



Basic Teaching Skills for Teachers at SD GP Kumelembuai

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ABSTRACT

This paper discusses a study that takes a closer look at how educators carry out the teaching and learning process using curriculum development and basic education evaluation systems that have been implemented properly. Basic teaching skills are important for teachers to know and implement. It is related to the effectiveness of the teacher in the teaching and learning process carried out in learning. The purpose of the research is to describe how basic teacher-teaching skills are implemented at SD GP Kumelembuai. The research is a descriptive qualitative research. The research data and findings come from the value of skills that form the basic education of grade 1, 2, and 3 teachers at SD GP Kumelembuai. The data collected are data about the basic teaching skills of teachers through the stages of observation, interviews, and documentation. Based on the research findings and basic teaching skills, teachers in remote areas, especially at SD GP Kumelembuai, are not yet skilled in applying basic teaching skills in learning, such as opening and closing lessons, asking questions, explaining, guiding small group discussions, teaching individually, managing classes, providing reinforcement, and providing variety.

Keywords: *basic teaching skills, teacher skills, classroom management, elementary school teachers*

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INTRODUCTION

Basic teaching skills are important for teachers to know and implement. This is related to the effectiveness of the teacher in the teaching and learning process carried out in learning. The current teaching and learning conditions at SD GP Kumelembuai are still a top priority for teachers. Because through a good teaching and learning process is expected to have a positive impact on children (Mesra et al., 2023). Lesson study began in Japan around the 1870s (Saito et al., 2006). Lesson Study is a method of case analysis in learning practice, aimed at assisting the professional development of teachers and opening opportunities for them to learn from each other based on real practices at the classroom level.

The strengths and features of the MGMP-based Lesson Study are being able to strengthen ties between teachers in schools that are close to each other (Romi Mesra, Theodorus Pangalila, Abzan Laebe, Risal, 2023). If teachers only want to work with their colleagues in the same school, it will be difficult for them to broaden their knowledge and insights. In other schools, there may be teachers who have a stronger background in certain subjects or edagogical aspects. So, interaction with teachers from other schools is very useful, especially for teachers whose educational backgrounds are "not appropriate" (Mesra, 2022).

There are several skills that must be mastered by the teacher in the teaching and learning process (Soewito, 2017), including: 1) skills to ask/ask questions, 2) skills to explain/explain, 3) skills to guide small groups, 4) skills to manage classes, 5) skills in providing reinforcement, 6) skills in providing variations, 7) skills in opening and closing lessons in class, and 8) skills in conducting evaluations. These basic teaching skills become a unit that must be carried out by the teacher in the learning process (Hadian et al., 2023).

Kartikasari (Kartikasari et al., 2016) basic teaching skills are still very difficult to implement in the learning process. Teachers still do not pay attention to the elements and components in each basic teaching skill. This must also be based on observations made at schools in Kumelembuai, that teachers are still not deep into basic teaching skills and only tend to use conventional learning methods which are carried out every day of learning based on books and materials being taught.

Learning is a process that comprises several interconnected factors. As a result, diverse talents are required to promote innovative and enjoyable learning. One of them is the ability to teach. Teaching abilities are relatively complicated professional talents, since they represent a comprehensive integration of numerous teacher competences (Rahmatullah et al., 2022). According to Kyriacou, teaching skills in class management are activities that are combined with instruction that is characterized and in line with the suitable technique procedures employed by the teacher in his classroom. Teacher teaching abilities are duties that the teacher controls in order to lead learning activities. Teaching skills in classroom management are acts taken to give direct or indirect student learning in order to fulfill learning objectives (Safitri & Sontani, 2016).

The difference between this research and previous research is that in previous research, basic teaching skills were mostly researched in junior high schools, high schools, and even universities. In this research, the researcher will more specifically examine basic teaching skills in elementary schools, which will examine all basic teaching skills, namely eight. This is of course important because the background of the students being taught, the background of the teachers who teach, then the learning environment in elementary schools will be very different from secondary schools above, plus the study of 8 basic teaching skills which will be examined in this research.

These problems and studies inspired further research in depth on basic teaching skills, especially in remote areas. Remote areas were chosen for the reason that remote areas are the spearhead in strengthening teacher capacity in the learning process so as to create a stronger sense of nationalism for the Indonesian state (Mulyana et al., 2023). Therefore, the title raised by the researcher is "Basic Teaching Skills for Teachers at SD GP Kumelembuai". This study aims to describe: (1) the use of basic teaching skills for teachers at SD GP Kumelembuai; (2) basic teaching skills that have not been achieved in the teaching and learning process at SD GP Kumelembuai.

