

## **Effectiveness of Teacher Learning In Strengthening Student Well-Being**

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**Abstract:** Student well being can provide a sense of comfort and pleasure both for oneself and relationships with others. The purpose of the study was to explain the influence of teacher learning in shaping student well being. However, in reality, the implementation of teacher learning still has obstacles such as students having difficulty learning due to post-pandemic learning loss, obstacles in teaching aspects, and lack of student abilities and skills. This study was quantitative by survey design. The population in this study was all students of SMA Negeri 1 Colomadu. The sample used in this study amounted to 252 students. The sampling technique used in this study is random sampling technique. Data collection instruments using questionnaires. Data collection techniques using google forms. This study found that the results of data analysis showed the hypothesis was accepted because the calculated t value was more than the table t value and the significance value was less than the expected significance level. So that there is an influence of teacher learning in shaping student well being. Teacher learning affects student well-being by 37.4% in students. While the rest (100%-37.4%) = 62.6% student well being is influenced by variables that were not studied in the study.

**Keywords:** Effectiveness, Teacher Learning, Student Well-Being, Reinforcement

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### **1. Introduction**

A good school is able to provide the best practice for students. Not only as a place of learning in academia, but schools can also have many influences for students including improving emotional development and improving the ability to interact with peers and teachers at school. The main function of the school is not only as a place of learning but also as a place for student development on social and emotional (Putri, 2019). Student well being means a better life such as trying to utilize students' positive potential within the scope of school (Lanah et al., 2021). The school's efforts to enliven the classroom atmosphere that makes students happy when the teacher's learning process has been carried out. Educators' efforts that not only explain the material but also with game sessions, discussions, and screenings of films or visual videos of learning during the learning process in class. In addition to classroom learning, schools also conduct learning outside the classroom. This teacher learning activity aims to develop students' abilities and skills.

In this study, the author reviewed several previous studies related to current research, including by AjibSetiyo (2022) showing that collaborative differentiated learning is very fun (95%). The lowest well-being attitude on understanding students' strengths and weaknesses (74%) is in accordance with the emergence of student well being indicators after learning, the presence of parents greatly motivates students' enthusiasm for learning (78%). Tri Na'imah&Tukiran (2017) show that social relationships (47%) and cognitive resources (32%) are the most common sources of student well being owned by adolescents. This result is in accordance with the research of Karyani, Prihartanti, Dinar et al (2015) which found that the sources that most cause student well being are social dimensions (49%), cognitive (17.3%), and emotions (13%), while the personal dimension is 10.5% and the physical dimension (6.5%). This shows that adolescents need good social relationships with teachers and peers, feelings of competence can improve student well being. So the formulation of the problem in the study is how the influence of teacher learning in shaping student well being of SMA Negeri 1 Colomadu. The purpose of the study is to interpret the influence of teacher learning in shaping Student well being at SMA Negeri 1 Colomadu.

The implementation of teacher learning still has obstacles, namely students experiencing learning difficulties due to learning loss caused by the pandemic. This condition can be seen that there are still many students during learning who are passive, lack of concentration, and do not pay attention to learning. Educators will assume the learning process can run regardless of the background conditions of students. Educators in

schools do not pay attention to student development properly, resulting in students being less courageous in acting will result in the process of student development and less confidence. This is reflected in the inability of students to master the material, participation in learning that is still low, students are restless, do not enjoy, are less able to communicate and find solutions to problems given by educators.

The impact of these obstacles can cause a lack of ability and skills of students in the learning process. The ability and skills of students in the learning process are a form of achieving student well being. Student well-being in school is strongly influenced by experiences while learning in the classroom, experiences from their social environment, and experiences from teacher learning (Viktorian General Report, 2010). Educators play an important role in creating opportunities for students to set goals, act toward goals, and achieve success. The existence of teacher learning activities in strengthening student well being can foster positive values and good character for students.

Based on the formulation of the research problem above, the research hypothesis is the influence of teacher learning in shaping student well-being. The better the application of teacher learning, the better student well-being.

## **2. Literature Review**

### **2.1 Teacher Learning Effectiveness**

According to Rohmawati (2015), the effectiveness of teacher learning is a measure of the success of a process of interaction between students and teachers in educational situations to achieve learning objectives. According to Hamzah B.Uno (2013) quoted by Remiswal said that there are several conditions that must be considered in carrying out effective learning, namely preparation before teaching, arrangement of teaching materials, individual differences, motivation, teaching resources, practice and repetition, sequence of learning activities, application, teaching attitude, and presentation in front of the class.

John Carroll (Supardi, 2013) instructional effectiveness depends on five factors: Attitude, Ability to understand instruction, perseverance, opportunity, quality of instruction. Knowing some of these indicators shows that a learning can run effectively if there is an attitude and willingness in students to learn, the readiness of students and teachers in learning activities, and the quality of the material delivered. If these five indicators do not exist, student teaching and learning activities will not run well.

