

# Moving Class Learning System in Indonesia: A Motivation Teacher's Analysis

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**Keywords:** Teacher's Motivation, Moving Class, Learning System.

**Abstract:** The class moving learning system is believed to improve student learning outcomes. This system is widely adopted by many schools that make continuous innovations in learning. This study aims to analyse teachers' motivation in implementing moving class learning system. This research is classified as descriptive quantitative research analysis. The research sample was 500 junior high school teachers in Padang City. Sampling was done by random sampling. The research data was obtained using a questionnaire through google forms. A total of 479 questionnaires were distributed, and 21 questionnaires were returned. However, after a thorough check, only 370 questionnaires were considered usable for analysis. Thus, the response rate in this study was 78.6%. The data was analysed using SEM-PLS. The results of the analysis of the variable impact of Teacher Motivation on the Implementation of the Moving Class Learning System obtained a t score of 2.408, with a sign level = 0.018 at the level of  $\alpha = 0.01$  so that the hypothesis is accepted  $\alpha = 0.01$ . Thus it can be concluded that the variables in this study with a very significant category, namely there is a direct impact of Teacher Motivation on the Application of Moving Class Learning is high.

## 1 INTRODUCTION

In an educational institution, the role of management is actually a topic of discussion that is always hot for discussion, one of the alternatives offered by the government in the decentralization program in the education sector is School-Based Management (SBM). SBM gives autonomy to schools to determine school policies in improving the quality of education.

School-based management in this case has the main objectives, namely: 1) to socialize the basic concepts of school-based quality education management especially to the community, 2) to obtain input so that management concerts can be implemented easily in accordance with the environmental conditions of Indonesia which has cultural diversity, 3) add insight knowledge of the school community and individuals who care about education, especially improving the quality of education, 4) motivating the school community to be involved in thinking about improving the quality of education, and 5) raising awareness of the school community to participate actively and dynamically in the success of improving the quality of education. (Suryosubroto, 2004).

Based on this statement, schools are given greater authority to manage education according to the potential and needs of their schools. Schools are given the freedom to manage existing resources so that independence and creativity are demanded from schools in managing education. In addition, schools establish close cooperation with the community and the government so that schools are required to have a big responsibility. This indicates the need for independent management carried out by the school through the implementation of school-based management.

Education makes a very large contribution to the progress of a nation and is a vehicle for translating constitutional messages as well as a means of building national character (Mulyasa, 2007). One of the goals of education is to prepare individuals to be able to adapt or adapt or meet the demands according to certain areas that are always changing. (Umaedi, 2014)

The right educational model in managing education to achieve these educational goals is SBM. SBM is a concept that offers autonomy to schools to improve the quality, efficiency and equity of education in order to accommodate the wishes of the

local community and establish close cooperation between schools, the community and the government.

The implementation of regional autonomy as regulated in Law no. 23 of 2014 concerning Regional Government means acknowledging the existence of an autonomous region and at the same time acknowledging/handing over authority, rights and obligations to manage government affairs in certain fields from the government to the regions. It also includes various possibilities for the management and development of the education sector, in which there is a change in the management of education from a centralized to a more decentralized nature.

Decentralization is the surrender of government authority by the government to autonomous regions to regulate and manage government affairs within the system of the Unitary State of the Republic of Indonesia. As a system used in the field of government is the opposite of centralization, where some of the central government's authority is delegated to other parties to be implemented. In the context of the implementation of regional autonomy, it is emphasized that the national education system which is centralized so far does not encourage democratization and decentralization of education administration. This is because a centralized education system is admittedly unable to accommodate regional diversity, school diversity, and student diversity, and even tends to kill community participation in educational development.

School-based management is a distinctive term in the science of education management in Indonesia. This term is an actual problem that is hotly discussed by activists in the field of education, be it teachers, parents, school principals, stakeholders, education experts, and others.

School-based management focuses that the school has the right to autonomy in carrying out its school management. Especially in terms of human, financial, and material resources in schools. School-based management is a school management model that provides schools with considerable autonomy in encouraging decision-making by involving the direct participation of all school members, such as teachers, students, principals, school staff, parents and the surrounding community in an effort to improve school quality based on national education policy.

