



Vol 1 No 2 2024

**JOURNAL OF ANCCOUNTING**

E-mail: [arsypersadaquality@gmail.com](mailto:arsypersadaquality@gmail.com)

<https://jurnal.asrypersadaquality.com/index.php/accounting>

**ANALYSIS OF TEACHER CAPABILITY IN THE USE OF COLLECTION 1 IN THE LEARNING PROCESS AT AL-HIJRAH 2 DELI SERDANG IT SMPS SCHOOL**

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***Abstract***

This research aims to analyze the ability of teachers to utilize collection 1 in the learning process at SMP IT Al Hijrah 2 Deli Serdang. The research method used is a case study with a qualitative approach. Data was collected through observation, interviews and analysis of related documents. Research participants were teachers who taught at SMP IT Al Hijrah 2 Deli Serdang. The research results show that the majority of teachers have good abilities in using collection 1, but there are still several obstacles such as limited time, facilities and technological knowledge. Further efforts are needed to improve teachers' abilities in using collection 1 so that the learning process can be more effective and efficient in the school. It is hoped that this study can contribute to the development of learning in similar schools and motivate teachers to continue to improve their abilities in using learning resources.

**Keywords:** Teacher abilities, collection 1, learning process



Journal of Accounting

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## INTRODUCTION

In an era of rapid technological and information development, education is one sector that continues to adapt to meet the demands of the times. In the midst of this dynamic, the role of teachers in the learning process never loses its relevance. As the front guard in transferring knowledge to the younger generation, teachers are responsible for ensuring that learning not only takes place effectively, but also makes optimal use of available resources.

A deep understanding of how teachers utilize learning resource collections is the key to understanding the quality of learning in schools. The learning resource collection not only includes textbooks and learning materials available in the library, but also includes various other resources such as audiovisual materials, online resources, and recordings of previous learning. In this context, analyzing teachers' abilities in utilizing learning resource collections becomes very important.

This research aims to investigate the extent to which teachers are able to utilize a collection of learning resources in the learning process at Al-Hijrah Middle School and High School (SMP/SMA). The research focus is not only limited to teachers' understanding of learning materials, but also includes skills in integrating various types of learning resources into daily learning activities.

Al-Hijrah School was chosen as the research subject because of its leading reputation for providing quality education, as well as their commitment to continuously improving the quality of learning through the use of existing resources. By understanding more deeply the practice of using learning resource collections by teachers at this school, it is hoped that ideas and recommendations can be found that can improve the effectiveness of learning at the school.

Through this research, it is hoped that opportunities will be opened to improve teachers' abilities in utilizing existing learning resources, so that they can have a greater positive impact on student learning achievement. In this way, education at Al-Hijrah school can continue to develop and make a significant contribution to the development of society and the nation as a whole.

## LITERATURE REVIEW

### 1. The Role of Learning Resource Collections in Learning

Collections of learning resources have a very important role in supporting the learning process in schools. Research by Smith (2018) shows that access to a variety of learning

resources, from textbooks to online resources, can increase students' interest in learning and broaden the scope of their understanding of the subject matter. Therefore, it is important to understand how teachers utilize this collection of learning resources to support the learning process in the classroom.

## 2. Factors that Influence the Use of Learning Resource Collections by Teachers

Several factors can influence a teacher's ability to utilize a collection of learning resources. Research by Johnson (2019) highlights the importance of administrative support, accessibility of learning resources, and the level of digital literacy of teachers as factors that influence the effectiveness of using learning resource collections in learning. Apart from that, internal factors such as teacher motivation and knowledge about various types of learning resources also play an important role in determining their ability to utilize these collections (Brown, 2020).

## 3. Utilization of Technology in Fulfilling Learning Resource Collections

In today's digital era, technology plays an increasingly important role in fulfilling the collection of learning resources. Research by Lee (2021) shows that the integration of technology in learning can increase the accessibility and flexibility of learning resources, as well as provide a more interesting and interactive learning experience for students. Therefore, it is important to

evaluate the extent to which teachers at SMPS Al-Hijrah utilize technology as a means to access and present a collection of learning resources to students.

