Available online at www.sserr.ro
Social Sciences and Education Research Review

(5) 2 30-43 (2018) ISSN 2392-9683

# THE RELATIONSHIP BETWEEN QUALITY OF TEACHER AND ACHIEVEMENT OF STUDENT ON SOCIOLOGY SUBJECT AT SENIOR HIGH SCHOOL 12, MEDAN-INDONESIA

**Johanes TAMPUBOLAN[1*], Rizabuana ISMAIL[1], Ria MANURUNG[1]**
[1]MBA of Sociology Study Program, Faculty of Social and Political Sciences, Universitas Sumatera Utara, Medan, Indonesia
* Corresponding author email jo.tampu21@gmail.com; hanasiburian@gmail.com

**Abstract**

We reported about relationship between teacher quality and achievement of student in term of sociology subject at Senior High School 12, Medan-Indonesia. The purpose of this research is to know the relationship between quality of teacher and achievement value's student on sociology subject. The research method is explanatory method with 65 students as respondents. The data was collected by using questionnaire technique. Then, data was analyzed with SPSS program. The results show that the quality of teacher may affect the achievement value of students. The quality of teacher relates to many factors such as using the reference book, preparing lecture material, competence in sociology field and good interaction between student and teacher.

**Keywords:** Sociology subject, Quality of Teacher, Senior High School, Achievement Student

BDD-A30244 © 2018 Sitech Publishing House
Provided by Diacronia.ro for IP 216.73.217.42 (2026-11-16 16:55:19 UTC)

## Introduction

Many researchers have reported that education is depended on teacher education, licensing, hiring, professional development and capacities of teacher (Canales, 2018; Elken, 2016; Batool, 2018; Girvan, 2016). Even the quality of education and graduates from a school are often seen as dependent on the teacher's role in managing the teaching components used in the teaching and learning process, which are their responsibility. The high competence and skill of teachers are expected be able to improve capability of students especially in term of their pedagogic (Schoenfeld, 2014). One aspect that determines the quality of learning outcomes is the ability of teachers to build social interactions by developing effective communication patterns with students in teaching and learning activities with student center learning system (Tam, 2013).

In line with these prerequisites, according to (Kuenter, 2013; Skvortsova, 2013), one of the elements possessed by professional teachers is social competence, including the ability to: 1) communicate verbally, written and gesture, 2) use functional communication and information technology, 3) socialize effectively with students, fellow educators, parents/guardians of students, and 4) get along politely with the surrounding community. Learning subject contents on social such as sociology subjects, it has an impact on the formation of attitudes (behaviors) sociologically. This is in line with the linearly relationship between teacher's social interaction and students in term of learning process so that the competencies and other learning outcomes desiring may be achieved. Therefore, quality of learning process is affected by social interaction between teacher and student. Opdenakker (2011) reported that the link between teacher-student interpersonal behavior and academic motivation may improve the quality of learning process outcomes.

One aspect that determines the quality of learning outcomes is the ability of teachers to build social interactions by developing effective communication patterns with students in teaching and learning activities (Hurst, 2013). The elements possessed by professional teachers are social competence, including the

BDD-A30244 © 2018 Sitech Publishing House
Provided by Diacronia.ro for IP 216.73.217.42 (2026-11-16 16:55:19 UTC)

ability to: 1) communicate verbally, written and gestured, 2) use communication and information technology functionally, 3) interact effectively with students, fellow educators, parents / guardians students, and 4) get along politely with the surrounding community (Scharp, 2019; Okoli, 2017; Bambaeeroo, 2017). In simple terms, learning can be understood as a process of interaction carried out by students and teachers during the teaching and learning process takes place. Socially charged learning such as sociology subjects, has an impact on the formation of attitudes (behaviors) sociologically. This is in line with the need for teacher social interaction with students in the learning process so that learning can be achieved in the competencies and other learning outcomes desired (Blazar, 2017; Oers, 2008; Christenson, 2017; Martin, 2009).

