THE INFLUENCE OF TEACHING SKILLS ON STUDENTS' LEARNING INTEREST

AGNES DESNA LIKA[1], SAMSINAR[2], ABDUL RIJAL[3], NURAISYIAH[4], M. RIDWAN TIKOLLAH[5]

[1,2,3,4,5]Pendidikan Akuntansi, Fakultas Ekonomi, Universitas Negeri Makassar
awhedian@gmail.com, samsinar77@unm.ac.id, abd.rijal@unm.ac.id,
nuraisyiah@unm.ac.id, m.ridwan.tikollah@unm.ac.id

ABSTRACT

This study aims to determine the effect of the teacher's teaching skills on the learning interest of class XI students of the accounting expertise program at SMK Negeri 1 Makassar. The variables in this study are the teacher's teaching skills (X) and students' interest in learning (Y). This type of research is quantitative research. The population in this study were class XI AKL 1 and XI AKL 2 SMK Negeri 1 Makassar consisting of 71 students. The sampling technique uses a saturated sample. Data collection techniques using questionnaires and documentation. The data analysis technique is descriptive percentage analysis, instrument test consisting of validity and reliability tests, and hypothesis testing consisting of simple linear regression analysis, t-test and coefficient of determination. Based on the results of the descriptive analysis, the teacher's teaching skills obtained an average actual score of 78.66 percent which was included in the high category while students' learning interest obtained an average actual score of 74.85 percent which was included in the high category. The results of the data analysis obtained a simple linear regression equation model $Y = 29.800 + 0.178X$, which means that for each addition of one value of the teacher's communication ability, the value of student learning satisfaction increases by 0.178. From the analysis of the coefficient of determination (r^2) a value of 7.6 percent is obtained. This means that the teacher's communication skills contribute to student learning satisfaction by 7.6 percent and the remaining 92.4 percent is influenced by other factors. And from the t-test results obtained a significant value of $0.02 < 0.05$, which means that there is a significant influence between the teacher's communication skills and student learning satisfaction, thus the hypothesis is accepted.

Keywords: Teaching Skills, Student Learning Interests

INTRODUCTION

Education plays a very important role in creating quality human resources, as it is known that educational development determines the quality of its human resources. To create quality human resources, supporting components are needed, namely the performance of professional teachers as the key to educational success, because teachers' presence greatly influences all existing

educational resources. Law Number 20 of 2003 Article 3 concerning the National Education System states that national education aims to develop students' potential to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

As explained above, improving the quality of the education system is greatly influenced by the quality of teachers as learning agents in schools. As professionals, teachers play an important role in improving the quality of national education. Regarding teacher professionalism, teachers are required to master skills in the teaching and learning process to enhance students' potential. For educational goals to be achieved, teaching skills and student interest in learning are needed.

In the teaching and learning process, teachers should have basic teaching skills so that students can be actively involved in the learning process and learning objectives can be achieved well. In Law Article 1 Number 14 of 2005 concerning teachers and lecturers, states that teachers are professional educators with the main purpose of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education.

As professionals, teachers play an important role in improving the quality of national education. Regarding teacher professionalism, teachers are required to master skills in the teaching and learning process to enhance students' potential. For educational goals to be achieved, teacher teaching skills and student interest in learning are needed. In the teaching and learning process, teachers have basic teaching skills so that students can be actively involved so that learning objectives can be achieved well. As the quality of a teacher increases, it is expected that the quality of student learning will improve.

According to Parapat (2020:102) that basic teaching skills are complex skills, which are basically a complete integration of various skills that are numerous in number, among these many skills, there are 8 basic teaching skills that are considered very important in the success of learning activities. Basic teaching skills are absolute skills that must be mastered by educators in order to achieve learning objectives so that students can achieve optimal learning outcomes (Prayitno, 2019:2).

