

CHAPTER II

LITERATURE REVIEW

This chapter contains reviews, summaries, and the author's thoughts on several library sources.

A. The Influence

The word "Influence" means something that has an effect on something else. According to KBBI, influence is a force that exists or arises from something, such as people, things that help shape the character, beliefs, or actions of somebody. Influence is a condition in which there is a reciprocal or causal relationship between what affects and what is affected.¹ So, it can be concluded that influence is a power or power that arises from something, be it people or things, and everything that exists in nature so that it affects everything around it.

Influence is divided into two categories: positive and negative. When someone gives a positive influence to society, he can invite them to do what he wants. But if someone's influence on society is negative, then the society will precisely stay away and not appreciate it again.

The meaning of influence is something that is caused by the authority of the English teacher on student learning activities at Public Islamic Junior High School Second City Kediri.

B. English Teacher's *Gezag*

1. Definitions of teachers

Teachers is a person who teaches, gives or provides knowledge to students, both at school and not. According to Dja'far Siddik, the teacher is the most important subject in the continuity of education.² It's difficult to envision how education might function without teachers. Even though there is a theory that says that the existence of people as teachers will potentially hinder the development of

¹ Hasa Alwi, dkk, *Kamus Besar Bahasa Indonesia*, (Jakarta: Departemen Pendidikan Nasional Balai Pustaka, 2005)

² Dja'far Siddik, *Konsep Dasar Ilmu Pendidikan Islam*, Bandung: Cita Pustaka Media, 2006.

students, in the educational process, the existence of people as teachers is still not ignored at all.

One of the most significant elements in the learning process is the teacher. A teacher participates in efforts to form resources potential human resources in the field of development. A teacher is anyone who has the authority and the responsibility to guide and nurture students both individually and in groups, both at school and outside school.

According to E. Mulyasa (2010); Teachers play an important role in both creating and implementing the curriculum at the institutional level. Teachers are the class's planners, implementers, and curriculum developers.³ As a result, teachers are involved in the evaluation and improvement of the curriculum.

Etymologically, the word teacher comes from the Indonesian for "person who teaches" (teachers and educators). In the Javanese language, we often hear the word "teacher" termed as "teacher". "digugu and ditiru". The word "digugu" means to follow his advice. While "ditiru" is defined by being imitated by his actions.⁴

Teachers are one of the most significant components in the learning process, as can be seen from the definitions above. Teacher is a person that provides knowledge and a person that have a role in learning success.

2. Definitions of *gezag*

Gezag or authority is the important competence that must had by the teacher. This competence is related to personal circumstances. "Kewibawaan" consists of the affix "ke-an", which comes from the root word "Wibawa". According to Big Indonesian Dictionary (KBBI), the meaning of "Wibawa" is innate to being able to master and influence the respect of others through attitudes and behaviour that contain leadership and are full of charm, like patience someone in dealing with a problem.⁵ The meaning of "Kewibawaan" that gets the affix "ke-an" is "a power of

³ E. Mulyasa, *Menjadi Guru Profesional, Cet. Ke-9*, Bandung: PT Remaja Rosdakarya, 2010

⁴ Muliawab Jasa Ungguh, *Ilmu Pendidikan Islam*, Jakarta: Raja Grafindo, 2015, h.173

⁵ Depdikbud, *Kamus Besar Bahasa Indonesia*, (Jakarta : Media Pustaka Phoemix,2008), h.971

influence contained in a person, so that other people who deal with him consciously and voluntarily become submissive and obedient to him."⁶

The most important quality that teachers must possess is authority. A teacher who has authority means having sincerity, a strength, something that can give an impression and influence. In education process, authority (*gezag*) is a necessary condition for educators to exist, and because that authority is used by educators in the educational process to bring students to maturity, then authority is an educational tool.⁷

Amir Daen Indrakusuma stated that authority in the field of education (*opvoedings-gezag*) is the voluntary acceptance and acknowledgment of the influence or suggestion that comes from other people. So the acknowledgment and acceptance of the influence or suggestion is based on sincerity, on the basis of full trust, not based on a sense of compulsion, fear of something and so on.⁸

Based on the above opinion, it can be concluded that authority is a strength in a person who can influence others to do or follow what is desired by someone who have authority. Therefore, authority must be possessed by educators, because in education, an educator must be able to invite or influence students to do something.