METHOD

Based on the results of the problems that have been studied, namely the basic skills of teaching at SD GP Kumelembuai school, this research uses a qualitative descriptive approach (Afrizal, 2014). This method can be interpreted in solving procedures or problems investigated by describing/describing the state of the subject/object of research, at the present time based on the facts that appear or as they are (Sugiyono, 2019).

Meanwhile, according to Moleong Lexy J (Lexy j Moleong, 2007), qualitative methods are research that intends to understand the phenomenon of what is experienced by research subjects, for example behavior, perceptions, motivations, actions, etc., holistically, and by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods.

This research method can be used with many aspects and is wider than other methods, then it can also provide up-to-date information so that it is useful for the development of science and can be applied more widely to various kinds of problems. Qualitative research methods are used for several reasons (Zuchri Abdussamad, 2021): first, adapting qualitative methods is easier when dealing directly with multiple realities. Second, this method presents directly the nature of the relationship between researchers and respondents. Third, this method is more sensitive and more able to adapt to the many sharpening of shared influence and to the value patterns of basic teaching skills encountered.

According to Miles and Huberman (Huberman, 1992), "the most serious and fundamental challenge in using qualitative data is that the method of analysis is not calculated precisely." Qualitative data analysis is very difficult and challenging because the analysis techniques are not followed properly.

Data Reduction

Field data is abundant and must be collected carefully; the longer the researcher's space, the larger and more complex the environment. In data reduction, this requires generalization to sort the main things, focus on what is relevant, remove what is not needed, and find themes and patterns. As a result, reduced information will provide a clear mirror and make it easier for researchers to collect data and carry out searches as needed.

Data Presentation

To gain deeper knowledge of what happened and to conduct additional research based on that understanding, qualitative research allows you to conduct qualitative research in the form of explanations, passages, diagrams, correlations between types, presentation of information, and so on.

Conclusions

Inference and validation is the third step of informant analysis, according to Miles and Huberman. If initial results are found, they will be revised as strong evidence to justify subsequent information gathering sessions is discovered. If the first session's conclusions are supported by solid data, they will not change until a credible conclusion is reached. When researchers return to the field to collect data. In this study, it was filled in by researchers based on the basic teaching skills shown by the teacher based on the results of the teaching and learning process. The data collected is data about the basic teaching skills of teachers through the stages of observation, interviews and documentation (Huberman, 1992).

RESULTS AND DISCUSSION

Based on the results of research on Basic Teaching Skills for Teachers at SD GP Kumelembua by using observation data collection methods, interviews, documentation, the researchers obtained the following findings:



Figure 1. Teachers Apply Basic Teaching Skills in the Classroom
Source: (Researcher Documentation)

Teaching and learning is a learning that always gets programmed training to be able to master it. mastery of these skills allows teachers to be able to manage learning activities more effectively. basic teaching skills are generic, which means that these skills need to be mastered by all teachers. with an understanding and ability to apply basic teaching skills as a whole and integrated, teachers are expected to be able to improve the quality of the teaching and learning process.

Basic Questioning Skills

There are 4 reasons why teachers need to master questioning skills, namely:

First, in general teachers and students should tend to modify classes with active learning methods. The teacher still thinks that he is the source of information, while the students are the recipients of information. therefore, his disciple is still passive and receptive, without the will and courage to question the things that raise his doubts. By mastering questioning skills by the teacher, it can encourage students to be more active, learning activities become more varied and students become active and function as sources of information.



Figure 2. Teacher Asks Students
 Source: (Researcher Documentation)

Second, the process that grows in a society that does not accustom children to asking questions so that the child's desire to ask questions is not channeled. This kind of situation has an effect on the class. the opportunity to ask questions given by the teacher is not much used by students, while the teacher does not try to arouse students' desire to ask questions.

Third, the application of an approach that is centered on learning activities requires the involvement of students mentally and intellectually. One feature of this approach is that students have the courage to ask questions about things that really need to be questioned. this is only possible if the teacher himself masters the questioning skill that is able to arouse the student's desire to ask questions. Fourth, there is an assumption that the teacher proposed to students only serves to test students' understanding.