A student is known to have different learning interests by looking at learning interest indicators proposed by Anwariningsih (2022:14) "divided into four indicators of learning interest, namely, (1) Attention, (2) Interest, (3) Feeling of pleasure, (4) Involvement. Teacher teaching skills influence student interest in learning. This is in line with the opinion of Ibrahim and Syaodih

(2003:44) who say that "efforts that can be made by teachers to increase student interest in learning are related to teacher teaching skill components.

SMK Negeri 1 Makassar is one of the National Standard Schools (SNN) with A accreditation in Makassar city. Currently, learning activities use 2 curricula, for class X using the independent curriculum while classes XI and XII use the 2013 curriculum revised 2018. This school consists of four competency skills: accounting and financial institutions, automation, office management data, online business and marketing, and tourism business. This division of majors is intended to help students develop their potential according to their respective interests and talents. Therefore, to develop their potential, educators need to master teaching skills to achieve educational goals, especially increasing student interest in learning.

Indeed, developing potential according to students' interests and talents in learning is very important and should not be ignored by teachers in schools. Because with interest in learning, teachers will find it easier to achieve learning objectives. Seeing the background of problems as above, researchers are interested in conducting research about the relationship between teacher teaching skills and student interest in learning in class XI accounting expertise program at SMK Negeri 1 Makassar.

Based on pre-research conducted by distributing questionnaires about teacher teaching skills and student interest in learning in class XI AKL I and XI AKL II obtained from 30 respondents (Arikunto, 2018).

RESEARCH METHOD

Variable X in this study is teacher teaching skills and Variable Y is student interest in learning. This research uses quantitative data. The sampling technique is saturated sampling. Data analysis techniques used are instrument tests and hypothesis testing using SPSS 25. The instrument test consists of validity and reliability tests. While hypothesis testing consists of simple linear regression analysis, t-test, and coefficient of determination.

The objects in this study were students of class XI AKL 1 and XI AKL 2 SMKN 1 Makassar. Data collection techniques in this study were through documentation and questionnaires. Measurement of teacher teaching skills variable (X) namely: Opening and closing lessons, Explaining lessons, Questioning, Conducting variations, Providing reinforcement, Managing class, Teaching small groups and individuals, Leading small group discussions, and

Student interest in learning (Y) with measurement indicators namely attention, interest, feeling of pleasure, involvement. Data analysis techniques used are instrument tests and hypothesis testing.

RESULTS AND DISCUSSION

Validity Test

The validity test is carried out by comparing the calculated r value with the r table for degree of freedom (df) = n-2. Where the number of samples (n) in the research conducted is 71, so the amount of df obtained is 71-2 = 69, with a significance level of 5% so that the obtained r table can be seen in the r table. If rcount> rtable then the Problem Based Learning learning model instrument (X) with 17 statement items can be seen in tables 3 and 4 below.

Table 1. Teacher Teaching Skills Instrument Validity Test Results

Item	Validity		Description
	r_{hitung}	r_{tabel}	
1	0.678	0.2335	Valid
2	0.694	0.2335	Valid
3	0.639	0.2335	Valid
4	0.571	0.2335	Valid
5	0.354	0.2335	Valid
6	0.628	0.2335	Valid
7	0.451	0.2335	Valid
8	0.372	0.2335	Valid
9	0.567	0.2335	Valid
10	0.631	0.2335	Valid
11	0.443	0.2335	Valid
12	0.547	0.2335	Valid
13	0.436	0.2335	Valid
14	0.280	0.2335	Valid
15	0.727	0.2335	Valid
16	0.628	0.2335	Valid
17	0.513	0.2335	Valid

The results of the instrument validity test based on table 3 show that all statement items submitted for the teacher teaching skills variable (X) have rcount values between 0.280 and 0.694. This shows that the rcount value of all statement items of the teacher teaching skills variable is greater than the rtable value, which is 0.2335. Based on these results, it can be concluded that all statement items contained in the teacher teaching skills questionnaire (questionnaire) are declared "valid".

