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## Factors Influencing the Foreign Language Learning Quality: A Study at a Cooperative Education Unit (SPK) School in Surabaya

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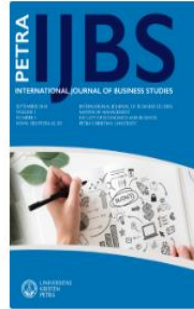
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### ABSTRACT

This research examines the correlation between the Native-Speaking Foreign Language Teachers' Professional Competencies, Teaching Methods, and Attitude Towards Learning in the Foreign Language Learning Quality in a Cooperation Education Unit or Satuan Pendidikan Kerjasama (SPK) in Surabaya. This quantitative research involved 144 students from the fourth, fifth, and sixth grades as the respondents or research participants. The data of this research were analyzed using the



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### ARTICLES

#### **The Impact of Information Sharing on Supply Chain Performance through Supplier Quality Management, Supply Chain Agility, and Supply Chain Innovation**

Harry Setyawan Firmansyah, Hotlan Siagian

119-131

#### **Extant Corpus on Retail Brand Choice Behavior and Multifactor Modelling on its Impact on Malaysia's Retail Stores**

Devaraj S. Arujunen, Yeoh Khar Kheng, Amiya Bhaumik

**Crisis Response Strategies During Cryptocurrency Crash: A Netnographic Studies of Lunatics Community**

Lady Joanne Tjahyana

145-154

**The Effect of Digital Marketing, Influencer Marketing and Online Customer Review on Purchase Decision: A Case Study of Cake Shop "Lu'miere"**

Ratih Anggoro Wilis, Ali Faik

155-162

**The Effect of ERP Implementation on Firm Performance Through Information Technology Capability and Inventory Management During the Covid-19 Pandemic**

Djiantoro ., Zeplin Jiwa Husada Tarigan

163-173

**Factors Influencing the Foreign Language Learning Quality: A Study at a Cooperative Education Unit (SPK) School in Surabaya**

Yuliana Lianto, Ricky ., Zeplin Jiwa Husada Tarigan

174-185

**The Impact of Store Atmosphere on Customer Loyalty through Perceived Quality and Satisfaction: An Evidence from Boutique Industry in Tarakan**

Marso ., Rafiq Idris

186-197

**The Effect of Student's Perception of Learning Innovation on Student Engagement and Student Satisfaction**

Anita Setyawati, Serli Wijaya, Deborah C. Widjaja

198-205

**The Mediation Role of Purchase Intention on The Relationship Between Social Media Marketing, Brand Image, and Brand Loyalty: A Case Study of J&T Express Indonesia**

Thomas Sadli, Vincentius Christianto Hartono, Adelina Proboyo

206-216

**Does Profitability Mediate the Influence of Corporate Governance on Firm Value?**

Niken Wulandari, Imronudin ., M. Farid Wajdi, Ihwan Susila

217-226

**The Effect of Information Management Capability, Collaboration, and Supply Chain Resilience on Company Performance**

James Korompis, Zeplin Jiwa Husada Tarigan, Oviliani Yenty Yuliana

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## Factors Influencing the Foreign Language Learning Quality: A Study at a Cooperative Education Unit (SPK) School in Surabaya

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### Abstract

This research examines the correlation between the Native-Speaking Foreign Language Teachers' Professional Competencies, Teaching Methods, and Attitude Towards Learning in the Foreign Language Learning Quality in a Cooperation Education Unit or Satuan Pendidikan Kerjasama (SPK) in Surabaya. This quantitative research involved 144 students from the fourth, fifth, and sixth grades as the respondents or research participants. The data of this research were analyzed using the Partial Least Square (PLS) on SmartPLS 3.0 application. The results show that the Native-Speaking Foreign Language Teachers' Professional Competencies significantly influenced Teaching Methods. Furthermore, Teaching methods significantly influenced the Attitude Towards Learning, while the Attitude Towards Learning significantly influenced Foreign Language Learning Quality. Teaching Methods have also proven to be a mediator in the influence of Attitude Towards Learning (VAF=0,1965 or 19,65%). Based on the research findings, schools and teachers need to emphasize the professional competencies of native-speaking foreign language teachers and teaching methods to improve the quality of foreign language learning.

**Keywords:** Professional competence; teaching methods; attitude toward learning; learning quality.

### 1. Introduction

Foreign languages are developing expeditiously, as is the case in Indonesia. In the 21<sup>st</sup> century, foreign languages are considered essential subjects to learn. Amini (2019) explains three reasons foreign languages are important to understand, namely as a primary element in communicating, respecting foreign cultures, and making someone more active and creative in languages. The foreign language taught to students in Indonesia is English. By 1994, English in Indonesia had become a local content subject in both public and private schools. Santoso (2014) explains that the background of foreign language learning implementation in Indonesia is driven by the fact that most science and technology is written in English or other foreign languages. Thus, mastery of foreign languages will provide a way for the Indonesians to absorb developments or spread developing knowledge in Indonesia. In addition, mastery of foreign languages will bridge Indonesian's interaction with the global community. This is one of the considerations that foreign languages need to be taught in schools.

