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The effect of learning planning skills and teaching material development skill on teacher teaching skills

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ABSTRACT

Teacher's teaching skill is the most important indicator in creating successful learning. These teaching skills need to be supported by learning tools so that the learning carried out can be carried out in accordance with the expected goals. These learning tools include the Learning Implementation Plan and Teaching Materials. The teacher before carrying out learning needs to prepare both of these things. The aim of this study was to determine the effect of planning skills and skills on developing teaching materials on teachers' teaching skills. This research uses quantitative research methods using causal associative research, namely research that seeks the influence of one variable (independent) with other variables (dependent). The sample selection technique uses purposive sampling. The number of samples obtained were 32 students. The data analysis method uses SPSS with the Multiple Regression analysis method. The results of the study indicate that planning skills and the ability to create instructional materials have a significant impact on teaching abilities. In addition, planning skills have a significant impact on teaching abilities, whereas developing instructional materials does not. Based on these conclusions, a teacher needs to have skills in planning learning according to the learning model chosen before carrying out learning in class. In addition, to support the learning process, teachers need to prepare teaching materials in the form of teaching materials.

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Introduction

The world today is rapidly changing. Social, economic and cultural events in the past have shown that there is no guarantee that the future will be the same as the present. Since the future is unpredictable, there is a tendency to control the factors that are proven to influence events (Daif-Allah & Aljumah, 2020). It is difficult for even the most controlled and receptive education of the future to predict the magnitude and impact of the challenges facing global society. The changes witnessed in this century have influenced the evolution of educational objectives (Hamzeh et al., 2022). Currently, one of the important conditions for creating a knowledgeable society is that students take an active attitude during the learning process (Baltaoğlu & Güven, 2019). The education system can be adapted to the structure of society which consists of individuals who actively learn throughout their lives (Yıldız & Ürün Arıcı, 2021). Therefore, the success of their education requires teacher professionalism (Nurani et al., 2020).

Teachers have a substantial impact on the success of an educational system (Toraman & Cakmak, 2020). Teachers are one of the main components of student learning for many education experts (Sarpkaya & Altun, 2021). Especially teacher qualifications and competencies are key factors for enhancing student learning and academic success (Buddin & Zamarro, 2009). Numerous studies in the literature have focused on educators. In order to properly prepare students, teachers must possess the necessary skills to meet educational goals (Hamzeh et al., 2022). Teacher qualifications, characteristics of effective teachers and teacher influence comprise a large part of this (Griffin et al., 2012; Metzlera & Woessmann, 2012). Preparing instructors is therefore essential for enhancing the quality of education. To acquire teaching competence, they are expected to go through the stages of the knowledge construction process, utilize the core knowledge they have acquired, and demonstrate 'teacher in action' knowledge (Chinokul, 2021).

Preparing teachers for the 21st century is one of the most crucial developmental issues that underpins the advancement of society and its capacity to confront some of the swiftly evolving challenges (Hamzeh et al., 2022). Teachers are important agents of change, their attitudes towards 21st century teaching can have a direct impact on the way they teach in language classes (Tsourapa, 2018). In fact, the teacher's attitude acts as an important catalyst for successful teaching (Chun & Abdullah, 2022; Jansen & Merwe, 2015). This enables them to anticipate and experience the outcomes of implementing the suggested changes to the educational process, thereby facilitating the implementation of changes designed to ensure the educational process's success (Hamzeh et al., 2022). In addition, the teaching profession will involve leadership, project management, criticism, and counseling (Al-Any, 2018). It is very important for teachers to enter this profession and voluntarily to succeed in jobs that require patience, dedication, continuous work and self-renewal (Demirtaş, 2018). To do this, teachers need to develop their character in this direction (Yıldız & Ürün Arıcı, 2021).

It is believed that the teacher's knowledge and abilities, as well as his comprehensive comprehension of educating students according to their unique developmental characteristics, can support their optimal growth and development (Semiawan, 2002). Given the significance of this, it is necessary to hold programs that assist teachers improve their abilities (Nurani et al., 2020). Teacher education programs regularly look for the simplest potential ways of developing future teachers (Ramirez, 2021). In particular, teacher education is a key factor for educational development. To accomplish goals in teacher education, it is necessary to evaluate the quality of the education system and make appropriate policy adjustments (Sarpkaya & Altun, 2021). The teacher education program has a high responsibility mission to foster competitive educators for the future (Ramirez, 2021). Authentic experience is arguably the most powerful influence on teacher education programs (Bullough et al., 2012). Through this program, teachers are expected to have and apply four different types of knowledge, namely content knowledge (knowledge about the material), pedagogic knowledge (knowledge about learning models), pedagogic content knowledge (knowledge of presenting content in various ways), and supporting knowledge (Chinokul, 2021).