Table 2. Validity test of students' interest

Item	Validity		Description
	r_{hitung}	r_{tabel}	
1	0.249	0.2335	Valid
2	0.292	0.2335	Valid
3	0.611	0.2335	Valid
4	0.509	0.2335	Valid
5	0.478	0.2335	Valid
6	0.596	0.2335	Valid
7	0.598	0.2335	Valid
8	0.553	0.2335	Valid
9	0.598	0.2335	Valid
10	0.606	0.2335	Valid
11	0.613	0.2335	Valid

The results of the instrument validity test based on table 4 show that all statement items submitted for the student learning interest variable (Y) have a rcount value between 0.249 to 0.613. This shows that the rcount value of all statement items for the student learning interest variable is greater than the rtable value, which is 0.2335. Based on these results, it can be concluded that all statement items contained in the student learning interest questionnaire (questionnaire) are declared "valid".

Reliability Test

Reliability test is a measure that shows the extent to which the measurement results remain consistent when measured several times with the same measuring instrument. This test aims to measure whether or not the respondent's answer to the items in a questionnaire (questionnaire) is consistent. Testing the reliability of the instrument in this study using Cronbach's alpha technique with a sample size of 96 respondents. An instrument is declared reliable if the Cronbach's alpha value is> 0.60. The results of the instrument reliability test can be seen in tables 5 and 6 below.

Table 3. Reliability Test Results of Teacher Teaching Skills Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
0.739	18

The Cronbach's Alpha value of the teacher teaching skills instrument is 0.739> 0.60. Thus, it can be concluded that the teacher teaching skills variable instrument (X) used in collecting data in this study is declared "reliable".

Table 4. Reliability Test Results of Student Learning Interest Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
0.726	12

The Cronbach's Alpha value of the teacher's teaching skills instrument is 0.739> 0.60. Thus, it can be concluded that the student learning interest variable instrument (Y) used in collecting data in this study is declared "reliable".

Descriptive Percentage Analysis

Based on the results of questionnaire distribution regarding teacher teaching skills, it is illustrated by the percentage of the total score of all respondent answers obtained from eight indicators included in table 1 below:

Table 5. Summary of Respondents' Responses on Teachers' Teaching Skills

No	Indicator	Actual Scoring	Ideal Scoring	Actual Scoring (%)	Description
1.	Lesson opening and closing skills	911	1065	85,54	Very Good
2.	Lesson explanation skills	555	710	78,17	Good
3.	Questioning skills	551	710	77,61	Good
4.	Variation skills	538	710	75,77	Good
5.	Reinforcement skills	575	710	80,99	Good
6.	Classroom management skills	548	710	77,18	Good
7.	Small group and individual teaching skills	566	710	79,72	Good
8.	Small group discussion leading skills	528	710	74,37	Good

The percentage of actual scores for teacher teaching skills obtained an average score percentage of 78.6%, which is classified as high. Nevertheless, there are still 5 indicators that remain below the average percentage of actual scores, namely: 1) the indicator for explaining lessons at 78.17 percent because in explaining lessons, teachers still use language that is not well understood by students, the questioning indicator at 77.61 percent because teachers still give questions that are difficult for students to understand, the variation indicator at 75.77 percent because teachers in the learning process have not conducted activities that can increase students' enthusiasm for learning, the classroom management indicator at 77.18 percent because teachers are still lacking in managing the class, making learning less effective, and the small group discussion leadership indicator at 74.37 percent because teachers in forming discussion groups still pay less attention to and direct how well the discussion should run. The descriptive analysis results of student learning interest can be seen in table 2 below.