Foreign teachers, who are often considered ideal in teaching English, also have some deficiencies in subject matter knowledge. And foreign teachers seem to be more suitable for teaching students at higher levels since lower-achieving students cannot fully understand the foreign teachers' explanations and

instructions (Dhomiri et al., 2020). However, foreign teachers seem to have flexible, creative, and superior teaching methods regarding pronunciation and culture. Besides, they can provide a positive attitude toward student culture and motivate students to use foreign languages in the learning process (Gurkan and Yuksel, 2012). Generally, there is a positive view of foreign teachers and a belief in their superiority, especially in speaking and teaching pronunciation, compared to non-foreign teachers (Gurkan and Yuksel, 2012).

Teachers' competencies significantly influence the teaching quality, which can be seen in the teachers' behavior and how they interact with students in the classroom (Rimm-Kaufman and Hamre in Fauth et al., 2019). Teachers' quality is closely related to teachers' competencies (Angella and Ricky, 2022), which as per Kunter et al. (2013) it is reflected in the teachers' personal quality in meeting their professional responsibilities (Kunter et al., 2013). The teachers' quality, which includes their knowledge and skills, is essential to maintain since it greatly influences the students learning quality (Muzakki and Tarigan, 2020; Leigh and Mead, 2005). This study further investigates the influence of foreign teachers' competencies on teaching quality, which will impact student learning outcomes. Of the four teachers' competencies, professional competence will be discussed in this study. In Fauth et al. (2019), Kramer states that the most important element of teachers' professionalism is

the behavior and traits that must be demonstrated in their professional life, starting from punctuality, dressing neatly, understanding learning theory, and communicating clearly with coworkers, parents, and students. Teachers who have good professional competence are possible to improve the learning quality.

As an object of this research, the SPK hires foreign teachers with a minimum educational background of linear bachelor's degrees and educator certificates according to the field being taught. These are the standard requirements for foreigners to be a teacher in Indonesia. However, data from the Hanyu Shuiping Kaoshi (HSK) level 4 exam, which is a Mandarin language exam held before graduating from the 6<sup>th</sup> grade, shows that students of an SPK school in Surabaya experienced a decline in their test scores from 2017 to 2020. Meanwhile, the Cambridge Progression Test (CPT), an English, Math, and Science exam for students in grades 4, 5, and 6, also shows the instability of test scores for English subjects from 2017 to 2020. The inconsistent test scores for English and Mandarin subjects can be caused by several factors, including the foreign teachers' professional competence, teaching methods, and attitude toward learning.

There are many studies related to the teaching methods used by foreign teachers in SPK. Foreign teachers use various teaching methods, so students can understand the material provided well. The teaching methods used by foreign teachers in teaching foreign languages to combine traditional and modern methods. In addition, since foreign teachers have different cultural backgrounds from the students they teach, they also face cross-cultural communication challenges. Foreign teachers who teach foreign languages must have cross-cultural communication skills, so students can understand their material or explanation well. However, there are obstacles in terms of cross-cultural communication in the SPK studied, where teachers do not understand the students' culture and vice versa. Although teachers have used various teaching methods, it was found that students' learning attitudes in the SPK studied differed in English and Mandarin lessons. In English lessons, students are likelier to be active and enthusiastic in learning. In contrast, students tend to be less enthusiastic in Mandarin lessons. This condition might be due to the teaching methods and cross-cultural communication. Therefore, this is a concern for the school, and there is a need to evaluate foreign language learning carried out by foreign teachers there.

Based on the description above, this study aims to determine how far the professional competence of foreign teachers impacts the quality of foreign language learning. Moreover, this study examines the mediating role of the selection of teaching methods, which can affect students' learning attitudes and ultimately impact foreign language learning quality.

## 2. Literature Review

### 2.1. Foreign Teachers' Professional Competencies

Teachers' professional competencies are abilities that a teacher must possess to achieve learning success (Rachmat and Winata, 2019; Angella and Ricky, 2022). Professional competencies are understood as competence that determines the productivity of professional tasks and includes professionally significant knowledge, skills, and personal qualities, as well as experience and value orientation (Yakovleva & Yakovlev, 2014). Teachers' competencies are conceptualized as a framework that describes special personal qualities required to be teachers with high professional demands. The concept includes cognitive as well as motivational variables (Kunter et al., 2013). There are two aspects to the professional competence of teachers, namely cognitive and motivational aspects. The cognitive aspect consists of the teachers' professional knowledge (Shulman, 1986) and beliefs (Fives & Gill, 2015). Meanwhile, the motivational aspect of teachers' professional competencies includes self-efficacy (Zee and Koomen, 2016) and teacher enthusiasm (Kunter, Frenzel, Nagy, Baumer & Pkerun in Fauth et al., 2019). The two aspects of teachers' professional competencies can be explained as follows;