Teachers can be declared as key actors in education and at the same time bearers in socializing or in other words having social competence as a guide who can understand and interact well with students during the learning process both done inside and outside the school. Likewise, the teacher who teaches sociology subjects is a role model who understanding well how the patterns of interaction and communication can be done in learning. Interactions in sociology learning (teacher-student) can be realized when the teacher is able to provide stimulus (stimulation) to students. When the teacher cannot manage the class well, the impact on learning interaction patterns is less attractive and tends to be monotonous. The effectiveness of learning actually occurs when teachers have the ability to create a dynamic and two-way atmosphere (McGill, 2018; Akdeniz, 2016; King, 2018). The form of interaction between students and their groups is by way of cooperation to achieve the desired goals on the material presented by the teacher. The social interaction of one study group with the other learning groups, namely social interaction carried out by asking each other questions and responding so that students are more active during the learning process so that there is discussion between the groups to reach conclusions from the questions given by the teacher (Davidson, 2014). Therefore, we are interested in examining

BDD-A30244 © 2018 Sitech Publishing House
Provided by Diacronia.ro for IP 216.73.217.42 (2026-11-16 16:55:19 UTC)

the relationship of the quality of the teacher's social interaction with the achievement of student on sociology at SMA Negeri 12, Medan.

## Materials and methods

### *Location and duration of study*

This research is explanatory research with quantity approaching. The location research was conducted at SMA Negeri 12 Medan with 65 students and 1 teacher who subjected sociology class.

### *Analysis data*

We collected data by using questionnaire where respondents consist of level quality of social teacher interaction (independent variable) and student sociology learning achievement. In addition, interview also was carried out to teacher's sociology of SMA Negeri 12, Medan. Then, we analyzed all of data with SPSS software.

## Results

In this research, we used 65 students and 1 teacher as well as respondents. The respondents composition consist of male (27 students) and female (38 students), 39 students (Moeslem), 23 (Christian) and 3 students (Catholic), Batak (21 students), Jawa (20 students), and the others tribe (24 students). The students' response to teaching materials which were implemented by teachers in accordance with the curriculum may be seen in Table 1.

**Table 1** Students response to teaching materials

| Respondent's response | Formulation number | % |
|---|---|---|
| No answer | 4 | 6 |
| Always | 45 | 70 |
| Often | 14 | 21 |

BDD-A30244 © 2018 Sitech Publishing House
Provided by Diacronia.ro for IP 216.73.217.42 (2026-11-16 16:55:19 UTC)

| | | |
|---|---|---|
| Sometimes | 2 | 3 |
| Total | 65 | 100 |

The quality of the first interaction is seen from the compatibility of teaching materials provided by the teacher with the curriculum. Out of all 65 respondents, the respondent's answers were obtained as below: answers were always given by 45 respondents (70%), often 14 people (21%) and sometime by 2 respondents (3%). Respondents' response to teacher who used the latest sociology book references is shown in Table 2.

**Table 2** Students response to teaching materials of sociology references

| **Respondent's response** | **Formulation number** | **%** |
|---|---|---|
| No answer | 1 | 1 |
| Always | 36 | 57 |
| Often | 17 | 26 |
| Sometimes | 9 | 14 |
| Seldom | 1 | 1 |
| Never | 1 | 1 |
| Total | 65 | 100 |

The quality of other interactions was determined based on indicators of the usage of latest references sociology by teacher. Based on the data, respondents' answer are always 36 students (57%), often 17 students (26%), and sometimes 9 students (14%).

Subsequently, respondents' response regarding teacher's ability to lead class is shown in Table 3.

BDD-A30244 © 2018 Sitech Publishing House
Provided by Diacronia.ro for IP 216.73.217.42 (2026-11-16 16:55:19 UTC)

**Table 3** Students response to teacher's ability on leading of class

| Respondent's response | Formulation number | % |
|---|---|---|
| No answer | 1 | 6 |
| Always | 36 | 7 |
| Often | 17 | 27 |
| Sometimes | 9 | 22 |
| Seldom | 1 | 5 |
| Never | 1 | 33 |
| Total | 65 | 100 |

Some of the current phenomena are many teachers who teach are not accordance with their fields of expertise, the data found in the field shows that sociology teachers can teach for geography, history and so on.

