interaction with the environment is carried out so that new experiences are formed from the results of this interaction. The result of this interaction is called the learning process.

Learning must have an impact on change because in the learning process it will occur and changes must occur, therefore you must pay attention to the following;

- 1. The learning process includes a process of change, although not always in the form of improving behavior, learning usually always has the connotation of improving achievement, but in accordance
- 2. understanding above, then bad habits, prejudice, stereotypes, and some of them are things that are learned.
- 3. Changes in behavior should be permanent, so that the learning process occurs. in
- 4. this definition does not include adjustments that are temporary or occur due to boredom.
- 5. Some form of providing experience is necessary for the learning process to occur.
- 6. finally it needs to be emphasized that giving experience needs to be assisted and strengthened so as to enable the learning process to occur. if assistance and strengthening efforts are not given, then the new behavior will disappear again

### **Learning Behavior in Students**

The learning behavior that occurs in students (students) can be recognized both in the process and in the results. The learning process can occur when the individual feels a need within him that cannot be met by existing methods such as reflexes or habits. He is challenged to change existing behavior in order to achieve goals. In changing this behavior. Individuals perform various actions ranging from the simplest to the most complex. According to Robert Gegne, the simplest to the most complex forms of behavior are:

- 1. Recognize signs or cues
- 2. Linking stimulus with response
- 3. Stringing two or more responses.
- 4. Verbal association, namely linking a label to a stimulus.
- 5. Discrimination, namely linking a different response to the same stimulus.
- 6. Get to know the concept of placing a stimulus that is not the same for the same class.

7. Recognize principles, namely making connections between two or more concepts, and
8. Problem solving, namely using principles to design a response.

In relation to this learning process, what teachers must be well aware of is what is called metacognition and social perception of student psychology.

1. Metacognition is an individual's knowledge of the processes and learning outcomes that occur within him and related matters. This implies that the learning process takes place effectively, students should know the learning outcomes they get, so the teacher always helps students to recognize them.
2. Social psychological perception is: the extent to which students perceive or have the right views in supporting the learning process. For this reason, teachers need to recognize the quality of this perception and help place students' perceptions in a positive way proportional and adequate.

The results of learning behavior, as stated earlier, are shown by the existence of behavior in the entire learner's personality. Learning outcomes behavior includes aspects of cognitive affective and psychomotor. Teachers are expected to be able to anticipate aspects of this change in behavior which begins with planning teaching and learning activities. Develop it after the teaching and learning activities end. In the teaching and learning process activities, student behavior can be seen directly by the teacher. The student's behavior is not the direct behavior of the result of the pure learning process as a whole. Instead of an accumulation of students' internal and external aspects, the teacher must really understand the conditions that influence the student's behavior.

The internal aspects of student behavior that must be understood by teachers when interacting with their students in the teaching and learning process are aspects;

1. Potential, which can be developed in students through the learning process. Teachers must be observant and careful to see every potential in the form of positive talents for each student
2. Achievements. In the form of special abilities or skills that exist in the cognitive, affective domains and psychomotor students.
3. The needs of students according to the stage of development. Teachers must be able to meet the needs of students so as to shape the behavior of these students.
4. Student interest, that is, every behavior carried out by students by the teacher must be directed in the formation of positive behavior using approaches and methods, consciously or unconsciously what students do is an exercise in the habituation process positive behavior.
5. Student attitudes in the form of behavior shown by students in interacting with teachers, peers or senior and junior friends.
6. Experience, namely events that have occurred to students who become students' behavior in next interpretation.

7. The physical state becomes a factor in student behavior. Teachers always consider these physical factors, to be used as a basis for change and formation of more student behavior Good.
8. Ideals, namely a desire that is the hope of students, so that students are excited or able to carry out activities. It is the responsibility of the teacher to guide students choose and sort out the ideals of students that can be achieved with the learning process, so students behave well.