#### 2.1.1. Cognitive Aspect

On the cognitive aspect, there are teachers' professional knowledge and beliefs. Shulman and Bromme (Fauth et al., 2019) explained that the difference between Pedagogical Content Knowledge (PCK) and Content Knowledge (CK) is that CK refers to a comprehensive understanding of the topic being taught, while PCK refers to how students can access CK (Depaepe et al., 2013; Krauss et al., 2008). Teachers with high PCK can implement challenging tasks with high cognitive levels (cognitive activation; Fortsch et al., 2016) and provide more individual learning support based on student ratings (Baumert et al., 2010). In the context of teacher beliefs, there are two orientations: transmission and constructivist (Voss et al., 2013). Teaching is the direct transmission of knowledge to students where the students' role is as a "receiver of knowledge" (Muzakki and Tarigan, 2020). Meanwhile, constructivist orientation goes hand in hand with the belief that students process learning content with the perception that knowledge is linked to pre-existing knowledge (Dubberke et al., 2008; Voss et al., 2013). The role of the student here is as an active "knowledge constructor".

### 2.1.2. Motivational Aspect

One aspect that supports the teachers' professional competencies is the motivational aspect. A teacher with self-efficacy and enthusiasm very much needs this motivational aspect. Bandura (1995) defines self-efficacy as the belief in one's ability to organize and carry out the actions necessary to produce a determined achievement. Teacher self-efficacy can be defined as the perception of self-competence to do a good job, including managing everyday situations at school (Bandura, 1995; Guo et al., 2014; Zee & Koomen, 2016). Teachers' self-efficacy is related to the effort made in teaching, motivational level, and openness to new ideas and teaching methods (Tschannen-Moran and Hoy, 2001). Kunter et al. (2008) defined teacher enthusiasm as "the affective component of teacher motivation", such as traits (p. 470; Keller et al., 2014), which reflect excitement and pleasure during professional activities. There are two aspects of teacher enthusiasm: enthusiasm for the subject and teaching (Fauth et al., 2019).

In addition to the two aspects described above, the foreign teachers' professional competencies also include aspects of cross-cultural communication. According to Lustig dan Koester (2010), communication and culture are closely related in attaching the same meaning and value to life objects. Therefore, a teacher must have cross-cultural communication skills in learning foreign languages. When someone enters into cultural communication, it takes cultural understanding, social behavior, and emotional reactions that help students develop the confidence to use language and interact in communication (Soomro et al., 2015).

### 2.1.3. Cross-Cultural Communication Aspect

Cross-cultural communication is recognizing differences and similarities between cultural groups to engage effectively in specific contexts (Stobierski, 2019). In other words, cross-cultural communication refers to how people from different cultural backgrounds adjust to improve communication. Culture influences how a person interacts with the environment and constructs and understands it (Aneas and Sandin, 2009). Therefore, cross-cultural experiences are beneficial in preparing teachers to teach multicultural students or diverse cultural backgrounds (Jin et al., 2016). In previous studies, it was stated that the ability of teachers to adapt to new cultures and use the right approach to teaching, understand cultural differences, and be able to communicate across cultures in the teaching and learning process are important skills in a complex globalized world (Jin et al., 2016).

In teaching foreign languages, foreign teachers are expected not only to have professional teaching skills but also to have cross-cultural communication skills. Thus, they can contribute to the student's cultural understanding and also be able to stimulate students' interest and involvement in foreign language learning (Jin et al., 2016). It can be concluded that foreign teachers' cross-cultural communication skill influences their professional competencies and might support foreign language learning.

The professional competencies that must be possessed by foreign teachers who teach in Indonesia are similar to the professional competencies of non-foreign teachers, which are enriched by the educator standards of foreign education units. This requirement is stated in the Minister of Education and Culture Regulation 31 of 2014.

## 2.2. Teaching Methods

Teachers in schools use teaching methods to help students discover life, nature, the world, objects, and science (Ciobanu, 2018; Angella and Ricky, 2022). Sudjana in Puspitarini and Hanif (2019) explained that the teaching methods are how teachers interact with students during the learning process. There are two types of teaching methods. First, traditional teaching methods include exposure, conversation, demonstration, practice, and observation. Second, modern methods include programmed brainstorming training, case studies, simulation methods, project research themes, and others (Ciobanu, 2018). Yakovleva and Yakovlev (2014) explained that traditional teaching methods include lectures, explanations, and exercises. Meanwhile, modern or interactive teaching methods include case studies, training, play projects, game metaphors, storytelling, and the basketball method (a method of teaching based on a situation where students must be able to carry out activities efficiently).