3. Types of authority (*gezag*)

Judging from where the power of influence that exists in a person is caused, then authority can be divided into the following:

1) Birth authority

It is an authority that arises because of one's outward impressions, such as: tall, large body posture, complete and neat clothes, good writing, loud and clear voice will give birth to authority.

2) Inner authority

This authority is generated by:

⁶ Uyoh Sadulloh dkk, *Pedagogik Ilmu Mendidik*, (Bandung: Alfabeta, 2010), h.166

⁷ Abu Ahmadi dan Nur Uhbiyati, *Ilmu Pendidikan*, Jakarta: Rineka Cipta, 2001, h. 159

⁸ Amir Daein Indrakusuma, *Ilmu Pendidikan Sebuah Tinjauan Teoritis Filosofis*, Malang: IKIP Malang, 2000

- a. The presence of a feeling of love this authority can be owned by a person if his life is full of love for others.
- b. There is a feeling for you For your sake, you attitude is an attitude that can be described as an action, command, or suggestion, not for the benefit of the people who rule, but for the benefit of the people being ruled. For example, a teacher instructs his students to study hard for the exam, not so that he gets a good name because his students pass all of them, but so that his students graduate with good grades and can continue in their favourite school.
- c. The existence of inner advantages a teacher who controls the field of study that is his responsibility can act fairly and objectively and wisely. These attitudes give rise to authority in him.
- d. The existence of obedience to the norms of this authority arises because the behaviour of a teacher always obeys the applicable norms.⁹

Although this does not mean that the external authority or appearance of the educator should be ignored, such as: good writing on the blackboard, a polite attitude, all of which are external impressions, which greatly help the implementation of education even though all of these have not been fulfilled.

4. Indicator used to measure teacher's authority

Teacher's authority can be measured or known from the indicators that are shown by the teachers. The indicators of teacher's authority as follow:

- a) The teachers are discipline
- b) The teachers can manage the class wisely
- c) The teachers use neatly and politely dress
- d) The teachers dress appropriate with the school rules

⁹ Abu Ahmadi dan Nur Uhbiyati, *Ilmu Pendidikan*, Jakarta: Rineka Cipta, 2001 h. 57

- e) The teachers enter and leave class on time
- f) The teachers mastered the subject matter
- g) The teachers use the suitable method
- h) The teachers use clear and easy-to-understand language¹⁰

5. Factors that influence the emergence of authority

Basically, the factors forming a person's authority or personality are based on two factors, namely: internal factors (from within) and external (from outside oneself), which are included in the definition of internal factors are all factors that are related to self, personality, inner self someone, such as patient, calm, not easily angered, polite, and has good character. Meanwhile, factors that are included in the definition of external factors are all factors that come from outside a person, such as environmental factors, both the school environment, family, and society.¹¹

C. Student's Learning Activities

1. Definitions of student's learning activities

According to Sadirman, learning activities are physical and mental activities.¹² According to Hamalik (2009: 179), Student learning activities are activities that students engage in while learning.¹³ So, student learning activities are activities carried out by students in learning to gain knowledge about something that is not known or already known.

According to Rusman, there are six characteristics of learning activities, as follows:

- 1) Happening consciously
- 2) The character is functional
- 3) Positive and active

¹⁰ Amir Daein Indrakusuma, *Ilmu Pendidikan Sebuah Tinjauan Teoritis Filosofis*, Malang: IKIP Malang, 2000

¹¹ Uyoh Sadulloh dkk, *Pedagogik Ilmu Mendidik*, (Bandung: Alfabeta, 2010), h.17

¹² Sardiman, *Interaksi dan Motivasi Belajar-Mengajar*, Jakarta: PT. Raja Grafindo Persada, 2006

¹³ Oemar Hamalik, *Proses Belajar Mengajar*, Bandung: Bumi Aksara, 2009

- 4) It's not temporary
- 5) Having purposes and directed
- 6) encompasses all aspects of behavior¹⁴

2. Types of student learning activities

- 1) Learn the meaning of words

Learning the meaning of words is learning to capture the meaning of words that was contained in the words that used. This is because sometimes children know a word but do not know the meaning of the words that contained in it.

