

The Correlation Between Environment-Based Curriculum and Teacher Pedagogical Competence with Learning Quality through Literacy Learning at State Junior High Schools in East Banjarmasin District



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ABSTRACT: This study aims to analyze the direct and indirect correlation between environment-based curriculum, teacher pedagogical competence and learning quality through literacy learning. This research used a correlational study with a quantitative approach. Two hundred and eighteen junior high school teachers at adiwiyata schools were involved as population of this study. The researchers used proportional random technique and obtained as many as 141 people. The data collection was carried out using instruments consisting of an environment-based curriculum (17 items), teacher pedagogic competence (21 items), literacy learning (13 items) and learning quality (29 items). The validity and reliability tests were performed using the Alpha Cronbach. Then, the data of this study was analyzed using descriptive statistics with path analysis to see direct and indirect correlations between variables, by first carrying out the normality test, homoscedasticity test, multicollinearity test and correlation test. The results of the study show that there is a correlation between: (1) environment-based curriculum and learning quality, (2) teacher pedagogic competence and learning quality, (3) literacy learning and learning quality, (4) environment-based curriculum and literacy learning, (5) competency teacher pedagogy with literacy learning, (6) the correlation between environmentbased curriculum and learning quality through literacy learning, (7) the correlation between teacher pedagogic competence and learning quality through literacy learning

KEYWORDS: Environment-based curriculum, pedagogic competence, literacy learning, learning quality

I. INTRODUCTION

Learning quality includes an overview of the process and learning outcomes, which includes planning the learning process, implementing the learning process, evaluating learning outcomes, and monitoring the learning process. According to Sagala (2013), learning is the main determinant of educational success, so learning quality is very important. The condition of learning quality at this time is seen from the planning of the learning process and making learning tools solely for administration. Yet, it is not seen as learning development.

Learning quality is influenced by several aspects, including an environment-based curriculum, teacher pedagogical competence and literacy learning. The results of the researchers' review of several previous studies stated that there was a correlation between learning quality and an environment-based curriculum, as Pradini et al. (2018) concluded that the implementation of an environment-based curriculum had an effect on the development of quality learning related to the environment because active learning was carried out integrated with the environment. Gerakan Adiwiyata itself requires teachers to be more creative and innovative in the learning process as Rianti (2018) concluded that Gerakan Adiwiyata has a significant effect on learning quality followed by other variables, namely learning facilities, curriculum development and teacher competence.

There is a correlation between learning quality and teacher pedagogic competence as pedagogic competence is the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various competencies (Mulyasa, 2013). Iqbal (2019) concluded that teacher pedagogic competence influences learning quality, with a teacher who understands the characteristics of students, it will make learning more interactive and creative.

There is also a correlation between learning quality and literacy learning. The existence of literacy learning makes teachers more creative as Dalimunthe (2019) concludes that integrating literacy into learning can improve learning quality because this is one of the steps that can be taken towards literacy-friendly learning.

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II. METHOD

This research study employed a quantitative approach. It aims to describe and analyze the direct and indirect correlations between the variables of environment-based curriculum, teacher pedagogical competence, literacy learning and learning quality. The population of this study was all teachers at the Adiwiyata School in Public Junior High Schools in the East Banjarmasin District, totaling 218 people. The sample technique used was a proportional random sampling technique with a total sample of 141 people. The data of this research study was carried out using a questionnaire consisting of environment-based curriculum as the first variable. This variable covers the concern of educators who have competence in developing environmental learning activities and students who carry out learning activities about environmental protection and management. The second variable is teacher pedagogical competence. It includes mastering students' characteristics, mastering learning theory, developing curricula, organizing educational learning, utilizing information technology, facilitating the development of student competencies, communicating effectively, conducting learning evaluations, utilizing evaluation results and taking reflective action. The third variable is literacy learning. It consists of having literacy knowledge, implementing literacy learning, reflecting on learning, developing literacy competence of students, and working with students. The last variable is learning quality. It covers the learning planning, learning implementation, and learning assessment.

