

THE INFLUENCE OF TEACHERS' SKILLS USING ICT AND TEACHER'S TEACHING STYLE ON STUDENTS' LEARNING OUTCOMES OF SMKN 46 JAKARTA USING BLENDED LEARNING

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Abstract

This study aims to determine the effect of teacher skills in using ICT and teacher teaching styles on student learning outcomes at SMKN 46 Jakarta. The results of this study are: (1) There is a significant positive effect between teachers' skills in using ICT on learning outcomes indicated by the value of $t_{count} 2,846 > t_{table} 1,98397$; (2) There is a significant positive effect between the teacher's teaching style on learning outcomes as indicated by the value of $t_{count} 2,983 > t_{table} 1,98397$; (3) There is a significant positive effect between the skills of teachers in using ICT and the teaching style of teachers on learning outcomes as indicated by the value of $nilai f_{count} 42,2 > f_{table} 3,09$. The multiple correlation coefficient is 0.677 and the coefficient of determination is 0.447 or 58.7%, the variable teacher skills in using ICT and the teacher's teaching style affect student learning outcomes simultaneously and the rest is influenced by other factors studied in

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh keterampilan guru memanfaatkan TIK dan gaya mengajar guru terhadap hasil belajar peserta didik SMKN 46 Jakarta. Adapun hasil penelitian ini adalah: (1) Terdapat pengaruh positif yang signifikan antara keterampilan guru memanfaatkan TIK terhadap hasil belajar yang ditunjukkan dengan nilai $t_{hitung} 2,846 > t_{tabel} 1,98397$; (2) Terdapat pengaruh positif yang signifikan antara gaya mengajar guru terhadap hasil belajar yang ditunjukkan dengan nilai $t_{hitung} 2,983 > t_{tabel} 1,98397$; (3) Terdapat pengaruh positif yang signifikan antara keterampilan guru memanfaatkan TIK dan gaya mengajar guru terhadap hasil belajar yang ditunjukkan dengan nilai $f_{hitung} 42,2 > f_{tabel} 3,09$. Koefisien korelasi berganda sebesar 0,677 dan koefisien determinasi sebesar 0,447 atau sebesar 58,7% variabel keterampilan guru memanfaatkan TIK dan gaya mengajar guru mempengaruhi hasil belajar peserta didik secara serentak dan sisanya dipengaruhi oleh faktor lainnya yang diteliti pada penelitian ini.

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INTRODUCTION

National education is a vehicle for the progress of human existence in Indonesia as the nation's successor in terms of understanding the beliefs that are upheld by the Indonesian state as contained in Pancasila and the 1945 Constitution. Through education, humans themselves can develop their own abilities, build character, and develop a good personality. for the future, so that it can be useful for life in society and socializing with one another. School is a formal instructive foundation that is used as a place for teaching and learning activities and gaining knowledge that will be useful for life. Schools can also be used to achieve educational goals. For the purpose of educators it is said to be successful if the KBM (Teaching and Learning Activities) process carried out by teachers and students can be carried out efficiently and affectively, so that students get benefits and make good changes. Schools as instructive organizations use learning outcomes as a proportion of outcomes in educational experiences. The success of learning outcomes is influenced by the integrated functioning of each supporting factor. The factors that influence learning outcomes include (1) professional teachers who have pedagogic competence, personality competence, social competence, and professional competence; (2) Participatory and interactive teaching and learning atmosphere implemented with multiple communication, both active, creative, effective, innovative, and exciting, such as communication between teachers and students, communication between students and students, contextual and integrative communication between teachers, students and their environment (Suhana 2014). With the development of Information and Communication Technology (ICT) in the 4.0 industrial revolution and the Covid-19 Pandemic. So that there are drastic changes in various aspects of life, especially in the world of education, teachers must make improvements and adjustments to the implementation of educational services so that student learning outcomes increase. These adjustments are made by adapting developments in ICT advances, educational technology, and adaptation of the latest technology to become very urgent 21st century learning challenges (Kaharudin 2021). The unpreparedness of teachers and students in adapting to technology can be a problem in distance or online learning, and affect the learning outcomes of the students themselves. Therefore, the community is urged to make changes to each of its activities. The development of ICT can also make a significant impact on shifting the paradigm of teaching and learning in schools (Rivalina 2015). Seeing the high or low skills in using ICT, teachers have an important role in determining student learning outcomes. The teacher acts as an agent of change in the field of information, knowledge and knowledge for all of his students. The teacher has an extraordinary role to encourage his students to become human beings with noble character, intelligence and achievement. The Covid-19 Pandemic situation has also forced teachers and students to be very dependent on the internet and other devices and forced all elements of education in Indonesia to understand and understand ICT. Then the Ministry of Education, Culture, Research and Technology produced Data on the Implementation of Education During the Covid-19 Pandemic which stated that it had been one year since the Covid-19 Pandemic occurred and then had the potential to cause long-lasting negative social impacts, one of which was a decrease in learning achievement. Differences in access and quality during PJJ can lead to disparities in learning outcomes, especially for children from different socio-economic backgrounds. this research also says that there is a "Learning Loss", namely learning in class results in better academic achievement compared to PJJ (Ministry of Education, Culture 2021). For this reason, the DKI Jakarta Provincial Education Office is implementing a limited trial of opening schools with a blended learning system. Blended learning is a learning method that can be applied as an alternative to distance learning by combining face-to-face learning with online learning (Abroto, Maemonah, and Ayu