Table 6. Summary of Respondents' Responses about Student Learning Interest

No	Indicator	Actual Scoring	Ideal Scoring	Actual Scoring (%)	Description
1.	Attention	810	1065	78,06	Good
2.	Interest	836	1065	78,50	Good
3.	Feelings of pleasure	507	710	71,41	Good
4.	Engagement	782	1065	73,43	Good

The results of the percentage of the actual score of students' interest in learning obtained an average score percentage of 74.85% which is classified as high. However, there are still 5 indicators that are still below the average percentage of actual scores, namely 1) the indicator of feeling happy at 71.41 percent because in the learning process there are still things that make students unhappy in learning, the involvement indicator at 73.43 percent because students limit themselves so that there is no involvement in learning.

Simple Linear Regression Analysis

Simple linear regression analysis is used to measure the effect of teacher teaching skills on student interest in learning. Where the results of simple regression calculations in this study can be seen in Table 7 below.

Table 7. Results of Simple Linear Regression Analysis

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	29.800	5.044		5.908	.000
Teaching skills	.178	.075	.276	2.390	.020

The simple linear regression equation model is: Y= 29.800 + 0.178X. Based on the equation model obtained, it is known that the constant value is 29.800. This means that if the teacher's teaching skills variable is zero, then the learning interest variable of class XI students of the accounting expertise program of SMKN 1 Makassar is 0.178 units.

The regression coefficient value is 0.178, this means that if the teacher teaching skills variable increases by one unit, the student interest in learning in the accounting expertise program of SMKN 1 Makassar increases by 0.178.

T-test

The t-test is used to test the hypothesis and find out how much the significance program of the effect of teacher teaching skills on student learning interest in class XI of the accounting expertise program of SMKN 1 Makassar. To determine the effect of teacher teaching skills on student interest in learning through the t-test is to compare the significance value <0.05 (5 percent). A variable is said to have an effect when the significance value obtained is less than 5 percent ($\alpha = 0.05$). The results of the t-test can be seen in table 9 below:

Table 8. T-test Analysis Results

	Coefficients[a]				
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	T	Sig.
(Constant)	29.800	5.044		5.908	.000
Teaching skills	.178	.075	.276	2.390	.020

The significance value is 0.000 <0.05, which means that the teacher's teaching skills variable has a significant effect on the interest in learning of class XI students of the accounting expertise program of SMKN 1 Makassar. Therefore, it can be concluded that the hypothesis proposed in this study is "accepted".

Coefficient of Determination

The coefficient of determination ($r2$) is used to determine whether or not there is a relationship between teacher teaching skills on student interest in learning accounting expertise program at SMKN 1 Makassar, then the coefficient of determination test processed through SPSS Version 25 can be seen in table 10 as follows:

Table 9. Test Results of the Coefficient of Determination

		Model Summary		
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.276[a]	.076	.063	5.29026
a. Predictors: (Constant)				

Based on Table 9, the coefficient of determination obtained is 0.076 or interpreted as 7.6 percent influence on student learning interest in class XI Accounting expertise program at SMKN 1 Makassar, and the remaining 92.4% is influenced by other factors.

The development of teacher teaching skills in the learning process will help teachers carry out their duties and responsibilities. Good teaching skills in the learning process make it easier for teachers to build a more effective learning atmosphere, and students will more easily understand the learning material delivered, thus affecting student interest in learning.

The descriptive results of the research variables obtained an average percentage of actual scores for the teacher teaching skills variable of 78.66 percent, which falls into the high category. This shows that teaching skills are skills that should be mastered by teachers and applied in every learning process. The indicator with the highest percentage level is opening and closing lessons at 85.84 percent, while the indicator with the lowest percentage is leading small group discussions at 74.37 percent. Meanwhile, the average percentage for the learning interest variable is 74.85 percent, which falls into the high category. The highest percentage indicator of learning interest is interest at 78.50 percent, and the lowest percentage level is feeling of pleasure at 71.41 percent.