### **2.2 Student Welfare**

According to Lanah et al., (2021), Student well being means a better life such as trying to utilize students' positive potential within the scope of school. The frequency of positive aspects that are higher than the negative sides can convey the sense of comfort and joy felt by the students for a more positive individual meaning in life. The school community is a united group that has a purpose to share with the center of activities in the school. The relationship with student happiness and other school achievements is very important to note. Improving outcomes in all aspects of student well-being is positively relevant to better outcomes than all other aspects in school (Rasyid 2021). Estika (2014) explained several aspects of student well-being consisting of 7 components, namely self-acceptance, positive relationships with others, encouragement for the development of self-potential, having directed life goals, and activeness in school activities for self-development, independence, and emotional regulation.

Student well-being is a condition in which students feel comfortable in school, feel satisfied with themselves and relate to others, show consistent emotional responses according to the events the student experiences and the absence of negative conditions such as depression, anxiety and deviant behavior as well as student involvement in the school community. Measurement of student well-being is done by taking into account four main needs aspects from the perspective of students as stated by Allardt. The four aspects are having, loving, being and health. According to Noble and McGrath in Aris and Djamhoer (2017), Student well being is a continuous emotional state and can show characteristics consisting of positivity, resilience, self-optimisation, and satisfaction.

### **2.3 The Effect of Teacher Learning in Strengthening Student Well Being**

Teacher learning effectiveness is a measure of the success of a process of interaction between students and teachers in educational situations to achieve learning objectives. Student well being is a condition that provides a sense of comfort in school and pleasure both towards oneself and intended relationships with others. Student well-being can provide consistent emotional response results according to the conditions being experienced without negative conditions such as depression, anxiety, deviant behavior, and student involvement in the school community.

Thus, the effectiveness of teacher learning can be influential in strengthening student well being. Student well being is said to be good if student well being indicators are achieved such as school conditions (Having),

social relations (Loving), self-fulfillment (Being), Health (Health). Therefore, the effectiveness of teacher learning needs to strengthen student well being.

H1: There is a positive and significant influence on teacher learning in strengthening student well being at SMA Negeri 1 Colomadu.

### 3. Methodology

#### • Population and Sample

This study was quantitative by survey design. Quantitative research is an objective research strategy that includes collecting, assessing, and applying statistical testing techniques to quantitative data. The population in this study was all students of SMA Negeri 1 Colomadu. The sample used in this study amounted to 252 students, the number of samples was determined by the Issac table with a significant level of 5%. The sampling technique used in this study is random sampling technique. The data collection instrument uses a Likert scale questionnaire as a reference for measuring instruments consisting of statements (points 1 to 4). Data collection techniques using google forms. The data in this study will not be useful if the instruments used in the study do not have high reliability (level of consistency) and validity (valid state).The Classical Assumption test uses the normality test, the data analysis test uses the t test, the f anova test, and the determinant coefficient.

### 4. Result and Discussion

#### 4.1.1 Central Tendent

The central tendency is the number or value that is the center of a frequency distribution. There are three measures of central tendency (centering measures) that will be discussed, including aspects including mean (M), standard deviation (SD), median (Me), Mode (Mo) and the distribution of the total frequency of variable scores from respondents' answers.

**Table 1**  
**Deskriptif Statistik Responden**

| Variabel           | Mean  | Minimum | Maximum | Mo | Me | Std. Deviasi | N   |
|--------------------|-------|---------|---------|----|----|--------------|-----|
| Teacher Learning   | 48,17 | 30      | 64      | 48 | 48 | 4,918        | 252 |
| Student Well-Being | 57,86 | 36      | 75      | 60 | 59 | 5,408        | 252 |

Source: Processed data, 2023.

Based on table 1, there are 2 variables studied in this study, namely teacher learning and Student Well-Being. The results showed that the average score obtained on the teacher learning variable had an average score of 48.17, a minimum score of 30, a maximum score of 64, a mode score of 48, a median score of 48 and a standard deviation value of 4.918 with a total of 252 students.

The Student Well-Being variable showed an average score of 57.86, a minimum score of 36, a maximum score of 75, a mode score of 60, a median score of 59 and a standard deviation of 5.408 with a total of 252 students.

#### 4.1.2 Reliability Test

**Table 2**  
**Hasil Uji Reliabilitas**

| Variabel Penelitian    | Cronbach's Alpha | Acuan Norma | Keterangan |
|------------------------|------------------|-------------|------------|
| Teacher Learning (X)   | 0,905            | 0,70        | Reliabel   |
| Student Well-Being (Y) | 0,804            |             | Reliabel   |

Source: Processed data, 2023.

In table 2 the results of the data reliability test are said to be reliable, if the Cronbach'Alpha value is more than 0.7. While the value of Cronbach'Alpha in the results of the data analysis above shows more than 0.7, therefore it is said to be reliable data. So the questionnaire items of the two variables in this study, namely teacher learning and Student Well-Being are said to be reliable or reliable.

#### 4.1.3 Normality Test

**Table 3**  
**Hasil Uji Normalitas**

| Variabel                                | Kolmogrov-Smirnov | Acuan Norma | Keterangan |
|---|-------------------|-------------|------------|
| Teacher Learning<br>*Student Well-Being | 0,120             | 0,05        | Normal     |

Source: Processed data, 2023.