Each country has different rules regarding the implementation of teacher education programs (Hobson et al., 2012; Simsar & Dogan, 2020). Minister of Education and Culture No. 87 of 2013 stated that the Education program. The Teacher Profession Program (PPG) is an educational program designed to prepare undergraduate education graduates and non-educational S1/D IV graduates who have the ability and desire to become teachers to obtain professional educator certificates in children's education early childhood, basic education, and secondary education (Pangetika & Alfarisa, 2015). Currently PPG has been implemented in three formats, namely PPG In Position Category 1, PPG In Position Category 2, and PPG Pre-service. In-service PPG is specifically for someone who has been a teacher for more than three years, while Pre-service PPG is prepared for graduates of S1/D IV to become teachers.

Effective educators are characterized by their ability to think, plan, and adapt to the requirements of their students while instructing (Hoffman & Pearson, 2000). Lesson plans must be well developed as these are used to communicate to students what they need to learn and how they will be assessed (Ramirez, 2021). These teachers are able to establish attainable objectives, motivate students to learn, employ a variety of participatory and innovative teaching techniques, maximize their use of time by developing comprehensive lesson plans, evaluate student progress through engaging activities, and provide feedback (Liakopoulou, 2011; Öztürk & Özyurt, 2020). In order to properly and systematically analyze their practice, teachers must collect data that accurately reflects their instruction. The information enables them to make decisions and enhance their instructional abilities (Bom et al., 2019).

In addition to teaching skills and planning lessons, another important aspect that can affect the success or failure of language teaching and learning activities is the quality of teaching materials (Şimşek & Yazıcı, 2021). The term 'teaching materials' refers to all types of materials used to aid teachers in the educational process (Apriani et al., 2019; Ratih & Taufina, 2019). Digital books, mobile apps, podcasts, printed textbooks, e-

learning platforms and other forms of teaching materials are important teaching aids for teachers (Khany & Kamalvand, 2022). Teaching materials play an important role in helping students in the teaching and learning process, because they can be used as a complete source of knowledge and the contents of learning materials are easily adapted to student development (Situmorang et al., 2015).

Teachers play a key role in selecting and using good quality teaching materials (Rahmawati et al., 2021). The educational process will determine the attainment of each of the declared core competencies based on the instructional materials used (Djamdjuri et al., 2021). Good criteria-based instructional materials can facilitate an effective educational process (Ratih & Taufina, 2019). If, on the other hand, the teaching materials do not satisfy the criteria, there will be numerous cases in the field of education. However, the instructional materials used should not only aid the educational process, but also facilitate the attainment of the Curriculum's stated overall fundamental competencies (Djamdjuri et al., 2021). Teachers need to design and develop teaching materials so that learning activities become more effective and efficient, and must comply with the national curriculum (Silaban et al., 2018). Therefore, the development of teaching materials is the process of producing a series of teaching materials used by teachers and students in the classroom learning process (Peranginangin et al., 2019).

Using instructional materials is intended to support and facilitate the learning process (Wulandari & Purwanto, 2017). This implies that instructional materials must be tailored to students' needs in order to accomplish learning objectives (Bykova et al., 2019; Nugraheni & Marsigit, 2021). Taking into account the individual differences of students, instructional materials can respond to students' developmental requirements and make teaching more enjoyable and effective (Şimşek & Yazıcı, 2021). The quality of teaching materials contained in the curriculum will be the basis for how a teacher constructs a lesson. Quality teaching materials will really help teachers achieve predetermined learning goals (Rahadini et al., 2022).

Correlational research that looks at the relationship between planning skills and developing teacher teaching materials with teaching skills is still not widely found. Several studies related to this matter, such as the research conducted (Bursan et al., 2021), the research sought to find out the readiness of English teachers in terms of material development, lesson planning, and teaching skills. Different from the research that will be conducted, namely correlational research, this research is survey research using questionnaires and interview sheets. Therefore, this research is a new thing in educational research.