The data was compiled using a Likert scale that has been tested for validity and reliability using correlation. The data collected was analyzed using path analysis to see direct and indirect correlations between variables, by first carrying out the normality test, homoscedasticity test, multicollinearity test and correlation test. The data analysis used the path analysis answered seven research hypotheses, namely: H₁: there is a direct influence between the environment-based curriculum and learning quality; H₂: there is a direct influence between the pedagogical competence of teachers and learning quality; H₃: there is a direct effect of literacy learning on learning quality; H₄: there is a direct influence between the environment-based curriculum and literacy learning; H₅: there is a direct influence between the teacher's pedagogical competence and literacy learning; H₆: there is an indirect effect of the environment-based curriculum on learning quality through literacy learning; and H₇: there is an indirect effect of teacher pedagogical competence on learning quality through literacy learning.

III. RESULTS AND DISCUSSION

Based on the results of the data analysis using path analysis, direct and indirect correlation coefficients were found as described in

Figure 1.

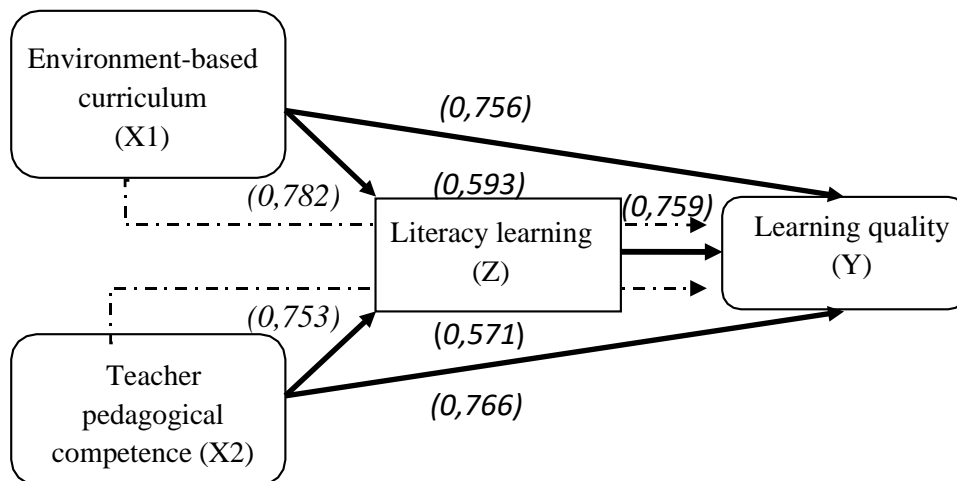


Figure 1. Path Analysis Model X₁, X₂, Z and Y

Table 1. Summary of the Hypothesis Testing Decisions of H₁, H₂, H₃, H₄, H₅

Hypothesis		p.s	Decision
H1	There is a significant positive correlation between the environment-based curriculum and learning quality.	0.000	Accepted
H2	There is a significant positive correlation between teacher pedagogical competence and learning quality.	0.000	Accepted
H3	There is a significant positive correlation between literacy learning and learning quality.	0.000	Accepted

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H4	There is a significant positive correlation between environment-based curriculum and literacy learning.	0.000	Accepted
H5	There is a significant positive correlation between teacher pedagogic competency and literacy learning.	0.000	Accepted

Table 2. Summary of Hypothesis Testing Decisions of H₆ and H₇

		Direct	Indirect
H6	There is an indirect positive correlation between the environment-based curriculum and learning quality through literacy learning.	0.756	0.593
H7	There is an indirect positive correlation between teacher pedagogical competence and learning quality through literacy learning.	0.766	0.571

HYPOTHESIS

Table 1 is the summary of the hypothesis testing decisions of H₁, H₂, H₃, H₄, H₅ with a significance value of less than 0.05, so the hypotheses are accepted. Table 2 is a summary of the decision to test the hypotheses H₆ and H₇ for the indirect correlation between variables. Based on the results of the analysis in Tables 1 and 2, the correlation was found between variables in this study that can be explained as follows.

A. The Direct Correlation Between Environment-based Curriculum and Learning Quality

The results of the path analysis showed a Beta value of 0.756 with a significance value of 0.000, which means that the environment-based curriculum has a direct and significant effect on learning quality in State Junior High Schools throughout East Banjarmasin District.

Pradini et al. (2018) concludes that the application of an environment-based curriculum influences the development of quality learning through active learning that is integrated with the living environment as well as elevating local and global issues that are implemented in schools in the form of *Adiwiyata* activities. The implementation of the *Gerakan Adiwiyata* produces real works such as recycling of used goods which can be used as learning media so that learning becomes more meaningful for students (Rizalie, 2022; Alkarani & Ahmad Suriansyah, 2022).