## 2.3. Attitude Towards Learning

Gardner mentioned, "attitude is an evaluative reaction to some reference or attitude object, inferred based on an individual's belief or opinion about that reference." (Gardner, 1985, p. 9). Attitude toward learning refers to individual reactions to everything related to the immediate context in which the language is taught (Zhao, 2015). Attitude toward learning relates to students' experiences, beliefs, values, and educational background (Zhao, 2015). This attitude will influence the process, learning outcomes, and learning quality. Attitude towards learning has an essential role in teaching and learning; a positive learning attitude and good motivation are related to the success of second language learning (Gardner in Ahmed, 2015).

## 2.4. Foreign Language Learning Quality

The learning quality refers to the teachers' actual behavior and the interaction between teachers and students in the classroom (Rimm-Kaufman & Hamre, 2010). In learning languages, especially foreign ones, four primary skills must be learned: the ability to read, write, listen and speak (Yin and Abdullah, 2014). There are three basic dimensions of learning quality: Cognitive activation, Supportive climate, and Classroom Management (Fauth et al., 2014; Baumert et al., 2010; Klieme et al., 2009). Quality is difficult to define clearly, but it can be measured. The foreign language learning quality can be calculated from the learning process where there is the interaction between teachers and students, so students have the ability or achieve good results.

### 2.4.1. Cognitive Activation

Cognitive activation is a learning opportunity designed by the teacher (Baumert & Köller Ergöneç et al., 2014). Cognitive activation includes challenging tasks, exploration of concepts, ideas, and knowledge, and Socratic dialogue practices as the primary key (Lipowsky et al. in Fauth et al., 2019). Socratic dialogue practices are verbal methods in which teachers use questions to broaden students' perspectives and draw their attention to information relevant to the beliefs being tested and the behavior being evaluated (Kazantzis et al., 2014). Therefore, various teaching practices in this class should encourage students' cognitive engagement, which is expected to lead to the knowledge conveyed.

### 2.4.2. Supportive Climate

Supportive climate (commonly known as teacher support) is a student's personal perception that is formed through repeated interactions with the teachers; it can also be defined as students' experiences where they experience interaction with the teachers as competency and relational supports (Adam and Khojasteh, 2018). In addition, a supportive climate includes aspects of teacher-student interaction, such as individual, positive, and constructive feedback, a positive approach to errors and misunderstandings, and teacher concern (Brophy, 2000; Klieme et al., 2009). The positive interaction between teachers and students is conceptualized in theoretical approaches, such as attachment theory, socio-cultural perspective, and self-determination theory (Kunter, Baumert, and Koller, 2007).

### 2.4.3. Classroom Management

Classroom management focuses on classroom rules and procedures, dealing with problems that occur

in the classroom, and changing circumstances (Kounin, 1970). The sub-dimensions of classroom management are effective handling of class disturbances, class discipline, clarity of rules, and class monitoring. (Van de Grift, 2007). In addition, classroom management aims to provide opportunities for students to learn everything teachers do to organize students, space, time, and learning materials. (Lipowsky et al., 2009; Seidel dan Shavelson, 2007; Wang, Haertel, and Walberg, 1993).

## 2.5. Correlation between Concepts

This study has four main concepts: foreign teachers' professional competence, learning quality, teaching methods, and attitude toward learning. In the research done by Mazana et al. (2019), the importance of the teacher's personality and professional abilities is stated since they can influence the attitude toward learning. Positive student learning attitudes will foster students' intrinsic motivation (Kpolovie, Joe, and Okoto, 2014). If students' intrinsic motivation has grown, it can encourage them to study acting and influence their learning outcomes and quality.

H<sub>1</sub>: Foreign teachers' professional competencies influence their attitude toward learning.

Teachers with professional competencies can have the ability to use appropriate teaching methods for students. One of the underlying aspects of teachers' professional competencies is teachers' motivation, and one of the indicators is self-efficacy. Teachers with high self-efficacy can plan and prepare lessons more thoroughly, be more open to new teaching methods, and better support students' learning (Tschannen-Moran and Woolfolk Hoy in Hachfeld et al., 2015). Active teaching methods modify the teachers' role from information translator to organizer and coordinator in the educational process and make it possible to form complex competencies in professional specialization (Yakovleva and Yakovlev, 2014). In addition, a good teacher can use various methods to attract students' attention and liven up the classroom atmosphere (Zhao, 2015).

H<sub>2</sub>: Foreign teachers' professional competencies influence teaching methods.

According to Woolfolk in Hakim (2015), the teachers' success in learning is determined by the teachers' knowledge of teaching materials, teaching methods, and classroom management. Teachers must be able to use appropriate teaching methods according to students' conditions; collaborative teaching strategies are fundamental to implement. The results of the research of Mazana et al. (2019) showed that inappropriate teaching methods used by teachers and learning which students cannot understand would

cause negative student learning attitudes. The same study also mentioned that a positive student learning attitude is determined by the teacher's teaching methods that can connect the learning materials with the students' daily lives. Giving examples of learning that can be applied in students' daily lives will motivate and foster students' positive attitudes toward learning (Mazana et al., 2019). In the research of Bin-Hady and Hazaea (2021), there is a positive correlation between the flipped learning teaching method and attitude toward learning.