Turney identified 12 question functions, the twelve functions include:

- a. Arouse students' interest and curiosity about an interesting topic
- b. Focus on students to increase active learning
- c. Promote the application of active learning
- d. Stimulate students to ask their own questions
- e. Structuring the tasks given by the teacher to students so that learning activities can take place optimally
- f. Diagnosing learning difficulties between students and teachers
- g. Communicate and realize that all students must be actively involved in learning in class
- h. Provide opportunities for students to demonstrate their understanding of the information provided by the class teacher
- i. Involve students in making use of conclusions that can encourage developing a student's thinking process
- j. Increase a student's understanding of statements to the teacher.
- k. Provides an opportunity to learn and observe the steps of the lesson plan implementation
- l. Help students to be able to express what feelings and thoughts they are boring in the learning process

Reinforcement Skills

In this reinforcement to the teacher can be given in the form of verbal reinforcement and non-verbal reinforcement. From the skills of providing reinforcement to teachers that must be developed by teachers are as follows:

a. Verbal Reinforcement

In accordance with this verbal reinforcement is reinforcement that is easy to use in learning activities, but is often ignored. This type of reinforcement can be given in the form of comments, praise, support, recognition or encouragement that can improve a student's behavior and appearance. This appreciation can be in the form of motivational words, lectures, or easy explanations.

b. Non-verbal reinforcement

Various ways are used to provide non-verbal reinforcement, among others, as follows:

- 1) Mimic and body movements

Making gestures and body movements such as smiling, nodding, clapping hands, or thumb references can be used as a means of conveying messages about a teacher's acceptance of responses to students, which will be very meaningful reinforcement.

2) Fun activities

In general, students will be happy if given the opportunity to do something they are passionate about or something that allows them to excel. therefore, activities that are liked by students can be used as reinforcement of the learning process in the classroom.

Variation Skills

This variation in learning activities is a change in the activity process that aims to increase student motivation and reduce boredom and boredom. this variety is the variety that makes something not watch. variations can be in the form of changes or differences that are intentionally created/made.

Variations in learning activities are aimed at, among others, the following matters:

- a. Eliminate boredom in the learning process in class
- b. Increase motivation in learning something that we have given
- c. Develop a desire to know and investigate new things.
- d. Increase the level of student activity/involvement in learning activities in class.

Variation in teaching style, which can be varied related to the teacher's teaching style, as follows:

- a. Voice variations, the teacher's voice can be used as a very important factor in the classroom because most of the class activities originate from the things he conveys orally. therefore in managing the class the teacher needs to do various ways to produce varied sounds, for example sounds that they like.
- b. Focusing attention, namely by saying certain words specifically accompanied by gestures or movements as necessary, for example, the teacher says, "Don't forget this!", while underlining the words in question.
- c. Silence, which is silent for a moment while giving the opportunity to settle the material they are studying, or to stop the class crowd.
- d. Holding point of view, is one way of managing learning with various objectives including checking student understanding or paying special attention, building a close relationship between teacher and student in the learning process activities in class.
- e. Variation of body movements and expressions is an effective communication tool that can communicate messages more effectively than long-winded speech.
- f. Changes in the position of a teacher must be done with a specific purpose and seem reasonable and not artificial.

Explaining Skills

In relation to teaching and learning activities, explaining means organizing the subject matter in a systematically planned order, so that it can be easily understood by students.

From an etymological perspective, the word explain means "to make something clear". in the meaning activity of studying meaning systematically so that those who receive explanations have a clear picture of the relationship of one information to other information. For example, the relationship between new and old information, a causal relationship, a relationship between theory and practice, or a relationship between evidence and examples.

The activity explained aims to:

- a. Guiding students to understand the learning process.
- b. Guiding students to answer questions scientifically.
- c. Involve students to think about what the teacher has given.
- d. Get feedback on student understanding.

The principle of using skills explained

Explanation provides an explanation, the teacher needs to pay attention to things like the following:

- a. Pay attention to the learning process in class
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- b. Explanations can be given at the beginning, middle, and end, of the lesson, depending on the emergence of a need for explanation.
- c. The explanation given must be meaningful to students so that the learning process can be active.
- d. Explanations can be presented according to the lecturer's plan or when an explanation is needed from the student.

Skills in opening and closing lessons

This activity is carried out by the teacher to create an atmosphere of mental readiness and attention to students. and closing the lesson are activities carried out to end the core activities of the lesson. The objectives of the opening and closing activities are:

- a. Generating student motivation in each lesson before closing
- b. Helping students understand the limits of the tasks that have been given
- c. Help teachers understand the various materials presented.