While the external aspects that must be considered by the teacher when interacting with students in the teaching and learning process are;

1. family background that shapes student behavior. Because student behavior is done by students today is the accumulation of the formation of the behavior of their family environment.
2. Socio-cultural, namely the community environment, a place to hang out, interact after the family and school environment is one of the dominant factors in shaping student behavior.
3. The teacher's knowledge of the socio-culture of their students makes it easy to map so that it can determine attitudes in the formation of student behavior. economics, teacher knowledge against background Using economics students can make it easier to determine the methods and ways of forming behavior. The level of economic stability determines the lifestyle of students in interacting.
4. Another physical environment, namely close friends who are role models, or friends who are hated across the family and socio-cultural environment. The physical environment of students is also in the form of interactive activities in the form of activities related to nature (plants and animals) besides humans this can affect students in their behavior.

To find out student activities can be carried out by the teacher with several approaches that are direct or indirect, the most important thing is that students do not feel they are being interrogated, pressured, or feel followed by their every move, so students feel uncomfortable, anxious, worried and pressured. This will result in the expected learning objectives not being achieved. Recognition and understanding can be done with approaches including; with

1. documentation study. Looking closely at student documentation in the form of albums owned, diaries, and other notes owned by students. This can be obtained by assigning them to write short stories/writings related to personal experience. Collect albums that are considered special etc.
2. observation. Observing the place of residence and communicating activities with relatives, friends who are in their environment (family and community)
3. The questionnaire is in the form of questions that must be answered by the students themselves directly.
4. direct interviews with students to get to know more directly from the student's personality.

With knowledge and understanding of their students integrally, although not comprehensively, only as an illustration, of course it makes it easier for changes in student behavior in the hope of creating effective learning behavior accompanied by an appropriate learning process. So the teaching and learning process is expected to be able to produce human beings who have characteristics as;

1. An independent person; is a person who is able to know and accept himself and his environment. Able to direct himself and in turn can realize himself optimally.
2. Effective learner; are those who are able to carry out learning activities to get the best possible results and can be applied in various aspects His life. Effective students will be able to carry out learning activities continuously according to demands and needs.
3. Productive workers; are those who are able to carry out their work with optimal results as possible. Productive workers will be able to develop themselves and be able to develop their work situation. Next is the personal development of workers productive activities will support the achievement of a career as a meaningful self-realization in the whole journey of life.
4. A good member of society. He will be able to live in any community because he has become a member of society who knows his rights and obligations, he is ble to live side by side, hand in hand and he will be the solution to the problems of the people around him.

### **Effective Teaching Methods**

Creating effective learning is the role of the teacher in teaching. Effective means fast and precise. Fast means according to a predetermined lesson plan based on the outlined teaching objectives. Appropriate, namely memorable, imprinted in every student's heart, students have the urge to carry out positive change activities without any coercion from other people or personal awareness (personal desires). Besides that, teachers are required to conduct teaching and learning situations.

To realize this effective teaching method, I will reveal the writings of Jhon W. Santrock in one of his books that an effective teacher has the following abilities:

Have professional knowledge and expertise Teachers who effectively master the subject matter and expertise or teaching skills are Good. Effective teachers have good teaching strategies and are supported by methods of goal setting, teaching design, and classroom management. They know how motivate, communicate, and relate effectively with students of divers cultural background. They also understand how to use appropriate technology in the classroom.

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### **Mastery of Subject Matter**

During the last decade, high school students have preferred to choose a "teacher master the subject matter" (NASSP, 1997), an effective teacher must be knowledgeable, flexible, and understand the material. Of course, subject matter knowledge does not only include facts, terms and general concepts. It also requires knowledge of the basics of organizing material, associating various ideas, ways of thinking and arguing patterns of change in a subject, beliefs about subjects, and the ability to relate an idea from one discipline to another.

### **Mastery of Teaching Strategies**

The principle of constructivism is the core of the educational philosophy of William James and John Dewey, constructivism emphasizes that individuals actively compile and build (to construct) knowledge and understanding. According to the constructivist view, teachers are not just giving information to children's minds, but teachers must encourage children to explore their world, find knowledge, reflect and think critically (Brooks & Brooks, 2001). Today's educational reforms are increasingly influencing teaching based on this constructivist perspective (Hickey, More & Pellegrino, 2001). Constructivism views that American child education has put too much pressure on children to sit still, to be passive listeners, and to make children memorize relevant and relevant information no.

