

CHAPTER I INTRODUCTION

A. Research Background

An effective school is one in which students progress further than might be expected from the consideration of its intake in school (Mortimore, 1991). According to Mortimore, (1993) effective schools focus on thinking about learning, where one of the main outcomes of schools is effective learning. Based on the theory above, effective schools can increase school value, create an efficient learning environment, so that it can provide added value to student learning outcomes, where this will have an impact on student achievement in learning, this is also related to the success of teachers in teaching in the classroom, such as teachers have conducted structured teaching. Refers to Irwan & Putra, (2021) effective schools are significantly influenced by the development of the quality of student learning. Effective schools have several factors that can influence the school to be an effective school or not. Where among these factors can directly contribute to the development of the quality of student learning, where teachers are one of them.

According to the “Key Characteristics of Effective Schools” book of Sammons *et al.*, (1995) the key characteristics of effective schools have eleven factors, those are: 1) Professional leadership, 2) Share vision and goals, 3) A learning environment, 4) Concentration on teaching and learning, 5) Purposeful teaching, 6) High expectations, 7) Positive reinforcement, 8) Monitoring progress, 9) Pupil rights and responsibilities, 10) Home-school partnership, 11) A learning organization. Based on the 11 factors above, this research will focus on 2 factors of effective schools, that are purposeful teaching and concentration on teaching and learning. The reasons this research that only focuses on 2 variables is due to the difficult of reaching data sources that are spread across the province of West Kalimantan, as well as time constraints during the data collection period.

Purposeful teachers can be defined as teachers who have a moral purpose. Purposeful teachers are ethical professionals who have the freedom and responsibility to make pedagogical decisions in the best interests of their students (Tirri, 2019). According to Tirri & Ubani, (2013) teachers need skills to teach their subject matter, regardless of what it is, in the ways that would open up its educational meaning, that can make a teaching to be purposeful. Teachers must have some expertise in the field of content, they are expected to teach before effectively disseminating material and engaging students, an understanding of how to they make meaning of their own life and most importantly an understanding of their purpose in life that teacher must have, before they are involved with intentionality in the developmental goals of students (Bundick & Tirri, 2014). When purposeful teaching is achieved, it will have an impact on the structure of lessons and adaptive practice, so that learning will be more directed.

Concentration refers to focusing on one's psychological activity on a particular object. According to Sammons *et al.*, (1995) focus can be defined as another form of school concentration on the learning process that is based on concentration on the learning process and on achievement. Concentration is a process of attention that involves the ability to focus on the task at hand by ignoring distractions (Moran, 2012). When concentration on teaching and learning achieved, will have an impact on the maximization of learning time and focus on achievement, so that teaching on learning in the classroom becomes be quality. Purposeful teaching and concentration and learning become one of the factor in achieving effective school.

Through these two variables that purposeful teaching and concentration on teaching and learning, if they can be applied well in schools, it will achieve effective schools. With based on concentration on the learning process and on achievement. By prioritizing the quality and quantity of the ongoing teaching and learning process, which includes maximization of learning, academic emphasis, and focus on achievement. In the learning process teaching styles and strategies are important factors to be related to pupil progress, so that efficient organization, clarity of

purpose, structured lessons, and adaptive practice will be created (Sammons *et al.*, 1995).

Based on explanation above, realizing the importance of purposeful teaching and concentration on teaching and learning in schools. So, the research conducted with the title "An Analysis of Purposeful Teaching and Concentration on Teaching and Learning Practices in School". Many similar studies have been carried out by several previous researchers. Among of them are a research by Tirri *et al.*, (2016) with title "*Education for purposeful teaching in the world*". The similarity of that research with this study, that carry out lies in focus of the research to create an effective environment. While the difference between these two studies lies in the area of conducting research, where previous research covered in the world, whereas in this study only covered the area of West Kalimantan.

Another research by Yang *et al.*, (2021) with title "*Effects of environment and posture on the concentration and achievement of students in mobile learning*" has a similar focus on concentration and achievement in this study, the difference between which is that research has been carried out using mobile learning as a medium. The reason for this research will be conducted to see implementation of purposeful teaching and concentration on teaching and learning practices in schools that will be studied as one of the indicators that determine effective schools due to a lack of understanding and implementation of purposeful teaching and concentration on teaching and learning. By conducting this research, it will increase the understanding of purposeful teaching and concentration on teaching and learning in schools which will have an impact on the quality of teacher teaching and student achievement in learning which is one of the factors in achieving effective schools.

Research with this theme has never been conducted in the West Kalimantan region, therefore this theme was chosen to see the practices of Purposeful Teaching and Concentration on Teaching and Learning in Schools in West Kalimantan. However, the results obtained from this research cannot be used as a standard to describe effective schools throughout West Kalimantan, the results obtained only apply to describe effective schools in the area that is the scope of the research.

B. Research Problems

Based on the background explanation above, the research problem can be formulated as follows:

1. How are Purposeful Teaching and Concentration on Teaching and Learning practiced in school?
2. What are the variations of Purposeful Teaching and Concentration on Teaching and Learning practiced by school level, region of origin?

C. Research Purposes

The purpose of this research as follow:

1. To find out how Purposeful Teaching and Concentration on Teaching and Learning practices on 26 schools in West Kalimantan.
2. To find out what are the variations of Purposeful Teaching and Concentration on Teaching and Learning practices on 26 schools in West Kalimantan by school levels and region of origin.

D. Significance of Study

The present research would benefit in the following aspects:

1. Theoretical Benefit

The benefit of this research is to find out the implementation of purposeful teaching and concentration on teaching and learning in achieving effective schools in 26 schools from 8 districts in West Kalimantan. So that this research will also be a good source for other researchers regarding purposeful teaching and concentration on teaching and learning practices in schools.

2. Practical Benefits

a. Teacher

This research can help teachers to see the intensity of the implementation of purposeful teaching and concentration on teaching and learning in relevant schools in West Kalimantan. So that this research can be a source of evaluating teachers in achieving effective schools.

b. Future Researcher

This study will be beneficial as a source of information from this research for future researchers, especially for those who are from the education sector or other related fields.

E. Scope of Research

1. Research Variable

According to Creswell & Creswell, (2018) variables refer to attributes or characteristics of individuals or organizations, where they can be measured or observed, and vary within the organization or among the people under study. This research will focus with two variables, those are:

- a. Purposeful Teaching practices
- b. Concentration on Teaching and Learning practices

2. Research Terminology

The research provides the following explanations which are used in this research. The terms are below:

a. Purposeful teaching

Purposeful teaching is how a teacher finds a suitable strategy in implementing technique and their skills in teaching in the classroom, so that learning becomes more effective. Where in this purposeful teaching includes efficient organization, clarity of purpose, structure lessons, and adaptive practice.

b. Concentration on teaching and learning

The concentration of teaching and learning is very importance in teaching and learning process in class, in the learning process in class concentration must be prioritized, this has an impact on student achievement. With based on concentration on the learning process and on achievement. In concentration on teaching and learning includes maximization of learning time, academic emphasis, and focus on achievement. Where concentration teaching on learning

is fulfilled will have an impact on student achievement. By prioritizing the quality and quantity of the ongoing teaching and learning process.