Based on the pre-survey that the author conducted on August 9 to 12 in several Public Middle Schools in Padang City, it can be seen that the implementation of school-based management has not been optimal. This can be seen from the following phenomena: 1) Lack of management in accepting new students. This can be seen from the

presence of new students who are accepted even though their age has not met the specified limit. In addition, new students are still being accepted even though they have passed the predetermined registration limit; 2) Lack of management of facilities and infrastructure managed by schools, so that school performance in the eyes of the community (stakeholders) is still lacking. This is evidenced by the existence of facilities and infrastructure that have been inventoried but the school did not inform stakeholders. So that school stakeholders do not know about the inventory of these facilities and infrastructure. 3) There are still a number of schools that do not involve parents and the community in implementing school education. This can be proven from schools that only invite parents and the community when increasing grades/graduations in the form of meetings or gatherings only.

The phenomenon seen above is an indication of the lack of implementation of SBM as expected and this certainly cannot be allowed to continue because it will affect the achievement of the educational function/vision and mission of the school. In order to improve the implementation of school-based management, it is necessary to study in advance what factors influence or cause the implementation of school-based management not to be carried out as it should. One of the factors that has contributed to the implementation of school-based management is the leadership of the school principal, which based on the results of the author's observation, it was found that the principal in carrying out his leadership tends to display rigid behavior, and is not firm towards the rules that have been made.

In addition, there are other factors that also influence the implementation of school-based management, namely school culture. This is in accordance with the opinion of Suratmin (2019) that school culture is the dominant values supported by the school or the philosophy that guides school policies for all elements and components of the school including education stakeholders, such as how to carry out work in schools and the basic assumptions or beliefs held by school personnel. Therefore, school culture is very closely related to the implementation of school-based management. Teacher motivation plays an important role because it drives and gives direction to learning activities in the classroom. Strong learning motivation, a student can have a lot of energy to do learning activities, and providing the right motivation can make students achieve optimal learning results. Teacher motivation also strengthens school culture and builds

specialised support to better understand educational needs. better understand educational needs (Çolakoğlu, 2023).

The implementation of the Moving Class Model is not only carried out in the classroom only but can also be carried out outside the classroom, for example at the Mosque, Library or other places as long as it is still related to the material to be studied. learnt. The implementation of the Moving Class model really demands active students. Students conditioned in an attitude of seeking not just receiving. In other words they are looking for answers to questions posed to them or questions they ask themselves questions that they ask themselves. They work on problems posed by the teacher. They are interested in gaining information or mastering skills to complete tasks and they can solve problems that make them move to examine what they value and believe in. that they value and believe in.

Based on this, the authors need to conduct further research on the factors that influence the implementation of school-based management and how much the contribution of these factors is to the implementation of school-based management at SMP Negeri Kota Padang.

## 2 METHOD

This research is classified as descriptive quantitative research analysis. The research sample was 500 junior high school teachers in Padang City. Teachers who were used as research samples were teachers who had served more than 10 years without classifying the subjects they taught. In other words, all teachers who have been teaching for more than 10 years were used as research samples. Sampling

was done by random sampling. The research data was obtained using a questionnaire through google forms. A total of 479 questionnaires were distributed, and 21 questionnaires were returned. Research questions include 1) I prepare myself well before teaching, 2) I deliver subject matter with a variety of learning methods, 3) Disruptions that occur during the teaching and learning process will be resolved immediately, 4) I provide reinforcement for every positive action taken by students. However, after a thorough check, only 370 questionnaires were considered usable for analysis. Almost 8% of respondents did not take the questionnaire seriously. This is known from the answers given. The answer given was not ticking the questionnaire. Thus, the response rate in this study was 78.6%. The data was analysed using SEM-PLS.

## 3 RESULT AND DISCUSSION

The data obtained from the teacher motivation variable such as "Communication," "Professional Advancement," "Institutional Affiliation," and "Personal Expectation" empirically received a score of 72, with the highest score scoring 220 and the lowest score scoring 220. score of 72, with the highest score scoring 220 and the lowest score scoring 148 obtained a value of 148. Based on the results of data analysis, the average value of 194.65, with a mode value of 190, a median value of 186, standard deviation value of 15.96, with the number of classes is 8 and the length of the class is 9. The results of the calculation about the level of organisational culture, with the distribution presentation presented in table 1.

Table 1: Distribution of Teacher Motivation Tendency.