Today Constructivism also emphasizes collaboration-children work together to know and understand lessons (Gauvain, 2001). A teacher who adheres to a constructivist philosophy will not ask children to simply memorize information, but will also give them opportunities to build knowledge and understanding of the subject matter.

However, not everyone agrees with this view of constructivism. some old educators still believe that teachers should direct and control how children learn. They also believe that constructivism often does not focus on basic academic tasks or pays little attention to children's achievements.

### **Goal Setting and Instructional Planning Skills**

An effective teacher does not just teach in class, whether he uses perspective traditional or constructivist. They must determine teaching goals and develop plans to achieve those goals (Pintrich & Schunk, 2002). They also have to compose instructional plans, organizing lessons so that students get the most out of learning activities. In planning, the teacher thinks about ways to make the lesson both challenging and interesting.

### **Class management skills.**

Another aspect of being an effective teacher is being able to keep an active class together and orient the class to the tasks. Effective teachers establish and maintain a conducive learning environment. In order for this environment to be optimal, teachers need

to constantly review structuring strategies and teaching procedures, organizing groups, monitoring and activating classes, and dealing with student actions that disrupt class.

### **Motivational Skills.**

Effective teachers have good strategies to motivate students to want to learn. Educational psychologists believe that this motivation is best encouraged by giving students the opportunity to learn in the real world, so that each student has the opportunity to encounter something new, new and difficult (Brophy, 1998). Effective teachers know that students will be motivated when they can choose something that matches their interests. A good teacher will give a chance students to think creatively and deeply for their own projects (Runco, 1999)

### **Communication Skills**

For teachers it is very important in teaching have skills in speaking, listening, overcoming verbal communication barriers, understanding non-verbal communication from students, and able to solve complex constructively. Communication skills are not only important for teaching, but also for interacting with parents. Effective teachers use good communication skills when they talk to students, parents, administrators and others, and not criticize too much, and have a communication style that is assertive, not aggressive, manipulative, or passive (Emmer & Worsham 2003). Effective teacher also works to improve students' communication skills, this is especially important as communication skills are considered to be the most sought-after skills by many companies today (Colins, 1996).

It takes individual reflection for a teacher, whether a sense of humor and enthusiasm as a teacher really plays an important role in commitment as a teacher. Then pay attention to the other characteristics in the table above which are related to the attentive nature of a good teacher. Effective teachers really care about their students, they often call it my students. They really want to be with students and serve students in understanding lessons. At the same time they still maintain their role as a teacher which is different from the students. In addition to paying attention to students, effective teachers also try to find ways to help students to be considerate of the feelings of each other and give mutual attention to fellow students.

### **CONCLUSION/SIMPULAN**

Qualified teachers are able to create effective learning. Effective Learning means fast and precise. Fast means according to a predetermined lesson plan based on the outlined teaching objectives. In short it can be said that the quality of the teacher is determined by the effectiveness of his teaching.

Effective teacher. Has a high commitment as a teacher, has knowledge, professional expertise, masters teaching strategy material. Effective teachers are able to set goals and plan learning, manage classes during the teaching and learning process, know the culture of students and their backgrounds, effective teachers have communication skills supported

by mastery of technology so that teachers can motivate students to develop all their potential.

In the learning process the teacher must have the character of a sense of humor, make the class interesting, master the subject, explain clearly, want to take the time to help students, be fair to students, treat students like adults, relate well with students, pay attention to students' feelings

The learning process can occur when individuals feel a need within themselves that cannot be met by existing methods such as reflexes or habits. He is challenged to change existing behavior in order to achieve goals.

Teachers are expected to be able to anticipate aspects of changes in student behavior, starting with planning teaching and learning activities. Develop it after teaching and learning activities end. In the teaching and learning process activities, student behavior can be seen directly by the teacher. The student's behavior is not the direct behavior of the result of the pure learning process as a whole. Instead of an accumulation of students' internal and external aspects, the teacher must really understand the conditions that influence the student's behavior.

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