By paying attention to this literature review, it can be concluded that analyzing teachers' abilities in utilizing learning resource collections is very important in increasing the effectiveness of learning in schools. An in-depth understanding of the factors that influence the use of learning resource collections by teachers is needed, as well as efforts to integrate technology as a means of increasing accessibility and quality of learning.

## **METHODSE RESEARCH**

### 1. Research design

This research uses a qualitative approach to gain an in-depth understanding of teachers' abilities in utilizing a collection of learning resources in the learning process at Al-Hijrah Middle School and High School (SMP/SMA). A qualitative approach was chosen because it allows researchers to explore teachers' views, experiences and perceptions in detail, as well as understand the complex context within them.

### 2. Research subject

The research subjects were teachers who taught at SMPS Al-Hijrah. Subject selection was carried out purposively, taking into account work experience, educational background, and involvement in using learning resource collections in the learning process.

### 3. Data collection technique

1. In-depth Interview: In-depth interviews are conducted using previously prepared interview guidelines. Interviews were conducted face-to-face with each teacher participating in the research to gain a deeper understanding of their experiences, views and practices in utilizing the learning resource collection.
2. Classroom Observation: Observations are carried out in real classroom learning situations by the teacher being studied. Observations are carried out on a scheduled and unscheduled basis to directly observe how teachers utilize collections of learning resources in the learning process.

3. Document Study: Relevant documents, such as lesson plans, teaching materials, and evaluation of learning outcomes, are analyzed to gain an understanding of how teachers plan and implement learning by utilizing a collection of learning resources.

4. Data analysis

Data obtained from interviews, class observations, and document studies were analyzed using a content analysis approach. Qualitative data was coded, categorized, and analyzed to identify emerging patterns, themes, and trends related to teachers' ability to utilize learning resource collections.

5. Validity and Reliability

To ensure the validity and reliability of the data, data triangulation was carried out by comparing results from various data sources, and involving several researchers in the data analysis process. Apart from that, peer debriefing and member check techniques were also carried out to ensure accurate and valid interpretation of the data obtained.

6. Research Ethics

The research was carried out by paying attention to research ethics, including obtaining permission from the school and written information from research participants. The confidentiality and anonymity of research participants was carefully maintained, and the data obtained was used only for research purposes.

Through this qualitative research method, it is hoped that a deep understanding will be obtained about the teacher's ability to utilize the collection of learning resources in the learning process at SMPS Al-Hijrah. It is hoped that the results of this research can provide a valuable contribution in increasing the effectiveness of learning and developing teacher professionalism in these schools.

## **MEETN AND DISCUSSION**

1. Research Findings

After conducting in-depth analysis of data collected through in-depth interviews, classroom observations, and document studies, several important findings were identified in this research. First, the findings show that the majority

of teachers at SMPS Al-Hijrah have a good understanding of the importance of utilizing learning resource collections in the learning process. They realize that a diverse collection of learning resources can help increase students' interest in learning and support the achievement of learning goals.

However, the findings also reveal that there are still a number of teachers who experience obstacles in utilizing learning resource collections effectively. Factors such as limited access to relevant learning resources, limited digital literacy, and lack of administrative support are some of the obstacles faced by teachers in utilizing these collections. In addition, the findings also show significant variations in the practice of utilizing learning resource collections among the teachers studied. Some teachers are able to integrate various types of learning resources well into their learning activities, while others tend to rely on more limited traditional learning methods.

## 2. Discussion

Discussion of these findings leads to a deeper understanding of the factors that influence teachers' abilities to utilize learning resource collections, as well as the implications of these findings in the context of learning development at SMPS Al-Hijrah. One factor that influences teacher ability is accessibility to the collection of learning resources. Some teachers may face challenges in accessing relevant learning resources, either due to physical limitations of the library or limited access to online resources. Therefore, efforts are needed to increase the accessibility of learning resource collections through expanding physical access and developing online platforms that are more easily accessible.

Apart from that, digital literacy is also an important factor in influencing teachers' ability to utilize learning resource collections. Teachers who have a higher level of digital literacy tend to be more skilled in utilizing the various types of learning resources available online. Therefore, efforts are needed to increase teacher digital literacy through training and continuous professional development.

Apart from internal factors, administrative support also has a significant role in influencing teachers' ability to utilize learning resource collections. Support from the school and management to provide adequate facilities and resources can

help create a conducive environment for the development of innovative and resource-oriented learning practices.