Based on observations made on Teacher Professional Program (PPG) students, not all teachers have the same competence in developing lesson plans, developing teaching materials, and teaching skills. Some teachers have good teaching skills, but are less competent in developing their teaching materials. Likewise with the development of lesson plans, some teachers may be skilled in planning lessons but the implementation is not according to plan. Therefore, this study aims to analyze the effect of learning planning skills, teaching material development skills on teaching skills in In-service PPG students at Padang State University.

Method

This research uses quantitative research methods using correlational research, namely research that seeks the influence of one variable (independent) with other variables (dependent) (Ibrahim et al., 2018). The population of this study were 210 PPG students in the Department of Indonesian Language at UNP. Based on that, it is necessary to do sampling. The sample selection technique uses purposive sampling by determining sampling by establishing certain characteristics. These characteristics are PPG Daljab students who are taught by the same lecturer. The number of samples obtained were 32 students. The research instrument is a portfolio consisting of lesson plans and teaching materials, and teaching videos. The research instrument is a portfolio consisting of lesson plans and teaching materials, and teaching videos. RPP is the main thing that needs to be prepared by the teacher, the RPP being analyzed is the lesson plan for learning Indonesian for one text being studied. The RPP was developed for 2 meetings. Furthermore, teaching materials, the teaching materials developed are teaching materials for one Indonesian language learning text. These teaching materials are useful as a means of delivering material by the teacher in writing. Next, is a learning video. The learning videos are made based on the lesson plans and teaching materials that are designed. Two videos were made according to the number of learning meetings that had been previously designed. These three things are a series of tasks that teachers need to fulfill. Assessment is carried out with the help of an assessment rubric. The data analysis method uses SPSS with the Regression analysis method (Purwanto, 2019).

Results and Discussions

Data Normality Test

This test attempts to determine if the variables have a normal distribution. This study employed the one-sample Kolmogorov-Smornov Test (K-S) to assess the normality of the data. If Asymp.sig (2-tailed) > 0.05, the variable is normally distributed. The results of the Normality Test can be seen in Table 1 below, based on the SPSS analysis.

Table 1. Data Normality Test

One-Sample Kolmogorov-Smirnov Test				
		Planning Skill	Skills for Developing Teaching Materials	Teaching Skill
N		32	32	32
Normal Parameters[a,,b]	Mean	87.81	88.13	89.06
	Std. Deviation	5.379	5.644	4.826
Most Extreme Differences	Absolute	.199	.210	.238
	Positive	.199	.210	.238
	Negative	-.159	-.201	-.203
Kolmogorov-Smirnov Z		1.128	1.189	1.344
Asymp. Sig. (2-tailed)		.157	.119	.054

a. Test distribution is Normal.
b. Calculated from data.

As previously explained, the Normality Test data in the table indicate that the three variables are normally distributed with Asymp.sig (2-tailed) > 0.05, indicating that they have a normal distribution. Skills for Developing Teaching Materials.

Data Linearity Test

This test aims to test whether a regression model has a linear form which aims to convince researchers that this model really meets the assumption of linearity. One way to do a linearity test is to use the Deviation From Linearity test. If the value is significant (p>0.05) then our model can be said to be linear. Based on the analysis using SPSS, the results of the data linearity test can be seen in the following table 2.

Table 2. Data Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Teaching Skill * Skills for Developing Teaching Materials	Between Groups	(Combined)	298.542	3	99.514	6.582	.002
		Linearity	246.875	1	246.875	16.329	.000
		Deviation from Linearity	51.667	2	25.833	1.709	.199
	Within Groups		423.333	28	15.119		
	Total		721.875	31			

The results of Deviation From Linearity have a significant value (p > 0.05) which is 0.199 so it can be concluded that the variables in this study have a linear relationship.

Multicollinearity Test

The purpose of this test is to detect whether there is a correlation between independent variables in a regression model. One of the methods used to detect multicollinearity in regression analysis is to look at the Variance Inflation Factor (VIF) value. A regression model if the VIF value produces numbers 1-10 then the regression model does not contain multicollinearity (Sujarweni, 2008). Based on the analysis using SPSS, the results of the Multicollinearity Test can be seen in the following table 3.

Table 3. Data Multicollinearity Test

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	29.166	9.985		2.921	.007		
	Planning Skills	.669	.169	.746	3.970	.000	.417	2.400
	Skills for Developing Teaching Materials	.013	.161	.015	.082	.935	.417	2.400
a. Dependent Variable: Teaching Skills								

Based on the VIF results that have been found, it can be concluded that the regression model is free from multicollinearity because the VIF value < 10.