In accordance with the results that we have done, we as researchers (students) have conducted a research approach with various learning methods in the classroom at SD GP Kumelembuai, and we have described the extent to which general arguments we can give, seen from the teaching and learning experience of teachers who in SD GP Kumelembuai most of the students at the school have different comprehension abilities. However, to run away from these problems, there are teacher strategies that are used so that there is an evenness in the final results. Of course there are obstacles, of course there is boredom, but back to the consequences of assignments and assignments as a teacher. This is also not commonplace, let alone being an elementary school teacher or first stage school after family.

So we, as researchers (students) provide opinions to the teachers at SD GP Kumelembuai school to continue to provide learning methods in accordance with the existing conditions and situations, because it has been illustrated above that the problem that occurs in schools is boredom with the learning method in class.

Classroom Management Skill

Teacher ability to build and maintain ideal learning environments, as well as abilities to restore optimal learning circumstances when disruptions in the learning process occur, both transient and transitory disturbances and continuous disturbances, are examples of classroom management skills.

The ability to give strength, the ability to make variations, the ability to ask questions, the ability to explain, the ability to guide small group discussions, the ability to open and close lessons, the ability to teach small groups and individuals, and the ability to manage a class are all basic skills of teaching teachers in the implementation of learning.

According Zainal (Zainal, 2012), effective teaching and learning need skilled classroom management. In general, the goal of classroom management is to provide resources for a variety of student learning activities in an emotional, social, and intellectual environment. The amenities provided allow students to study and work while also establishing a disciplined setting and constructing a social milieu that provides students with fulfillment, intellectual, emotional growth, and appreciation.

Based on Law no. 14 of 2005 concerning Teachers and Lecturers article 1, teachers are professional teachers with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education.

Meanwhile, teachers are professional teachers and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service. Therefore, a teacher must have abilities that are supported by the right educational background. The abilities that every teacher must have are basic teaching skills. Every teacher must have these basic teaching skills, so that a prospective teacher can only be said to be ready to teach if he has mastered the basic teaching skills well.

According to Usman (Usman, 1995) teaching is an act that requires quite heavy moral responsibility. Teaching is described as organizing learning so that by organizing it, learning becomes meaningful or

significant for students (Romi Mesra, Theodorus Pangalila, Abzan Laebe, Risal, 2023). This teaching activity is not just a teacher transferring knowledge to students but a teacher must be able to guide, educate, teach and train students according to the characteristics of each student (Tama et al., 2023).

Basic teaching skills are general teaching skills as the main provision in carrying out professional duties which refer or refer to the competency approach concept of LPTK (Educational Institutions and Education Personnel) (Hidayat et al., 2023). These skills absolutely need to be mastered by every teacher, regardless of the field of study being taught as basic capital in teaching. Basic teaching skills are very necessary, because the formation of good teacher performance requires basic skills (Daniel et al., 2023). Basic skills are standard skills that every individual who works as a teacher must have. These teaching skills are the main capital that every teacher must have properly and correctly so that they are expected to produce quality students in various respects (Hamsah et al., 2023).

CONCLUSIONS AND RECOMMENDATION

Based on the results of the data and facts described above, we as researchers try to conclude that every teacher in teaching and learning activities, of course, which includes activities explaining material or learning methods, often encounters obstacles or the possibility that a lesson does not work effectively. Of course, this can be overcome with various strategies from ways or methods of handling, for example with a good learning approach, special approaches for students below average, assignment methods to teaching techniques or explaining with love.

The point is that each student is a unique individual, it is impossible if you equate the thinking of 1 class, let alone we can know that each student has their own abilities and skills. Teachers who must be able to collaborate with each student with effective and not boring learning methods. The Ice Breaking method is also needed to minimize these possibilities. The teacher must also know the characteristics of each student so that he can provide appropriate problem solving. It can be said that the teacher is a multitalent figure who must be able to do everything, don't forget that the teacher should also not be clueless.

Research on the basic skills of teaching at SD GP Kumelembuai school, it is hoped that future researchers will further expand the field of study of basic teaching skills of teachers so that there are innovations related to the skills of teachers in teaching. Of course teachers in the world of education cannot be successful alone, but they still need to be supported by other elements as a whole in our education system.

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