CHAPTER II
LITERATURE REVIEW

A. Purposeful Teaching

1. Definition of Purposeful Teaching

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). In other hand, according to Sammons *et al.,* (1995) purposeful teaching is heart of effective school that have a quality of teaching with structured by considering teaching styles and strategies as important factors for student progress.

It can be concluded that purposeful teaching is teaching with a lesson structure, where teachers have the freedom to make pedagogical decisions in the best interest of their students by considering teaching styles and strategies as important factors for student progress.

2. Indicators of Purposeful Teaching

To make schools effective, purposeful teaching should have some indicators to achieve purposeful teaching practices. These indicators include 4 things according to Sammons as follow:

a. Efficient organization

In purposeful teaching, efficient organization being one of importance indicator. The teacher must have well-organized, and have a clear about their objectives. Teacher has to organized their classroom like make a planned proactivity on a daily basis. Based on explanation above, efficient organization is importance in the learning process in the classroom, so that if learning in the classroom is well organized, the material provided by the teacher is conveyed properly (Sammons *et al.,* 1995)

b. Clarity of purpose

Effective learning will be created when the teacher clearly explains the learning objectives at the beginning, and applies them throughout the lesson, in order to maintain focus. Lesson information should be well organized, the main idea of the lesson should be reviewed at the end of the lesson (Sammons *et al.,* 1995).

c. Structured lessons

In promoting student progress, the most important factor is structured teaching. Where increased student outcomes are seen through systematic teaching, with open-ended questions, pupils answering and the end followed by teacher feedback. Effective teachers such as present information clearly and animatedly, teaching the class as a whole, not evaluating and keeping the instruction relaxed, keeping the teaching session task-oriented, having a comfortable relationship with students, taking into account that they do not have many behavioral problems, having high expectations of achievement such as giving more homework, and accelerating lessons (Sammons *et al.,* 1995).

d. Adaptive practice

In adaptive practice increased student progress can occur when a teacher is sensitive to the different learning styles of each student, if possible, the teacher can identify and use appropriate strategies in teaching. This requires teachers to be flexible in adapting and modifying their teaching styles (Sammons *et al.,* 1995)

Based on the indicators contained in purposeful teaching which include efficient organization, clarity of purpose, structured lessons, and adaptive teaching, where each indicator has an important role in achieving the application of purposeful teaching in the classroom, so that the application of purposeful teaching is indirectly supported by the four indicators above.

3. Importance of Purposeful Teaching

The importance of purposeful teaching will have an impact on the structure of lessons and adaptive practices, in adaptive practices teachers can adjust their teaching style based on the needs of each student, so that learning will be more focused, so that increased student achievement can also be achieved and also achieve the success of teachers in teaching in the classroom.

B. Concentration on Teaching and Learning

1. Definition of Concentration on Teaching and Learning

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 clossroom becomes be quality. By prioritizing the quality and quantity of the ongoing teaching and learning process. It can be concluded that concentration is one of the important factors in successful teaching and learning at school.

2. Indicators of Concentration on Teaching and Learning

In concentration on teaching and learning, there are several indicators that become factors in achieving concentration on teaching and learning. These indicators include 3 things according to Sammons as follows:

a. Maximization of learning time

Maximization of learning time has a positive correlation with student outcomes and behavior. Such as time in lessons being devoted to learning or used for interaction with students. Or lesson time spent entirely discussing the content of student work rather than doing routine work (Sammons *et al.,* 1995).

b. Academic emphasis

Academic emphasis is one aspect of effective school, in addition to the importance of the quantity and quality (accuracy) of homework sets, as well as the need for teacher feedback. Mastery of academic content is also an important aspect of the teaching program. An important factor affecting academic emphasis is related to the teacher's subject knowledge. Adequate knowledge is considered a necessary condition for achieving effective teaching and learning. Curriculum coverage is also an important aspect, where progress and achievement depend on whether children are provided with certain learning experiences (Sammons *et al.,* 1995).

c. Focus on achievement

In focus on achievement there are four relevant aspects: time spent in learning, such as the length of school days/week/year, the amount of homework, effective study time, and study time for different subjects. So that if the orderly learning hours received by students, with effective learning time, it will have an impact on student achievement (Sammons *et al.,* 1995).