Autocorrelation Test

The purpose of this test is to test whether there is a correlation between the interference error in period t (the year of observation) and the interference error at t-1 (the previous year). One method to test this is to use the Durbin Watson value. SPSS analysis results for the Autocorrelation test can be seen in the following table 4.

Table 4. Data Autocorrelation Test

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.757[a]	.574	.544	3.258	1.769
a. Predictors: (Constant), Skills for Developing Teaching Materials; Planning Skills					
b. Dependent Variable: Teaching Skills					

The criteria for determining autocorrelation are as follows.

Du < d < 4-du

Information:
du = Durbin Watson
d = Durbin Watson value

From the Durbin Watson table for a sample of 32 is 1.5736. So based on the criteria previously mentioned, the results are as follows.

1.5736 < 1.769 < 2.4264

Based on these data, it can be concluded that the regression model in this study does not contain autocorrelation because it meets the criteria.

Heteroscedasticity Test

Heteroscedasticity test is a test conducted to find out whether in one regression model there is a difference in variance from the residual one observation to another. One of the tests that can be done is the Glejser Test. The results of the Heteroscedasticity test are as follows.

Table 5. Data Heteroscedasticity Test

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.125	5.575		1.816	.080
	Planning Skill	-.018	.094	-.054	-.196	.846
	Skills for Developing Teaching Materials	-.068	.090	-.210	-.756	.455
a. Dependent Variable: Abs_RES						

Based on the results of the Glejser test, it shows that the independent variable is not significant (p> 0.05) in influencing the dependent variable, so it can be ascertained that the regression model does not contain heteroscedasticity problems.

Test the Regression Equation

The general multiple linear regression equation is as follows:

Y = a + b1X1 + b2X2+e

Information:
Y = dependent variable (profitability)
A = Constant
b1, b2 = Regression Coefficients for independent variables 1 and 2
X1, X2 = Independent variables

The regression model equation in this study is as follows:Profitability = 10.125 + 0.54X1 + 0.21X2 + e: 1) If the variables X1 and X2 do not exist or are equal to zero, the teacher's teaching skills will increase by 10.12 or 1012%; 2) If there is an increase in X1 (learning planning skills) of 1% then the teacher's teaching skills will increase by 54% assuming other variables are constant; 3) If there is an increase in X2 (skills for developing teaching materials) of 1%, the teacher's teaching skills will increase by 21% assuming other variables are constant.

Hyphotesis Test

Partial Test (t test)

Hypothesis formulation
H0 = There is no influence between the independent variable (X) on the dependent variable (Y)
H1 = There is an influence between the independent variable (X) on the dependent variable (Y)

Decision making by looking at the p-value on the t test with the following conditions:
If the P-Value > 0.05 then H0 is accepted
If the P-Value < 0.05 then H0 is rejected
From the results of the analysis obtained the following results:

Table 6. T Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.166	9.985		2.921	.007
	Planning Skill	.669	.169	.746	3.970	.000
	Skills for Developing Teaching Materials	.013	.161	.015	.082	.935

a. Dependent Variable: Teaching Skill

1) Based on the test results it is known that the learning planning skills variable has a sig. of 0.000 (p <0.05), so the decision is to reject H0 and accept H1. This means that learning planning skills have a significant influence on teachers' teaching skills; 2) Based on the test results it is known that the skill variable for developing teaching materials has a sig. of 0.935 (p <0.05), so the decision is to accept H0 and reject H1. This means that the skill of developing teaching materials does not have a significant effect on the teacher's teaching skills.

Simultaneous Testing (Test F)

Hypothesis Formulation
H0 = There is no joint effect between teaching planning skills and developing teaching materials on Indonesian language teachers' teaching skills.
H1 = There is a mutual influence between teaching planning skills and developing teaching materials on Indonesian language teachers' teaching skills.

Decision making by looking at the p-value on the F test with the following conditions:
If the P-Value > 0.05 then H0 is accepted
If the P-Value < 0.05 then H0 is rejected

Based on the test results obtained the following results.

Table 7. F Test

ANOVA[b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	414.106	2	207.053	19.510	.000[a]
	Residual	307.769	29	10.613		
	Total	721.875	31			

a. Predictors: (Constant), Skills for Developing Teaching Materials; Planning Skills
b. Dependent Variable: Teaching Skill

From the results above, it can be seen that the sig. of 0.000 ($p < 0.05$), so the decision is to reject H0 and accept Ha. The conclusion from the results of this analysis is that there is a joint influence between teaching planning skills and developing teaching materials on the teaching skills of Indonesian language teachers.