2021). Then this phenomenon encourages researchers to dissect and study how it influences teacher skills in utilizing ICT teachers at SMKN 46 Jakarta on student learning outcomes during the blended learning period. Learning activities require interaction between teachers or educators and students. The teacher is the dominant factor in the learning process at school. The teaching style of the teacher in the classroom is also the main characteristic of the teacher who is called an educator. Students will pay attention to the teacher's teaching style, even imitating the teacher, this will become agitation for students whether students are interested in the teacher and the subjects taught by the teacher. Learning is not just gathering knowledge, learning is a mental process within a person that causes changes in both one's behavior and character. Learning outcomes are still used as a reference or measure to determine the extent to which a person has mastered the material taught by the teacher. The process of obtaining student learning outcomes is also influenced by many factors, one of which is the teacher's teaching style used. The teacher's teaching style is the way or technique a teacher conveys the content of their teaching. The teacher's teaching style is related to

delivery, interaction and personality traits of teachers (Astutie 2013). the teacher is a human figure who is said to be a second parent with a position that plays a very important role in the world of education, the teacher must also be able to attract the sympathy of his students so that they become idols. In this case the teacher is a human resource that really determines the success or failure of achieving educational goals. There are several problems regarding the world of education, especially regarding teachers who essentially do not teach according to their field of study, are unable to manage learning well, are unable to adapt to a situation where teachers are required to be able to master learning in class, are unable to socialize with students thus causing less interesting learning and low student learning outcomes. All of these things are related to the teacher's teaching style when learning blended learning. The fact is that there are also some teachers who still use the old method, namely the lecture method, a monotonous teaching style, teaching by transferring knowledge only. Even though many teachers use learning media such as PowerPoint, this method still ends with lecturing, so that students become sleepy. From this the teacher's teaching style can affect the comprehension and learning outcomes of students. Based on the background above, the researcher is interested in conducting research with the title "The Influence of Teacher Skills Using ICT and Teacher's Teaching Style on Student Learning Outcomes by Using Blended Learning"

RESEARCH METHODOLOGY

This research method uses a descriptive quantitative method, the data used on the Y variable is secondary data, namely the value of daily tests and the Odd Semester Final Assessment of students at SMKN 46 Jakarta class X AKL 1-2 in the subject of Number Processing Applications/Spreadsheets and class XI AKL 1- 2 Computer Accounting subjects for the 2021/2022 school year, this data was obtained from data from the administration section of SMKN 46 Jakarta using documentation techniques. While the variables X_1 and X_2 use primary data using surveys which are carried out by distributing questionnaires online to students at SMKN 46 Jakarta. This research was conducted from April to June 2022, the researcher chose this time based on the consideration of the most effective time, namely after learning using blended learning more precisely during the period after the distribution of learning outcomes for the odd semester of the 2021/2022 academic year, so that this time can make it easier for researchers to carry out research. The place of research

is carried out at SMKN 46 Jakarta. By preparing the instrument using conceptual, operational definitions, instrument grids, validity and reliability tests. Data analysis techniques using multiple linear regression equation analysis with analysis requirements test, and hypothesis testing.

Table 1. SPSS v.26 T Test Results ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4669,253	2	2334,626	42,200	,000 ^a
Residual	5532,242	100	55,322		
Total	10201,495	102			

- a. Predictors: (Constant), Teacher Teaching Style, Teacher Skills Using ICT
 b. Dependent Variable: Student Learning Outcomes

Table 2. SPSS v.26 F Test Results ANOVA^b

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RESULTS AND DISCUSSION

Efforts to improve teacher skills in utilizing ICT skills and teacher teaching styles are by providing concrete actions in the form of intensive training from the school so that they can improve teacher skills in utilizing ICT and teacher teaching styles in schools. To support the ICT-based learning process and the teacher's teaching style during blended learning, the teacher is expected to have a sense of responsibility for student learning outcomes so that in teaching and learning activities the teacher must pay attention to his skills in utilizing ICT and his teaching style. A teacher who is using blended learning must prioritize students' understanding of the subject matter being discussed, because if students do not understand it will result in low learning outcomes. In addition, teachers are also expected not to make students learn in a monotonous way without understanding the material being explained, provide explanations that are easy for students to understand and understand by using ICT skills and according to the learning styles of students. Creating a pleasant atmosphere during learning is also what the teacher should do in the learning process so that learning runs effectively and efficiently so as to improve student

learning outcomes. Students are expected to be able to participate actively in learning activities. If you cannot understand the explanation given by the teacher, you should not hesitate to ask the teacher directly so that further discussion can occur between the teacher and students. In addition, students are expected to learn optimally when using blended learning, especially studying ICT further for all learning activities so that they will get good learning outcomes. For further researchers should pay attention to and use other variables that can affect student learning outcomes. The variables referred to include internal factors and external factors that can affect student learning outcomes. The internal factor variables include interest, intelligence, fuel, motivation, physical and sensory, as well as students' cognitive abilities. Meanwhile, external factor variables include the socio-cultural environment, natural environment, curriculum, teaching programs or materials, school facilities and infrastructure and teachers.

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