The respondents' response to teacher's ability on sociology subject is shown in Table 4.

**Table 4** Students response to teacher's ability on sociology subject

| Respondent's response | Formulation number | % |
|---|---|---|
| No answer | 3 | 5 |
| Always | 40 | 61 |
| Often | 12 | 18 |
| Sometimes | 8 | 12 |
| Seldom | 1 | 2 |

BDD-A30244 © 2018 Sitech Publishing House
Provided by Diacronia.ro for IP 216.73.217.42 (2026-11-16 16:55:19 UTC)

| | | |
|---|---|---|
| Never | 1 | 2 |
| Total | 65 | 100 |

Table 4 shows that majority of students' response always regards to the student's ability. The respondent data of teacher's ability to manage class (incompetence sociology) may be seen in Table 5.

**Table 5** Students response to teacher's ability on sociology subject (incompetence sociology)

| **Respondent's response** | **Formulation number** | **%** |
|---|---|---|
| No answer | 1 | 1 |
| Always | 3 | 4 |
| Often | 7 | 11 |
| Sometimes | 13 | 20 |
| Seldom | 14 | 21 |
| Never | 27 | 43 |
| Total | 65 | 100 |

The majority respondents choose never (43%), meanings teacher's skill is very important.

The next indicator of the quality of interactions (students-teacher) is determined by Sociology subject teacher responses in treating students as good friends in the classroom and outside the school. Treatment as creating more intense closeness and social interaction between teachers and students are needed. So that the teaching and learning process can be more relaxed and students can discuss and dare to give opinions. That is be able in Table 6.

BDD-A30244 © 2018 Sitech Publishing House
Provided by Diacronia.ro for IP 216.73.217.42 (2026-11-16 16:55:19 UTC)

**Table 6** Students response to teacher's sociology subject who treats students as friend

| Respondent's response | Formulation number | % |
|---|---|---|
| Always | 21 | 32 |
| Often | 23 | 36 |
| Sometimes | 14 | 22 |
| Seldom | 4 | 6 |
| Never | 3 | 4 |
| Total | 65 | 100 |

Table 6 shows that majority of student is like with the teacher method where students are teacher's friend.

The next statement concerns the review of reference books held by students by teacher when the teaching and learning process takes place (Table 7).

**Table 7** Students response to teacher's ability to review sociology reference book

| Respondent's response | Formulation number | % |
|---|---|---|
| No answer | 1 | 2 |
| Always | 30 | 45 |
| Often | 21 | 33 |
| Sometimes | 8 | 12 |
| Seldom | 2 | 3 |
| Never | 3 | 4 |

BDD-A30244 © 2018 Sitech Publishing House
Provided by Diacronia.ro for IP 216.73.217.42 (2026-11-16 16:55:19 UTC)

| | | |
|---|---|---|
| Total | 65 | 100 |

Table 7 shows clearly 45% students believe to their teachers' ability especially for reviewing the sociology reference books.

The teacher's ability also may be measure base on teacher's skill to deliver the sociology subject (Table 8).

**Table 8** Students response to teacher's ability on sociology subject (concept, theory, and object)

| **Respondent's response** | **Formulation number** | **%** |
|---|---|---|
| No answer | 1 | 1 |
| Always | 40 | 62 |
| Often | 15 | 24 |
| Sometimes | 5 | 7 |
| Seldom | 2 | 3 |
| Never | 2 | 3 |
| Total | 65 | 100 |

The method of teaching carried out by the teacher. It can make students understand the lesson. In this case the school gives the teacher the freedom to apply the methods used in teaching and learning activities that are adapted to the applicable curriculum. With regard to concepts, theories, the object of sociology is described by the teacher with facts that occur in society. It may help students understand easily various sociological concepts and theories. In this case the teacher must provide examples of cases that have occurred and circulated in the community, as well as referring to news media from newspapers and research journals. Surprisingly, 62% respondents regards to the teacher's ability.