Based on the indicators contained in the concentration on teaching and learning which includes maximization of learning time, academic emphasis, and focus on achievement, where each indicator has an important role in achieving the application of concentration on teaching and learning in the classroom, so that the application of concentration on teaching and learning is indirectly supported by the four indicators above, which will ultimately have an impact on student achievement.

3.   Importance of Concentration on Teaching and Learning

The importance of concentration in teaching and learning can have an impact on the success of student achievement in learning, and the success of a teacher in

delivering material, so as to create an efficient learning atmosphere, by maximizing learning time, with teachers mastering the subject.

C. Learning Practices

1.   Definition of Learning Practices

Learning is a process that leads to change, which occurs as a result of experience and can increase the potential for future performance and learning, where learning is a process, not a product, which is because the process takes place in the mind of the student's performance, and learning involves changes in knowledge, attitudes or behaviors and beliefs. These changes occur over time. These changes take time, do not happen immediately, but will have a long-lasting impact on the way students think and act (Ambrose, 2010).

Learning practices is a technique where learning is based on experiences. The process in learning practices is continuous, where teachers will continue to identify problems and will develop strategies to improve student learning. Learning practices should have strong references to educational theory. Teachers should also be able to formulate a shared vision and develop common goals. (Assen & Otting, 2022). Based on the theory above, learning practices is a technique in learning, where teachers implement their teaching style in learning practices, by developing strategies in teaching to improve student learning, teachers must also have a strong reference to educational theory.

D. Previous Study

To support the sources of this research, there are several previous studies that have similarities with the research to be carried out as follows:

A research by Tirri *et al.,* (2016) with title "*Education for purposeful teaching in the world*". This research focuses on teacher education, where teachers not only deliver knowledge content, but also reflect on the purpose of their teaching, such as: Why are their lessons and activities important? What is the immediate and long-term impact of their teaching efforts on students and the communities in which

students interact? Moreover, the goal of an effective concept is not only academic achievement, but also good civic engagement. It is hoped that this will encourage further interest in making goal development a major goal of education worldwide. The similarity between this research and this study is that the focus of the research is on teacher education in purposeful teaching. While the difference between these two studies lies in the area of research implementation, where previous research covers the whole world, while this study only covers the West Kalimantan region.

In other research by Yang *et al.,* (2021) with title *"Effects of environment and posture on the concentration and achievement of students in mobile learning".* This study showed the interaction effect on concentration between environment and body posture when learners use mobile phones in studying. The results show that students have different concentration levels based on body posture. Students in a quiet environment have higher concentration levels when they are in a sitting position compared to a moving or standing position. Whereas students who are in a noisy environment have a lower level of concentration when sitting, moving or standing. It can be concluded that students are highly influenced by environmental factors when sitting than when they are standing or moving. However, the results of this study do not show the relationship of the interaction effect on achievement between the environment and body posture. But environment and posture had separate effects on learning achievement when students used mobile phones to study. Students have higher learning achievement when they are in a quiet environment, compared to students in a noisy environment. It can be concluded that students have relatively high achievement when they are in a quiet environment sitting or standing. In this study and the research to be conducted. This research has the same focus on concentration and achievement, the difference is that this research was conducted using mobile learning as media.

Another research by Erwiza *et al.,* (2019) with title *"Factors Affecting the Concentration of Learning and Critical Thinking on Student Learning Achievement in Economic Subject".* This study aims to analyze the factors that can affect concentration and critical thinking on student learning achievement both from direct influence and indirect influence on economic subjects at Madrasah Aliyah