Coefficient of Determination (R2)

The coefficient of determination (R2) indicates the strength of the functional relationship between the independent variables, namely learning planning skills and skills in developing teaching materials with the dependent variable, namely teaching skills. The magnitude of the correlation coefficient ranges from +1 to -1. The following table shows the value of the coefficient of determination in this study.

Table 8. R2

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.757[a]	.574	.544	3.25772

a. Predictors: (Constant), Skills for Developing Teaching Materials; Planning Skills

Based on the results of the analysis it is known that the value of the coefficient of determination is 0.544 or 54%, while the remaining 46% is influenced by other variables outside the model. Based on the results of the study it was found that together, the skills of planning lessons and developing teaching materials have a significant influence on teachers' teaching skills. Teaching skills are the main competencies that must be mastered by teachers (Chinokul, 2021). A number of characteristics, including establishing a positive classroom environment, making effective use of a variety of teaching methods or techniques, presenting the subject by relating it to ordinary life, and preparing for class, contribute to effective classroom management (Toraman & Cakmak, 2020). Because, when teaching teachers need to prepare themselves first before teaching in class. This preparation can be done by planning what methods to use in teaching which are reflected in the designed lesson plans. Apart from that, when teaching, teachers need to convey learning material so they need to design the teaching materials used before entering class. Teaching materials that help teachers to achieve the expected goals.

Based on research, lesson planning skills influence teachers' teaching skills. This is in accordance with the statement (Lui & Bonner, 2016). that effective teaching is very dependent on thorough preparation. Therefore, before starting learning activities, each educator must create a prototype lesson plan scenario (Nugraheni & Marsigit, 2021). Teaching and learning resources The term refers to the spectrum of educational materials that teachers use to support specific learning objectives, as outlined in lesson plans (Tossavainen et al., 2020). RPP is an important indicator in learning because RPP is a reference or scenario that must be passed step by step in providing material to students. So, in line with Nirwana (2019) that good planning can make teachers more confident in delivering learning material and can adjust the duration of material delivery. This is in line with the opinion of Bararah (2017) planning is carried out so that the learning process is structured and directed according to the learning objectives to be achieved in an educational unit.

In addition to designing planning skills (RPP), instructors must possess the ability to create instructional materials. Materials for instruction are a crucial factor in the continuity of the learning process (Nugraheni & Marsigit, 2021). When an educator only employs conventional teaching materials, the quality of the teaching and learning process suffers (Ayu & Pahlevi, 2019). An overview of the concept that teaching materials that

are arranged systematically create an environment or ambience conducive to student learning (Johan et al., 2022). Students become more active in lessons where teaching and learning resources are provided for student interaction. Active exploration of materials (resources) occurs when students are presented with an assortment of carefully selected materials (Moodley et al., 2022). With their own design, students can immediately understand and absorb the content contained in textbooks to achieve learning objectives (Xie, 2020). Without studying the material, learning activities cannot run well even though some teachers use traditional teaching methods where a teacher explains the subject matter without preparing teaching materials (Noor & Purnamasari, 2019). Good teaching materials can optimize learning activities, as a way to achieve better learning outcomes (Silaban et al., 2018).

Although the results of the study show that teaching materials do not have a significant effect on teachers' teaching skills, teaching materials are one of the crucial materials in the learning process. These teaching materials are more related to student learning outcomes. Research conducted by Indriyani & Ramadhan (2017) shows that using PjBL-based learning modules can improve students' skills in writing fable texts. Subsequent research by Ramadhan et al. (2022) shows that using TBLL-based digital teaching materials can improve students' reading skills. Based on this, it is necessary for teachers to have the skills to develop teaching materials because they contribute to student learning outcomes.

Conclusions

Based on the results of the research and discussion it was concluded that together, the skills of planning lessons and developing teaching materials have a significant influence on teachers' teaching skills. Meanwhile, individually, learning planning skills have a significant effect on teaching skills and skills in developing teaching materials do not have a significant effect on teaching skills. Even so, the teaching materials developed by the teacher are an important aspect in supporting the learning process in the classroom. Based on these conclusions, a teacher needs to have skills in planning learning according to the learning model chosen before carrying out learning in class. In addition, to support the learning process, teachers need to prepare teaching materials in the form of teaching materials.

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