No	Kelas Interval		F	%
1	148	- 156	4	3.42
2	157	- 165	10	8.55
3	166	- 175	19	16.24
4	176	- 184	25	21.37
5	185	- 193	23	19.66
6	194	- 202	18	15.38
7	203	- 211	12	10.26
8	212	- 222	6	5.13
<b>Total</b>			<b>117</b>	<b>100.00</b>

Source: Research Data Extraction, 2024.

The distribution trend of Teacher Motivation is shown in Bar Diagram 1.

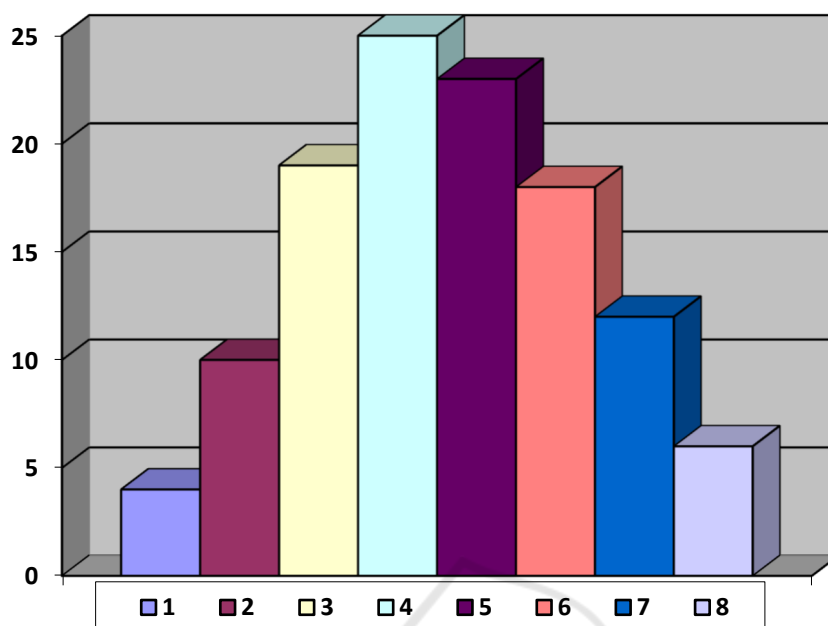


Figure 1: Teacher Motivation Trend

Table 2: Summary of the Results of the Linearity Test on the Impact of the Research Variables with the F Test Technique.

No	Type of count	Value F <sub>calculated</sub>	Value sign	Conclusion
1	Teacher Motivation with Moving Class Learning System	0.554	0.984	Linear

Source: Research Data Extraction, 2024

Meaningfulness and Linearity between Teacher Motivation and Moving Class Learning System. The acquisition of the results of data analysis is described, namely F count = 0.554 and a significant level of  $0.984 < \alpha = 0.05$ , which is concluded that the null hypothesis ( $H_0$ ) is recognised so that the variable pattern can be said to be linear with a value of  $\alpha = 0.05$ , meaning that each variable pattern used for variabel Teacher Motivation terhadap Implementation of Moving Class Learning System with linear category.

The results of the analysis of the variable impact of Teacher Motivation on the Implementation of the Moving Class Learning System obtained a t score of 2.408, with a sign level = 0.018 at the level of  $\alpha = 0.01$  so that the hypothesis is accepted  $\alpha = 0.01$ . Thus it can be concluded that the variables in this study with a very significant category, namely there is a direct impact of teacher motivation on the

implementation of the Moving Class Implementation System. These results highlight that teachers' attitudes and perceptions towards teaching can have varying effects on their motivation. In particular, motivation appears to have a positive influence on teacher motivation.

## 4 CONCLUSION

There is a direct influence given by teacher motivation on the implementation of the Moving Class Learning System. The contribution of the direct influence of the teacher motivation variable on the implementation of the moving class learning system is 3.9%. This means that high motivation results in high work results as well. The findings of this study suggest the need for teacher training and professional development programmes to be

comprehensively re-evaluated to improve their impact on teachers' skills approach, mastery of materials, and relationships with students. Moving from one class to another reduces learning time. Schedule changes affect the smooth running of learning activities. Teacher absence causes difficulties in handling empty classes. Moving class makes the cost of learning higher. Students are more likely to skip classes.

To be able to implement the moving classroom learning model, teachers are needed who have competence (ability in accordance with the field of study taught), have a high spirit of hard work. With teacher certification, teachers no longer thinking about the small amount of salary because the government has tried to improve the welfare of teachers by providing professional allowances. welfare of teachers by providing professional allowances.

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