Based on the results of data analysis, a constant of 29.800 was obtained, meaning that if the teacher teaching skills variable equals zero, then the learning interest of class XI accounting expertise program students at SMK Negeri 1 Makassar is 0.178. The coefficient value of 0.178 means that if the teacher teaching skills variable increases by 1 unit, it will cause student learning interest value to increase by 0.178. The product moment correlation analysis results obtained a correlation coefficient value of r=0.276 showing a strong relationship between teacher teaching skills and student learning interest in class XI accounting expertise program at SMK Negeri 1 Makassar, while the coefficient of determination ($R2$) of 0.076 shows teacher teaching skills have a contribution influence of 7.6 percent on student learning interest in class XI accounting expertise program at SMK Negeri 1 Makassar and the remaining 92.4 percent is influenced by factors other than teacher teaching skills not explained in this study.

The t-test analysis results obtained a significant value of 0.020<0.05, which means that there is a positive and significant influence between teacher teaching skills and student learning interest. Therefore, the hypothesis proposed "it is suspected that teacher teaching skills have a positive and significant effect on student learning interest in class XI accounting expertise program at SMK Negeri 1 Makassar" is accepted. This means that teacher teaching skills indeed

have an important role in increasing student learning interest; the better the teacher's teaching skills, the higher the student's learning interest, although it cannot be separated from other influencing factors.

The results of this study are in line with research conducted by Suryati & Fitrayati (2016), which also states that teacher teaching skills and learning interest have a positive and significant effect on student learning outcomes in class X IIS in economics subjects at SMAN 1 Wonoayu Sidoarjo. This means that if teaching skills are carried out optimally in the learning process, effective learning will be created, thus students will understand and pay attention to the material taught by the teacher so that student learning interest can be achieved. Teaching skills need to be mastered by a teacher to foster student learning interest by mastering teaching skills, including: skills in opening and closing lessons must be done systematically so that students can be enthusiastic before the lesson begins and be impressed after learning is over, skills in explaining lessons through teacher explanations where students will get new knowledge about the material being studied, questioning skills to conduct question and answer as feedback for the learning process carried out by a teacher, skills in conducting variations where teacher creativity in teaching with various variations to attract student attention, reinforcement skills used by a teacher to make students consistent in doing something, classroom management skills seen from whether the learning process is conducive or not determined by how the teacher manages the class, skills in teaching small groups and individuals can develop healthy and close interpersonal relationships between teachers and students, skills in guiding small group discussions with these small groups allowing students to think, interact socially, until drawing conclusions. By having teaching skills, teachers can help success in running and directing the learning process so that it can affect student interest in learning.

It can be concluded that the better the teacher's teaching skills and student learning interest can be fulfilled in the learning process, then it is certain that the learning is successful. The results of this study are also reinforced by the theory proposed by Anni and Catharina Tri (2006:43) who state that the existence of good teaching skills from teachers can arouse student interest in following lessons.

CONCLUSIONS

Based on the results of data analysis and discussion outlined in the previous chapter regarding the influence of teacher teaching skills on student learning interest in class XI accounting expertise program at SMK Negeri 1 Makassar, it can be concluded:

1. Based on the descriptive analysis results of teacher teaching skills, an average score of 78.66 percent was obtained, which falls into the high category. Thus, the teaching skills of teachers in the accounting expertise program at SMK Negeri 1 Makassar are already very good.

2. Based on the descriptive analysis results of student learning interest in class XI accounting expertise program at SMK Negeri 1 Makassar, an average actual score of 74.58 percent was obtained, which falls into the high category.

3. Teacher teaching skills have a positive and significant effect on student learning interest in class XI accounting expertise program at SMK Negeri 1 Makassar.

REFERENCE

Arikunto, S & Jabbar, C.S.A. (2018). *Evaluasi Program Pendidikan*. Jakarta : Bumi Aksara.

Anni & Catharina Tri. (2006). *Psikologi Belajar*. Semarang : Universitas Negeri Semarang Press.

Anwariningsih, H.S & Anwar, K.A. (2022). *Media Pembelajaran Berbasis Animasi Menggunakan Video MakerFX sebagai Pendukung Pembelajaran Daring*. Yogyakarta : CV Catur Berlian Media Tama.