H<sub>3</sub>: Teaching methods influence the attitude toward learning.

Positive student attitude and motivation can support the success of foreign language learning (Gardner in Ahmed, 2015). Learning attitudes are related to students' learning experience, beliefs, values, and educational background, which are factors that play an essential role and significantly influence the teaching and learning process and students' learning outcomes (Zhao, 2015). In addition, positive student learning attitudes will foster students' intrinsic motivation (Kpolovie, Joe, and Okoto, 2014). If students' inherent motivation has grown, it can encourage them to study actively and influence their learning outcomes and quality.

H<sub>4</sub>: Attitude toward learning influences the foreign language learning quality.

Teachers with professional competencies who have high self-efficacy can plan and prepare lessons more thoroughly, are more open to new teaching methods, and better support students to learn (Tschannen-Moran and Woolfolk Hoy in Hachfeld et al., 2015). Active teaching methods modify the teachers' role from information translator to organizer and coordinator in the educational process and make it possible to form complex competencies in professional specialization (Yakovleva and Yakovlev, 2014). A good teacher can use various teaching methods to attract students' attention and liven up the classroom atmosphere (Zhao, 2015). According to Woolfolk in Hakim (2015), the teachers' success in learning is determined by the teachers' knowledge of teaching materials, teaching methods, and classroom management. Mazana et al. (2019) stated that inappropriate teaching methods used by teachers and learning which students

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H<sub>5</sub>: The foreign teachers' professional competencies impact the attitude towards learning which is mediated by teaching methods.

Based on the correlation between the concepts above, the following is the research model shown in Figure 1.

### 3. Methods

This study used a quantitative research approach with a survey method conducted to measure how big or strong the influence of foreign teachers' professional competencies on the foreign language learning quality seen from the teaching methods variable and attitude towards learning that influence the foreign teachers' professional competence variable and the foreign language learning quality variable. The Survey technique is a technique used as a general category of research with questionnaires (Gay and Diehl in Islamy, 2019).

Google Form was given to the respondents to collect data with this questionnaire. Respondents were asked to fill out questionnaires using a Likert scale where there are five options in the form of numbers, namely 1 = Strongly Disagree (STS), 2 = Disagree (TS), 3 = Doubtful (R), 4 = Agree (S), and 5=Strongly Agree (SS). Zoom Meeting application was used in filling out the questionnaires with the help of the class teachers. Previously, the teaching teachers were briefed by the researcher to explain the questions if the respondents did not understand. In addition, the researcher anonymously entered the Zoom Meeting room to monitor the process of filling out the questionnaire. It is aimed at maintaining the validity of the questionnaires.

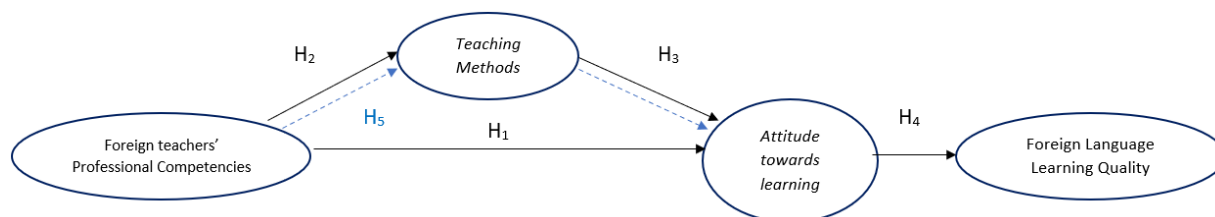


Figure 1. Research Concept Framework

Data analysis was done using the Structural Equation Modeling (SEM) approach with the Partial Least Square (PLS) statistical method and the Smart-PLS software program. The research data analysis includes three analyses, namely the outer and inner models, and testing the research hypothesis. First, the study of the outer model consists of convergent validity and reliability testing. The values evaluated to see convergent validities are the outer loading values. A research instrument is said to be valid if the outer loading value is 0.5 (Hair et al., 2017). At the same time, the reliability test was carried out by calculating the value of Cronbach's Alpha and Composite Reliability. The minimum value of Cronbach's Alpha is 0.7. If the value of Cronbach's Alpha  $< 0.7$ , then it is declared not to pass the reliability test. In contrast, if the value of Cronbach's Alpha is 0.7, it is declared to have passed the reliability test (Hair et al., 2010).

Second, the inner model test was done using R-square, while Q-square was used to test the latent variables. The R-square analysis is used to determine how much variability of endogenous variables can be explained by exogenous variables. There are three divisions of the R-square criteria, namely 0.25 for weak; 0.50 for moderate; and 0.75 for strong (Hair et al., 2011). While the Q-square predictive relevance. This technique can represent the synthesis of cross-validation with predictions from observed variables and construct parameter estimations (Ghozali and Latan, 2015). The Q-Square value of  $> 0$  indicates that the model has predictive relevance. On the contrary, the Q-square value of  $< 0$  indicates that the model lacks predictive relevance (Ghozali and Latan, 2015).