BDD-A30244 © 2018 Sitech Publishing House
Provided by Diacronia.ro for IP 216.73.217.42 (2026-11-16 16:55:19 UTC)

## Discussion

This research was conducted with survey techniques and observation of teaching and learning processes in the classroom. The patterns of social interaction between teachers and students at outside the classroom and in the community, and a study of secondary data in the form of administrative documents and school values from Sociology subject school which is the sample of this study. The number of respondents in the study was 66 people consisting of students (65 students) and 1 teacher who studied Sociology in Public High School 12, Medan (SMA Negeri 12 Medan-Indonesia).

The quality of the first interaction is seen from the compatibility of teaching materials provided by the teacher with the curriculum. Out of all 65 respondents, the respondent's answered (70%) believe that their teacher teaches them followed the curriculum (Table 1). Based on the data, it can be concluded that teacher in SMA Negeri 12 Medan uses teaching materials that are in accordance with the applicable curriculum, namely KTSP. Table 2 shows that the teacher always uses the latest sociological book references as their teaching material as mentioned by the most respondents, 36 students (57%).

The data above (Table 3) may be seen that the teacher is able to lead the class and explain sociology theory well with the highest answers of respondents namely 17 students, 27% of the total respondents as many as 65 people. This data is also consistent with Table 4. It means sociology's teacher has high competence to do their professional duty. The teacher competency is also be confirmed by Table 5, where the respondents answer never (43%), indicating that teacher is very professional in sociology field.

In addition to building good interactions during the learning process, the relationships that occur when outside school are also important. Based on the data above (Table 6), the interactions between teacher and students outside of school will be explained. The data obtained shows that 21 respondents gave answers always (32%), and often 23 respondents (36%). The results of

BDD-A30244 © 2018 Sitech Publishing House
Provided by Diacronia.ro for IP 216.73.217.42 (2026-11-16 16:55:19 UTC)

processing the data show that when in outside school the teacher continues to build good relationships with students and treat them as friends.

Based on the data with the most answers, it can be concluded that when the teaching and learning process takes place, the teaching staff always examines the reference books owned by students (Table 7). This data also consistent with the teacher can make students understand the lesson (Table 8). In this case the school gives the teacher the freedom to apply the methods used in teaching and learning activities that are adapted to the applicable curriculum. With regard to concepts, theories, the object of sociology is described by the teacher with facts that occur in society, to help students understand easily the various concepts and theories of sociology. In this case the teacher must provide examples of cases that have occurred and circulated in the community, as well as referring to news media from newspapers and research journals. Based on the questionnaire obtained from the responses of respondents with answers always referring to reference sources in describing case examples or social facts. In general, every school equips all media needed by teaching staff to deliver the material in the classroom. It's just that it all depends on the method used by the teaching staff so that it can create an effective and efficient learning process. We also test the relationship between sociology teachers with students by using Chi Square Tests (Table 9).

**Table 9** Chi Square Test

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 16.603[a] | 20 | .679 |
| Likelihood Ratio | 18.689 | 20 | .542 |
| N of Valid Cases | 160 | | |

BDD-A30244 © 2018 Sitech Publishing House
Provided by Diacronia.ro for IP 216.73.217.42 (2026-11-16 16:55:19 UTC)

The above conditions are also illustrated by the value of the Pearson chi squared statistical test results, namely $x^2 = 16,603$, which turns out to be greater than the critical price of the chi-square with df = 20 at the 95% significance level of 10.85, or the value $x^2$ count: (df: 20, $\alpha = 95\%$) = 10.85. So that it can be concluded that the Behavior factor of the sociology teacher treats students as friends in relation to Obsession Students as a sociologist after completing the study.

**Conclusion:**

The teacher and student social interaction in the teaching and learning process in the classroom shows that the teacher is always trying to build good interactions. The interaction process can be seen with various learning methods that are applied by teacher so that it can facilitate the delivery of material. The interaction built by teacher is cooperative and friendly interactions.

**REFERENCES**

Akdeniz, C., et al., Learning and Teaching: Theories, Approaches and Models. Cozum, Turkiye, 2nd Edition, 47 – 59, (2016).

Avalos, B., (2011). Teacher professional development in Teaching and Teacher Education over ten years. Teaching and Teacher Education, 27 (1): 10 – 20.