Negeri 1 Pekanbaru (MAN 1 Pekanbaru). With a population coverage of XI IIS class students as many as 125 students. In the study using sample random sampling as a sampling technique, which was obtained as many as 95 students. Questionnaire with Likert scale was used as the data collection technique. With the results of the study showed below: (1) the non-physical school environment affects learning achievement directly with a result of 24.2% and indirectly with a result of 12%. (2) with the results of 27.1% showing that interest in learning affects student achievement directly, and indirectly with a result of 8.8%. (3) learning concentration directly affects student learning achievement with a result of 19.5%. (4) critical thinking directly affects student learning achievement with a result of 27.3%. That way critical thinking can affect student learning achievement. It can be concluded that there is a significant direct and indirect effect between the non-physical environment of the school, interest in learning, concentration and critical thinking on economic learning achievement at MAN 1 Pekanbaru. In this case, it shows that economic learning achievement is not only influenced by the non-physical environment of the school, but also by learning interest, learning concentration, and critical thinking. In achieving high learning concentration and critical thinking, students must create a good non-physical school environment and with high student interest in learning. In addition, to achieve high achievement for students, students must have a good non-physical school environment, high interest in learning, high concentration and high critical thinking. In this case, the efforts of a teacher in learning can create a good relationship with their students, so as to increase student interest in learning and be able to create student learning concentration and student critical thinking, which will be useful in education, which will have an impact on the learning outcomes obtained by students. The similarities that exist between this research and the research to be conducted are the same in discussing student concentration in learning with a focus on student achievement, by creating a supportive learning environment. The difference found is the use of population, in this study using XI IIS class students as many as 125 students, while in the research to be conducted covers 8 regencies, involving 26 schools in West Kalimantan using teachers as the subject.

In other hand, a research by Bester, G., & Brand, L. (2013) entitled *"The effect of technology on learner attention and achievement in the classroom"* The purpose of this study is to determine the effect of technology on attention and achievement in the classroom, which also considers students' motivation and concentration. By involving three subjects, including Geography, English and Mathematics, an experimental group of 23 students and a control group of 22 students were given to the 8th grade students. It was found that there was a significant difference between the average achievement of the group of students exposed to technology compared to the group of students who were not exposed to technology. There was also a difference in the average attention between the group exposed to technology and the group not exposed to technology. A high positive relationship was found between motivation and concentration and a medium to high level positive correlation was found between attention, concentration and motivation. It can be concluded that the use of technology can increase achievement and the possibility of facilitating attention, if it can be maintained longer, will create better concentration. However, this cannot be separated from the affective involvement of students in the classroom. Technology can attract students' attention, but students must also have the willingness to concentrate on learning so that it can be completed properly. From this research, the similarities obtained are in the form of the same discussion, that is student concentration which will have an impact on student achievement itself, but the differences found are the use of technology used as media.

And the last previous study with research by Sampaio, D., & Almeida, P. (2018, June 20) entitled *"Students' motivation, concentration and learning skills using Augmented Reality".* In this research using Augmented Reality, using four prototypes that have been made by researchers or teachers during the teaching-learning process, with the main objectives: to evaluate the impact on student motivation and learning competence; identify, explore and evaluate various types of strategies for the integration of AR devices and resources and to determine a set of guidelines for AR system integration. And with the results showing students are very interested in interacting with programmed content, can feel and appreciate the

use of AR devices in the acquisition of subject concentrations, in AR the use of prototypes can increase motivation and be relevant to completing the tasks given by the teacher. In using the prototype, students showed a high level of concentration in completing the task. The increased concentration that students have when using prototypes is influenced by the introduction of new teaching methods to students, which in this learning process they are not used to. That way the use of methods also affects the success of student learning, where the use of AR can be one of the factors of success in the teaching and learning process. The similarities found in this study are the importance of concentration during the learning period, where concentration is influenced by the teaching methods used by teachers to their students.

With the previous research used in this study, as a support for the theory used by researchers in the variables in this research. Research conducted by several previous studies has a theme and focus that is almost the same as the research to be conducted by researchers, from discussions related to the theory of the implementation of purposeful teaching and concentration on teaching and learning. The research to be conducted by researchers has several differences with research that has been conducted by several previous researchers, such as research areas, research techniques, several variables discussed in the research and the specifics of the discussion. The research to be conducted by researchers will be focus on the implementation of 2 characteristics of effective schools from 11 existing characteristics. The difference of the research to be conducted by the researcher from previous research is that this research will be conducted in schools spread across 8 regencies including 22 state schools and 4 private schools in the Province of West Kalimantan. Then this research used a survey research design with a quantitative approach using a close-ended questionnaire as a data collection tool. Finally, the collected data will be analyzed using descriptive and inferential statistics, where the research tends to describe the implementation practices of effective school characteristics in each school involved and the variation of implementation across regencies and school levels.