- 2) Cognitive learning

The process of cognitive learning is the process of learning how to live. Organizing and repeating information about a problem, event, object and efforts to bring it back through responses, ideas, or symbols in the form of words or sentences. Cognitive learning is closely related to mental problems.

- 3) Learn to memorize

To memorize means to remember. Memorizing is the process of remembering previously saved knowledge or information. So the memorization process is the process of saving, and the process of remembering. The memorization process has the characteristic to save the messages, knowledge, information or others in the brain.

- 4) Theoretical study

Theoretical learning is learning to develop a frame of mind that is able to explain certain phenomena or problems. Students can learn to establish a framework for solving problems through theoretical learning. Children or students will learn how to formulate problems, collect data, analyze them and find solutions of the problems that are faced.

¹⁴ Rusman, *Pembelajaran Tematik Terpadu, Teori Praktik dan Penilaian*, Jakarta: Grafindo, 2015

5) Learn concepts

Learning concepts is learning to formulate a thing through mental processes about objects, and other things. Formulating a concept is same with formulating the understanding. This means that learning concepts are to understand things thoroughly in terms, including characteristics.

6) Learn the rules

Learning rules is a learning process to connect two or more concepts so that a provision is formed that represents a statement.

7) Learn to think

Learning to think is a cognitive activity that is done mentally to solve the problems through an abstract process. This thinking process is almost same with theoretical learning, someone learns to solve problems, only if in theoretical learning someone learns to solve problems by collecting data through observation. In the process of learning to think, a person is faced with a thinking process to solve problems without having to do the observations and collect data.

8) Learn motor skills

Learning motor skills means learning to perform a series of movements in an integrated manner. Motor movements are movements that involve muscles, tendons, and joints. Motor learning means an iterative process to learn movement to do certain things through physical activity.

9) Study Aesthetics

Aesthetic learning is a learning process to create through appreciation based on artistic values.¹⁵

Meanwhile, according to Paul B. Diedrich, explained that student's learning activities can be classified into seven categories, such as:

¹⁵ Rusman, *Pembelajaran Tematik Terpadu, Teori Praktik dan Penilaian*, Jakarta: Grafindo, 2015

- 1) *Visual activities*, learning activities that are classified as visual activities include reading, paying attention to demonstration pictures, and experiments.
- 2) *Oral activities*, are the process of activities such as stating, formulating, asking questions, giving suggestions, and issuing opinions.
- 3) *Listening activities*, the activities such as listening to conversations, listening to speeches, and discussions.
- 4) *Writing activities*, writing learning activities such as, writing stories, essays, or also copying.
- 5) *Motor activities*, the learning activities process such as conducting experiments, making constructions, repairing models, playing, gardening, and raising livestock.
- 6) *Mental activities*, the activities that including in mental activities such as remembering, responding, solving problems, and analyzing.
- 7) *Emotional activities*, examples of emotional activities are being interested, bored, happy, excited, brave, and so on.¹⁶

3. Aspects that affect learning activities

There are things that can grow the student learning activities in learning process. That is called as the aspect that causes learning activities is grow up. Martisnis Yamin (2007: 84) states that there are nine aspects that can foster learning activities, namely:

- 1) Providing the motivation for students to become active learners in learning activities.
- 2) Provide an explanation to students about the objectives to be achieved in learning.
- 3) Remind prerequisite competencies.
- 4) Provide a topic or problem as a stimulus for students to think about the material that will be studied.

¹⁶ Zakiah Daradjat, *Metodik Khusus Pengajaran Agama Islam*, Jakarta: Bumi Aksara, 2008, h. 138

- 5) Give the instructions to the students on how to learn it.
- 6) Bringing up the activities and student participation in learning activities.
- 7) Giving feedback.
- 8) Monitor students' knowledge by giving tests.
- 9) Make conclusion for every material that was presented at the end of the lesson.¹⁷

These methods are methods that used by teachers as facilitators to increase children's or students' activities in learning. The teacher is the extremely important in this case.