Dewi, R & Saudah. (2021). *Minat Belajar dan Kompetensi Mahasiswa dalam Penerapan Praktik Kebidanan*. Jawa Tengah : Nem.

Elisa & Palupiningdyah. (2015). Pengaruh *Keterampilan Mengajar Guru dan Lingkungan Sekolah* terhadap *Minat Belajar Siswa*. *Jurnal Economic EducationAnalysis*, 4 (3), 649-663. http://journal.unnes.ac.id/sju/index.php/eeaj

Fitria, N.S dkk. (2021). *Buku Panduan Model Pembelajaran Nobangan*. Jawa Barat : Guepedia.

Ghozali, I. (2018). *Aplikasi Analisis Multivarate dengan Program IBM SPSS Update PLS Regresi Edisi 7*. Semarang : Universitas Diponegoro.

Gade, S dan Sulaiman. (2019). *Pengembangan Interaksi Edukasi Pembelajaran Pendidikan Agama Islam : Teori & Praktik*. Banda Aceh : Percetakan Universitas Islam Negeri (UIN).

Helmiati. (2013). *Micro Teaching Melatih Keterampilan Dasar Mengajar*. Yogyakarta : Aswaja Pressindo.

Ibrahim, R dan Nana Syaodih. (2003). *Perencenaan Pengajaran*. Jakarta : Rineka Cipta.

Jamaluddin & Andi H. (2022). *Keterampilan Mengajar*. Jawa Tengah : PT. Pena Persada Kerta Utama.

Madura, J . (2007). *Pengantar Bisnis*. Jakarta : Rineka Cipta.

Muhammad, & dkk. (2012). Pengaruh *Persepsi Siswa tentang Keterampilan Mengajar Guru* dan *Fasilitas Belajar* terhadap *Minat Belajar*. *Jurnal Economic Education Analysis*, 1 (2), 1-7. http://journal.unnes.ac.id/sju/index.php/eeaj

Narimawati, U. (2010). *MetodeologiPenelitian Kuantitatif dan Kualitatif Teori dan Aplikasi*. Bandung : Agung Media.

Prayitno, A.T & dkk. (2019). *Praktik Keterampilan Mengajar*. Malang : Media Nusa Creative.

Parapat, A. (2020). *Strategi Pembelajaran Anak Usia Dini*. Jawa Barat : Edu Publisher.

Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.

Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen.

Rukajat, A. (2018). *Pendekatan Penelitian Kuantitatif (Quantitative Research Approach)*. Yogyakarta : Deepublish.

Rahmawati, F & Amar, S. (2020). *Evaluasi Pembelajaran Sejarah*. Nusa Tenggara Barat : Universitas Hamzanwadi Press.

Rochaendi. E, dkk Ariyani, Perdana. (2021). *Modul Digital Strategi Belajar Mengajar*. Bandung : CV Media Sains Indonesia.

Sukirman. (2011). *Pengembangan Media Pembelajaran*. Yogyakarta : Pedagogia.

Suryati & Fitrayati . (2016). Pengaruh *Keterampilan Mengajar Guru* dan *Minat belajar* terhadap *Hasil Belajar*. *Jurnal Pendidikan Ekonomi*, 4 (3), 1-9. http://journal.unnes.ac.id/sju/index.php/eeaj

Sugiyono. (2017). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung : Alfabeta.

Siregar. (2017). *Metode Penelitian Kuantitatif*. Jakarta : Kencana.

Surya Media, S.(2019). *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta.

Setiawan, R.H & Abrianto, D. (2021). *Menjadi Pendidik Profesional*. Medan : Umsu Press.

Sugiyono. (2021). *Metode Penelitian Kuantitatif, Kualitatif,dan R&D*. Bandung : Alfabeta.

Sudirman N. (2022). *Hakikat Pembelajaran Micro Teaching*. Bandung : Nilacakra.