Third, test the research hypothesis by using the bootstrapping method to determine the correlation between the variable of foreign teachers' professional competence and foreign language learning quality, along with the influencing factors, namely teaching methods and attitude towards learning in the SPK studied. If the value of t-statistics is  $> 1.96$ , then this indicates a significant correlation between the related constructs. On the other hand, if the t-statistics value is  $< 1.96$ , then there is no significant correlation between the related constructs. In addition, the p-value is also used to determine the acceptance or rejection of a hypothesis. With a significance level of 5%, the p-value must be less than 0.05, so the correlation between constructs is significant, and the hypothesis is declared accepted (Hair et al., 2017).

#### 4. Results

This study was given to 176 respondents who were elementary school students in grades 4, 5, and 6 at the SPK studied. The returned questionnaire was

obtained from as many as 144 respondents. Meanwhile, each respondent filled out two questionnaires for research in English and Mandarin because they took English and Mandarin lessons, compulsory subjects in the SPK studied. This section will discuss the respondents' age, grade, and gender characteristics.

#### 4.1. Respondents' Characteristics

Respondents' characteristics in this study can be classified into three, namely the age, grade, and gender of the respondents. Table 1. shows the respondents' characteristics based on their age, grade, and gender.

**Table 1.** Respondents' profiles based on Age, Grade, and Gender

	Frequency	Percentage
Age		
8-9 years old	36	25
10-11 years old	95	66
12-13 years old	13	9
Grade		
4 <sup>th</sup> Grade	66	46
5 <sup>th</sup> Grade	49	34
6 <sup>th</sup> Grade	29	20
Gender		
Male	80	56
Female	64	44

Based on table 1 above, data shows that 25% of respondents were aged 8-9 years old, 66% were aged 10-11 years old, and 9% were aged 12-13 years old. This indicates that in measuring the foreign language learning quality of the SPK studied, researchers have involved students aged 8 to 13 years.

Based on Table 1 above, it is found that most respondents came from the fourth grade, with a total of 66 respondents (46%), followed by 49 respondents (34%) from the fifth grade and the last 29 respondents (20 %) from the sixth grade. In addition, learning a foreign language in the fourth grade results in the first to third grades. In the fourth grade, students are already in the stabilization stage. In contrast, the fifth grade is the previous level of development. Finally, the 6<sup>th</sup> grade is the habituation and evaluation of learning outcomes in elementary school. Based on Table 1 above, most respondents are male, 80 or 56%, followed by 64 female respondents or 44% of the total respondents. Therefore, it can be concluded that the number of male students in the SPK studied more than female ones.

#### 4.2. Research Analysis

A reliability test was conducted to prove the instrument's accuracy, consistency, and accuracy in

proving the construct. The composite reliability method was used for the reliability test. The composite reliability value is said to be reliable if it has a value of more than 0.7 (Ghozali and Latan, 2015). The greater the composite reliability value, the better the accuracy, consistency, and reliability of the variables in these indicators. The results of composite reliability in this study can be seen in Table 2.

**Table 2.** Research Variable Reliability Test

Variable	Cronbach's Alpha	rho_A	Composite Reliability
Attitude Towards Learning	0.692	0.704	0.802
Foreign Language Learning Quality	0.846	0.852	0.878
Foreign Teachers' Professional Competence	0.864	0.864	0.887
Teaching Methods	0.749	0.760	0.832

Table 2 shows that the composite reliability for each research variable is above 0.7. The Attitude Towards Learning variable is considered reliable since it has a composite reliability value of 0.802. In contrast, the foreign language learning quality variable is reliable because it has a composite reliability value of 0.878. The professional competence variable has composite reliability of 0.887. Thus, it is considered reliable. Finally, the teaching methods variable has composite reliability of 0.832 and can be considered reliable. The inner model analysis was done by using R-square and Q-square. The determination coefficient (R-square) is used to measure how the independent variable explains many variations in the dependent variable. The R-square values are shown in Table 3.

**Table 3.** R-Square Result

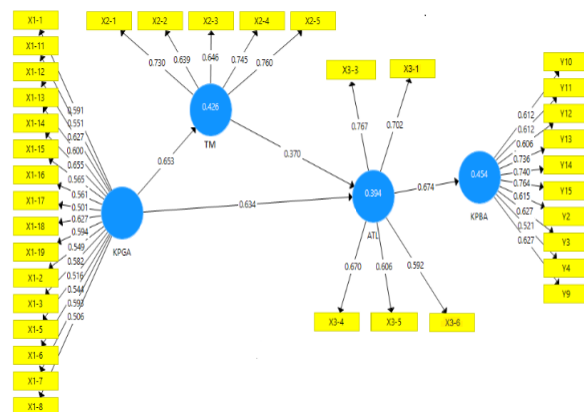
Variable	R-Square	R-Square Adjusted
Attitude Towards Learning	0.394	0.388
Foreign Language Learning Quality	0.454	0.452
Teaching Methods	0.426	0.424

Table 3 explains the R-square value for attitude towards learning of 0.394, which means that the percentage of attitude towards learning can be explained by the teaching methods variables of 39.4%. The R-square value for the foreign language learning quality variable is 0.454, which means that the percentage of the quality of foreign language learning can be explained by the attitude towards learning variable of 45.4%. Finally, the R-Square value for the teaching methods variable is 0.426, which means that the percentage of teaching methods can be explained by the foreign teachers' competencies variable of 42.6%.