4. Indicators used to measure the student's learning activities

There are some indicators to measure the student's learning activities as follows:

- a) The students come to school on time.
- b) The students obey the school rules that have been set.
- c) The students prepare the book for tomorrow evening.
- d) The students listen when the teacher explains the lesson.
- e) The students work on practice questions.
- f) The students answer the questions given by the teacher.
- g) The students compete in answering the questions given by the teacher.
- h) The students do the assignments given by the teacher.
- i) The students submit assignments given by the teacher on time.
- j) The students ask the teacher if they don't understand the subject matter.
- k) The students take notes neatly.
- l) The students make study groups.
- m) The students discuss the lesson is there is free time.
- n) The students repeat the lessons at home.¹⁸

¹⁷ Martinis Yamin, *Kiat Membelajarkan Siswa*, Jakarta: GP. Press, 2007

¹⁸ Rusman, *Pembelajaran Tematik Terpadu, Teori Praktik dan Penilaian*, Jakarta: Grafindo, 2015

D. Relevant Studies

The study that is relevant to this study is the study that conducted by Nurwidodo in 2013 and the title of the study is "The Influence of Teacher Authority on Student Learning Activities of Madrasah Tsanawiyah Negeri 1 Kampar, Kampar Regency". Based on the study that was conducted by the author, it can be seen that the authority of the teacher affects student learning activities. This is seen from the results of the study, which show that the magnitude of the coefficient of the influence of teacher authority on student learning activities at Madrasah Tsanawiyah Negeri 1 Kampar, Kampar Regency is r_o (observation) 0.504. From the results of the analysis, it can be seen that $df = 72$, r_t (table) at a significant level of 5% = 0, 235, r_t (table) at a significant level of 1% = 0.306.

- 1) r_o (observation) = 0.504 when compared to r_t (table) at a significant level of 5% ($0.504 > 0.235$). This means that H_a is accepted, but H_o is rejected.
- 2) r_o (observation) = 0.504 when compared to r_t (table) at a significant level of 1 ($0.504 > 0.306$) This means that H_a is accepted, but H_o is rejected.

This means that the better the teacher's authority, the better the student's learning activities. From this study, it can be known that teacher's authority give the influence to student's learning activities.

Other previous study was conducted by Yunia Uswatun Hasanah in 2017 entitled "The effect of teacher authority on learning student's learning interest of Islamic religious education in SMPN 1 Punggur for the 2017/2018 academic year". This study aims to determine the influence of teacher authority on the interest of students in Islamic religious education subjects at SMP Negeri 1 After the 2016/2017 academic year. The results of the analysis using the PPM Correlation (Pearson Product Moment) where PPM (Pearson Product Moment) correlation is obtained by the price of 0.451 greater from 0.169 which is $0.451 > 0.169$. The calculation used the formula $KP = r^2 \times 100\%$, so it is known that the contribution of Teacher's Authority to Student's Learning interest is 20.34%. the calculation test is significant by using the test T, it is proven that there is a significant influence

on the Teacher's Authority to Student's Learning Interest. The value of t_{count} is greater than t_{table} or $5.829 > 1.652$, So H_0 is rejected. So, the result of his research is "there is" the influence of teacher's authority on student's learning interest in subjects Islamic religious education at SMPN 1 Punggur for the 2017/2018 academic year.

The third previous study is the study by Irwan Saputra in 2018 entitled "The influence of teacher's authority on student's learning interest class V at MI Al-falah Sub-district Bone-Bone north Luwu district". This study is ex post facto quantitative research. The population in this study is the total number of fifth grade students at MI Al-Falah, Bone-Bone District North Luwu Regency, totaling 35 students. The results showed that the score of statistical calculation results descriptive about teacher's authority to the Student's learning interest of fifth grade students at MI Al-Falah, Bone-bone District, North Luwu Regency, on average, medium category with a percentage of 60.00%. Descriptive statistical calculation results about student's learning interest at MI Al-Falah, Bone-Bone District, District North Luwu on average is in the medium category with a percentage of 40.00%. Based on the results of inferential statistical analysis using linear regression simple, then obtained $t_{\text{table}} = 2.04$ and t_{count} is greater than t_{table} or $19.37 > 2.04$. Based on the data analysis technique, it is obtained that t_{count} is greater than t_{table} and it can be concluded that there is a significant influence between teacher's authority on the Student's learning interest of fifth grade at MI Al-Falah, Bone-Bone District North Luwu Regency.