Bambaeeroo, F., Shokrpour, N., (2017). The impact of the teachers' non-verbal communication on success in teaching. J Adv Med Educ Prof. 5(2): 51–59.

Batool, S., Tahir, T., Habib, M., (2018). Relationship of Teachers' Professional Competence and Achievement of Students at University Level, Turkish Journal of Teacher Education. 7 (1): 50 – 60.

BDD-A30244 © 2018 Sitech Publishing House
Provided by Diacronia.ro for IP 216.73.217.42 (2026-11-16 16:55:19 UTC)

Blazar, D., Kraft, M. A., (2017). Teacher and Teaching Effects on Students' Attitudes and Behaviors. Educational Evaluation and Policy Analysis. 39(1): 146 –170.

Canales, A., Maldonado, L., (2018). Teacher Quality and Student Achievement in Chile: Linking teachers'contribution and observable characteristics. International Journal of Educational Development. 60: 33 – 50.

Christenson, S.L., Reschly, A. L., Wylie, C. Handbook of Research on Student Engagement, Springer, 21 – 44, (2017).

Davidson, N., Major, C. H., (2014). Boundary Crossings: Cooperative Learning, Collaborative Learning, and Problem-Based Learning. Journal on Excellence in College Teaching, 25 (3 and 4): 7 – 55.

Elken, M., (2016). 'EU-on-demand': developing national qualifications frameworks in a multi-level context. European Educational Research Journal 15 (6): 628 – 643.

Girvan, C., Conneely, C., Tangney, B., (2016). Extending experiential learning in teacher professional development. Teaching and Teacher Education, 58: 129 – 139.

Hurst, B., Wallace, R., Nixon, S. B., (2013). The Impact of Social Interaction on Student Learning, Reading Horizons, 52 (4): 375 – 398.

King, R. B., Datu, J. A. D., (2018). Grateful students are motivated, engaged, and successful in school: Cross-sectional, longitudinal, and experimental evidence. Journal of School Psychology. 70: 105 – 122.

Kunter, M., Klusmann, U., Baumert, J., Richter, D., Voss, T., Hachfeld, A., (2013). Professional Competence of Teachers: Effects on Instructional Quality and Student Development. Journal of Educational Psychology, 105 (3): 805 – 820.

Martin, A.J., Dowson, M., (2009). Interpersonal Relationships, Motivation, Engagement, and Achievement: Yields for Theory, Current Issues, and Educational Practice. Review of Educational Research. 79 (1): 327 – 365.

BDD-A30244 © 2018 Sitech Publishing House
Provided by Diacronia.ro for IP 216.73.217.42 (2026-11-16 16:55:19 UTC)

McGill, R. J., Dombrowski, S. C., Canivez, G. L., (2018). Cognitive profile analysis in school psychology: History, issues, and continued concerns. Journal of School Psychology. 71: 108 – 121.

Okoli, A. C., (2017). Relating Communication Competence to Teaching Effectiveness: Implication for Teacher Education. Journal of Education and Practice. 8 (3): 150 – 154.

Oers, B. V., Wardekker, W., Elvers, E., and Veer, R. V. D. The Transformation of Learning, Cambridge University Press: 3 – 15, (2008).

Scharp, K. M., Seiter, J. S., Curran, T., (2019). Learning supportive communication through an adaptation of the board game Apples to Apples. Journal of Communication Teacher. 33 (1): 5 – 10.

Schoenfeld, A. H., (2014). What makes for powerful classrooms, and how can we support teachers in creating them? A story of research and practice, productively. inter twined. Educational Researcher, 43(8): 404 – 412.

Skvortsova S. A., Vtornikova Yu. S., (2013). Teacher professional competency: concept content and structure. Science and Education a New Dimension: Pedagogy and Psychology. 3: 26 – 30.

Tam, M., (2014). Outcomes-based approach to quality assessment and curriculum improvement in higher education. Quality Assurance in Education. 22 (2): 158 – 168.

BDD-A30244 © 2018 Sitech Publishing House
Provided by Diacronia.ro for IP 216.73.217.42 (2026-11-16 16:55:19 UTC)