The Q-square technique can represent the synthesis of cross-validation with predictions from the observed variables and estimates of the construct parameters. A Q-Square value greater than 0 indicates that the model has predictive relevance. The suitability of the structural mode can be seen from the Q-Square. The results of the Q-Square value from Table 3, the level of predictive relevance of this model can be seen through:

$$\begin{aligned}
 \text{Q-Square} &= 1 - [(1 - r^2_1) \times (1 - r^2_2) \times (1 - r^2_3)] \\
 &= 1 - [(1 - 0.394) \times (1 - 0.454) \times (1 - 0.426)] \\
 &= 1 - [0.1328] \\
 &= 0.8672
 \end{aligned}$$

The Q-Square value obtained in this model is 0.8672, which shows that it is greater than 0. Thus it can be said that the model has predictive relevance. Based on the results of the tests carried out on the research model with Partial Least Square (PLS), it was found that the path coefficient value or inner model is shown in Figure 2, and the results of testing the research hypothesis are shown in table 4.



**Figure 2.** Path Coefficient Testing Result

Based on Figure 2 and Table 4, the path coefficient value of the influence of foreign teachers' professional competencies on attitude towards learning is 0.634, which has a t-statistics of 10,741, exceeding 1.96, and has a p-value of 0 (below 0.05). It can be concluded that there is a significant influence between foreign teachers' professional competencies on the attitude toward learning. Based on Figure 2 and Table 4, the path coefficient value of the influence of foreign teachers' professional competencies on teaching methods is 0.653, which has a t-statistics of 17.467, exceeding 1.96, and has a p-value of 0 (below 0.05). Thus, there is a significant influence between the foreign teachers' competencies on the teaching methods used.

**Table 4.** Hypothesis Test Results in Direct Effect

Hypothesis	Direct Effect	Path Coefficient	T Statistics	p-values	Remark
H <sub>1</sub>	KPGA → ATL	0.634	10.741	0	Accepted
H <sub>2</sub>	KPGA → TM	0.653	17.467	0	Accepted
H <sub>3</sub>	TM → ATL	0.370	7.258	0.006	Accepted
H <sub>4</sub>	ATL → KPBA	0.674	15.626	0	Accepted

Based on Figure 2 and Table 4, the path coefficient value of the influence of teaching methods on attitude towards learning is 0.370, which has a t-statistics of 7.258 exceeding 1.96 and has a p-value of 0.006, smaller than a significance value of 0.05. It can be concluded that there is a significant influence between teaching methods on attitude toward learning. Based on Figure 2 and Table 4, the path coefficient value of the influence of attitude towards learning on the foreign language learning quality is 0.674, which has a t-statistics of 15,626 exceeding 1.96 and has a p-value of 0, smaller than a significance value of 0.05. It can be concluded that there is a significant influence between attitude towards learning on the foreign language learning quality. The indirect path coefficient test is described in Table 5.

**Table 5.** Hypothesis Test Results Indirect Effect

Indirect Effect	t-statistics	p-value	Remark
KPGA → TM → ATL	2.659	0.008	Supported

Table 5 shows that testing the hypothesis indirectly shows that the path coefficient value of the influence of foreign teachers' professional competencies on attitude towards learning mediated by teaching methods is 0.155, which has a t-statistics of 2.569 exceeding 1.96 and has a p-value of 0.008. It can be concluded that there is a significant influence between the foreign teachers' professional competencies on the attitude toward learning mediated by teaching methods.

## 5. Discussion

### 5.1. The influence of the foreign teachers' professional competencies on the attitude toward learning mediated by teaching methods

The hypothesis test results, the influence of foreign teachers' professional competencies on attitude towards learning mediated by teaching methods, obtained a value of 0.155 with a t-test value of t-statistics of 2.659 exceeding 1.96 and a p-value of 0.008. This finding proves that teaching methods mediate the correlation between foreign teachers' professional competencies and attitudes toward learning.

The fifth hypothesis test is to determine the relative size value. Finally, the indirect influence can be measured through the Variance Accounted For (VAF) value to test the influence of foreign teachers' professional competencies on attitude toward learning through teaching methods. The calculation for the VAF value can be seen in the calculation below.

$$\begin{aligned} \text{VAF} &= \frac{\text{Indirect influence}}{\text{Indirect influence} + \text{direct influence}} \\ &= \frac{0.155}{(0.155 + 0.634)} \\ &= 0.1965 \end{aligned}$$

Based on the Variance Accounted For (VAF) value calculation, the VAF value is 19.65%. The results of this VAF value indicate that the teaching methods variable partially influences the correlation between the foreign teachers' professional competencies and the attitude towards learning variables.