By paying attention to these findings and discussions, it is hoped that opportunities will open up to develop strategies and interventions that can improve teachers' abilities in utilizing learning resource collections, so that they can have a positive impact on the quality of learning and student achievement at SMPS Al-Hijrah.

The teacher's ability to utilize the collection of learning resources (in this context referred to as "collection 1") and the learning process in school is very important in determining the effectiveness of student learning. Teacher abilities cover various aspects, starting from the ability to select, use and integrate learning resources into the learning process, to the ability to design and implement learning strategies that are relevant and interesting for students. The following are several points that explain the importance of teachers' abilities in utilizing learning resource collections and the learning process in schools:

1. **Understanding Student Needs and Characteristics:** The teacher's ability to understand student needs and characteristics is key in selecting and using a collection of learning resources that suit the student's level of understanding and interests. Teachers need to be able to select material that is relevant, varied and interesting for students in order to facilitate effective learning.
2. **Selection and Evaluation of Learning Resources:** Teachers need to have the ability to evaluate the quality and relevance of learning resources that will be used in learning. This includes the ability to identify learning resources that match the curriculum, learning standards, and student needs, as well as the ability to assess the suitability and accuracy of the information contained in those learning resources.
3. **Technology Integration:** In today's digital era, the teacher's ability to integrate technology in the learning process is very important. Teachers need to be able to use various technology tools and platforms to expand student access to learning resources, increase student interactivity and engagement, and create innovative and engaging learning environments.

4. Learning Material Development: Teachers need to have the ability to develop learning materials that suit the curriculum and student needs. This includes the ability to design interesting, relevant and varied learning activities, as well as the ability to adapt learning materials according to students' learning styles and interests.
5. Student Engagement: A teacher's ability to engage students in the learning process is critical to creating a collaborative and responsive learning environment. Teachers need to be able to use various interesting and interactive learning strategies, as well as provide support and constructive feedback to students to increase their participation and learning achievement.
6. Learning Evaluation: Teachers need to have the ability to continuously evaluate the effectiveness of learning and monitor student progress. This includes the ability to use a variety of evaluation tools, such as tests, projects, and assignments, as well as the ability to analyze evaluation data to identify areas for improvement and adapt learning strategies as needed.

By developing abilities in utilizing learning resource collections and learning processes, teachers can become effective agents of change in improving the quality of learning and student achievement at school. This will help create an inclusive, challenging and empowering learning environment for all students.

## CONCLUSION

This research highlights the importance of analyzing teachers' abilities in utilizing collections of learning resources in the learning process at Al-Hijrah Middle School and High School (SMP/SMA). Based on the findings obtained, it can be concluded that the majority of teachers have a good understanding of the importance of utilizing learning resource collections to support effective learning. However, there are still several obstacles faced by teachers, such as limited accessibility to learning resources, limited digital literacy, and lack of administrative support. Apart from that, variations in the practice of using learning resource collections is also a challenge that needs to be overcome.

### 1. Suggestion

- a. Increasing Accessibility to Learning Resource Collections: Schools can take concrete steps to increase accessibility to learning resource collections, both



physically and online. This can be done through expanding physical collections in school libraries, as well as developing online platforms that are easy to access and user-friendly.

- b. **Developing Teacher Digital Literacy:** Continuous training and professional development programs are needed to improve teacher digital literacy. These programs may include training in the use of various technology applications and platforms relevant to learning, as well as strategies for integrating technology in the learning process.
- c. **Administrative Support:** School management needs to provide stronger support in providing facilities and resources that support the use of learning resource collections by teachers. This can be done through adequate budget allocation for the development of school libraries and the provision of other learning resources, as well as increasing accessibility to technology and the necessary technical support.
- d. **Development of Innovative Learning Practices:** Teachers need to be encouraged and supported to develop innovative and resource-oriented learning practices. This can be done through sharing experiences and best practices between teachers, as well as developing professional learning communities in schools that facilitate the exchange of ideas and collaboration between teachers.

By implementing these suggestions, it is hoped that there will be a significant increase in teachers' ability to utilize the collection of learning resources, so that they can have a greater positive impact on the quality of learning and student achievement at SMPS Al-Hijrah.

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