Furthermore, table 3 of the results of the analysis test on the normality test using the Kolmogrov-Smirnov method is significant at  $0.120 > 0.05$ , it can be concluded that the regression method in this study has met the normality assumption

#### 4.1.4 Test the Hypothesis

**Table 4**  
**Hasil Uji t**

| Variabel                                | t table (n= 252) | t hitung | Nilai signifikansi |
|---|------------------|----------|--------------------|
| Teacher Learning<br>*Student Well Being | 1,650            | 12,215   | 0,000              |

Source: Processed data, 2023.

In table 4 above, the results of the hypothesis test above show a calculated t value of  $12.215 > t$  table of 1.650 and a significance value of  $0.000 < 0.05$ . This means that  $H_a$  (Hypothesis) is accepted, because the calculated t value is more than the table t value and the significance value is less than the expected significance level, it can be concluded that there is an influence of teacher learning in shaping student well-being of SMA Negeri 1 Colomadu.

#### 4.1.5 F Anova Test

**Table 5**  
**Uji F Anova**

| Variabel                                | F Hitung | F Tabel (N= 252) | Nilai Signifikansi |
|---|----------|------------------|--------------------|
| Teacher Learning<br>*Student Well Being | 149,217  | 3,878            | 0,000              |

Source: Processed data, 2023.

The F Anova test aims to determine the effect of the independent variable on the dependent variable. After doing the F Anova test above, it shows an F value of  $149.217 > F$  table (3.878) and a significance value of 0.000 less than 0.050. This means that there is a simultaneous influence of Teacher Learning (X) variables on student well being of SMA Negeri 1 Colomadu.

#### 4.1.6 Determinan

**Table 6**  
**Analisis Determinan**

| Variabel                                | R                  | R Square | Adjusted R Square |
|---|--------------------|----------|-------------------|
| Teacher Learning<br>*Student Well Being | 0,611 <sup>a</sup> | 0,374    | 0,371             |

Source: Processed data, 2023

Determination analysis aims to determine the percentage effect of the independent variable on the dependent variable. This determination analysis shows an R square value of 0.374 or 37.4% of the effect of teacher learning variables (X) on student well-being of SMA Negeri 1 Colomadu. While the rest ( $100\% - 37.4\%$ ) = 62.6% student well-being was influenced by variables that were not studied in this study.

#### **4.2 Discussion**

From the results of data analysis shows an accepted hypothesis where the calculated t value is more than the table t value and the significance value is less than the expected significance level. So that there is an influence on teacher learning in shaping student well-being. Student well-being is defined as a condition that students feel comfortable in school and happy both towards themselves and relationships directed with others that provide consistent emotional response results in accordance with the conditions being experienced without negative conditions such as depression, anxiety, deviant behavior, and student involvement of the school community.

Estika (2014) explained several aspects of student well-being consisting of 7 components, namely self-acceptance, positive relationships with others, encouragement for the development of self-potential, having directed life goals, and activeness in school activities for self-development, independence, and emotional regulation. Student well-being is developed through the study of psychological well-being theory in the school context. The school community is a unity group that aims to share that is centered on the school. Student well-being is important so that students are comfortable in learning. In fact, students are more satisfied with school when they have positive support from teachers and other students. Students who do not get welfare (Student well-being) can engage in negative behaviors such as truancy, fighting and being late. This means that one of the factors that can affect student well-being is teacher learning.

Teacher learning in this study was able to shape student well-being by 37.4%. As the theory put forward by Supardi (2013) that effective learning is a combination that is structured including human, material, facilities, equipment and procedures directed to change student behavior in a positive and better direction in accordance with the potential and differences that students have to achieve predetermined learning goals. Learning effectiveness is a measure of the success of a process of interaction with teachers in educational situations to achieve learning objectives. Remiswal in Hamzah B.Uno (2013) emphasized that there are several conditions that must be considered in carrying out effective learning, namely, preparation before teaching, arrangement of teaching materials, individual differences, motivation, teaching resources, practice and repetition, sequence of learning activities, application, teaching attitude, and presentation in front of the class.

During the learning process, there are still teachers who do not apply innovative and creative learning so that students experience boredom. Obstacles in this aspect of teaching cause some educators who seem to only carry out obligations will certainly be judged less well. Educators in schools do not pay attention to student development properly, resulting in students being less courageous in acting will result in the process of student development and less confidence. This is reflected in the inability of students to master the material, participation in learning is still low, students are restless, do not enjoy, are less able to communicate and find solutions to the problems given by educators. As a result of these obstacles, it causes a lack of ability and skills of students in the learning process. The ability and skills of students in the learning process are a form of achieving student well-being.

#### **5. Conclusion**

It can be implied that the results of research and discussion have an influence between teacher learning in improving teacher learning in shaping high school student well-being. Teacher learning affects student well-being by 37.4% in high school students. While the rest  $(100\% - 37.4\%) = 62.6\%$  student well-being was influenced by variables that were not studied in this study.

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