B. The Direct Correlation Between Teacher Pedagogic Competence and Learning Quality

The results of the path analysis showed a Beta value of 0.766 with a significance value of 0.000. This indicates that the teacher's pedagogic competence directly has a significant effect on learning quality in State Junior High Schools in East Banjarmasin District. High pedagogic competence makes teachers work better to achieve better process quality and learning outcomes. This is in accordance with the opinion of Wahyudi (2019) that there is a positive correlation between teacher pedagogical competence and learning quality. Professional teachers can be seen one of them from the teacher's pedagogic competency abilities, namely guiding and forming students who are fully Pancasila spirited so as to create meaningful learning (Martini & Ahmad, 2022; Norbaiti & Ahmad Suriansyah, 2022; Hajidah & Ahmad Suriansyah, 2022).

C. The Direct Correlation Between Literacy Learning and Learning Quality

The results of the path analysis revealed the Beta value of 0.759 with a significance value of 0.000, which means that literacy learning directly has a significant effect on learning quality in State Junior High Schools throughout East Banjarmasin District. Management of learning quality that integrates literacy will foster students' interest in learning and higher curiosity. Classes that are well managed integrate literacy, will be fun and exciting for students to learn. Literacy culture must be fostered in schools, teachers must adjust and plan class literacy programs, so as to create conducive and pleasant classroom conditions, so as to create active and meaningful learning (Devianty, 2019).

D. The Direct Correlation Between Environment-Based Curriculum and Literacy Learning

The results of this study showed a Beta value of 0.782 with a significance value of 0.000, which means that the environment-based curriculum has a direct and significant effect on literacy learning in State Junior High Schools throughout East Banjarmasin District. This finding is consistent with the research of Safrizal et al. (2020) concluding that the application of an environment-based curriculum in schools affects students' literacy skills, because in learning students are trained to solve everyday life problems related to the environment. These learning activities foster new ideas and ideas from students.

E. The Direct Correlation Between Teacher Pedagogic Competence and Literacy Learning

The results of this study revealed a Beta value of 0.753 with a significance value of 0.000. It means that the environment-based curriculum has a direct and significant effect on literacy learning in State Junior High Schools throughout East Banjarmasin District. This finding is in accordance with research by Lubis (2019), Sukma (2021), & Hariyani (2020) that concluded teachers have an

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important role in the successful integration of literacy in learning. Teachers can choose a suitable learning model to improve students' literacy skills by using this way. Teachers are also required to use learning methods to encourage students' literacy skills, both in early literacy skills such as reading and understanding problems, up to the ability to solve everyday problems and express opinions.

F. The Indirect Correlation Between Environment-Based Curriculum and Learning Quality through Literacy Learning

The indirect correlation between the environment-based curriculum and learning quality through literacy learning is $0.782 \times 0.759 = 0.593$. The results of this study strengthen Saribas (2015) which concluded that the main goal of developing environmental education is to develop environmental literacy. A person is said to have good mastery of environmental literacy if he has understanding, knowledge, character, values, ethics, and skills in preventing environmental problems and has the drive to protect and improve the quality of the environment for present and future generations (Alkaher & Goldman, 2018). Environmental literacy learning will make learning more meaningful.

G. The Indirect Correlation Between Teacher Pedagogic Competence and Learning Quality through Literacy Learning

The Indirect correlation between teacher pedagogical competence and learning quality through literacy learning is equal to $0.753 \times 0.759 = 0.571$. Previous findings by Mățã et al. (2013) also concluded that pedagogic competence is the individual ability of a teacher to combine a coordinated combination of student resources with learning methods created by the teacher, namely one of them is literacy learning to achieve effectiveness and efficiency of learning. With this competence, teachers will more easily recognize each character of their students to achieve educational goals properly (Sahara et al., 2020).

IV. CONCLUSION

The conclusions drawn from this study is that there is a direct correlation between the environment-based curriculum, teacher pedagogic competence, literacy learning and learning quality. In addition to the direct correlation, there is also an indirect correlation between the environment-based curriculum, teacher pedagogical competence, literacy learning and learning quality.

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