The results of the research on the SPK studied for the correlation between the variable foreign teachers' professional competencies and attitude towards learning mediated by teaching methods to align with previous research where self-efficacy is one of the aspects possessed by teachers. Teachers with high self-efficacy can plan and prepare lessons more thoroughly, be more open to new teaching methods, and better support students to learn (Tschannen-Moran and Woolfolk Hoy in Hachfeld et al., 2015). Besides, the research mentioned that active teaching methods modify the teachers' role from information translator to organizer and coordinator in the educational process and make it possible to form complex competencies in professional specialization (Yakovleva and Yakovlev, 2014). A good teacher can use various teaching methods to attract students' attention and liven up the classroom atmosphere (Zhao, 2015). In the SPK studied, foreign teachers have professional competencies. Thus, they can choose the right teaching methods for students learning foreign languages. However, sometimes in the SPK studied, some foreign teachers have professional competencies but lack teaching methods attractive to students. This is influenced by the cultural differences between teachers and students, which causes foreign teachers to use teaching methods according to their culture, and teachers' culture and not adjust to the students; thus, it influences students' attitudes toward learning foreign languages.

## 5.2. The influence of attitude towards learning on the foreign language learning quality

The test result indicated that foreign language learning affects attitude towards learning with a coefficient value of 0.674, a t-statistics test value of 15,626 exceeding 1.96, and a p-value of 0, which is below the minimum p-value of 0.05. This proves that there is a significant influence between attitude towards learning the foreign language learning quality, which has aspects of cognitive activation, supportive climate, and classroom management. The student's attitude can be polite to the teacher with a loading value of 0.702, and the student's attitude when doing the assignments given by the teacher with a loading value of 0.767 has a positive impact on teachers in correcting students' writing with a loading value of 0.764 and in correcting students' speaking with a loading value of 0.74. It indicates that the attitude towards learning in learning foreign languages influences the foreign language learning quality of the SPK studied.

The results of the research in the SPK studied are in line with the research statement conducted by Gardner in Ahmed (2015), where positive student attitudes and learning motivation can support the success of foreign language learning. In addition, it is in line with Zhao's research (2015) which states that learning attitudes are related to students' learning experiences, beliefs, values, and educational backgrounds. These factors are essential and significantly influence the teaching and learning process and students' learning outcomes. Furthermore, positive student learning attitudes will foster students' intrinsic motivation (Kpolovie, Joe, and Okoto; 2014). If students' inherent motivation has grown, it can encourage them to study actively and influence their learning outcomes and quality.

In the SPK studied, the attitude towards learning in learning foreign languages can influence the quality of foreign language learning quality. Suppose students' learning attitudes in learning foreign languages are positive. In that case, it will produce good learning outcomes as well, learning objectives will also be achieved, and the quality of learning will be good. On the other hand, if the student's attitude toward learning a foreign language is not good, the student's learning outcomes will be poor, and the learning objectives will not be achieved. Thus, the foreign language learning quality is also lacking. As explained in the previous section, in the SPK studied, foreign teachers tend to use monotonous teaching methods that are less attractive or have limited resources, causing students' poor learning attitudes in learning foreign languages. This condition causes a decrease in foreign language learning quality in the SPK studied.

## 5.2. Managerial Implications

This research is expected to implicate the schools and learning process as follows:

1. For schools, it is hoped that the research results can be used as input in improving the schools' quality, especially the quality of the learning process, teachers, and students.
2. It is hoped that the research results can be used to improve the quality of the foreign language learning process. In addition to the aspects of teachers' professional competencies, they must also pay attention to two other supporting aspects: teaching methods and attitude toward learning.

## 5.3. Limitations

1. This research was conducted in an SPK in Surabaya and only in one school. For further research, it would be better if the study could be carried out in several similar schools in various regions. In addition, this research was only conducted for the elementary school (SD) level, and the respondents only came from students in the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades. Therefore, it would be better to conduct research with respondents from all elementary school students and other levels (secondary school) to compare research results between primary and secondary schools.
2. Apart from those mentioned above, this research was only conducted from one overview, namely, students. Therefore, it is recommended that further research can also be done from the parent's views.

## 6. Conclusion

The research conducted at SPK found that foreign teachers' professional competencies influence their attitude toward learning. It also influences teaching methods, then teaching methods influence attitude towards learning, and attitude towards learning influences the foreign language learning quality. The indirect hypothesis found that teaching methods mediate the influence of the correlation between the foreign teachers' professional competencies and attitude towards learning. This study provides new insight for school management on how to improve foreign language quality. This result also could contribute to enriching the current research in education management.

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