

ANALYSIS OF 4 TEACHING SKILLS OF PGSD STUDENTS IN MICRO LEARNING

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1. Abstract

The research was conducted to describe the skills of explaining lessons, asking questions, managing classes and teaching small groups and individuals in PGSD (Elementary School Teacher Education) students learning microteaching. This study aims to find out if PGSD (Elementary School Teacher Education) students are appropriate in carrying out training as teachers in the skills of explaining lessons, asking questions, managing classes and teaching small groups and individuals. The method used in this research is a qualitative method and literature study. The source of the data from this study were 7 students of the PGSD (Elementary School Teacher Education) study program at Muhammadiyah University in Purworejo who took the microteaching course.

2. Introduction

The role of the teacher in the world of education is very important because the role of the teacher will also affect the learning outcomes of students and the learning outcomes of students in the world of education. Therefore, we can see the role of the teacher from the way of teaching

students must be in accordance with teaching skills and must know what components are in each teaching skill. Law Number 14 of 2005 concerning Teachers and Lecturers, Article 8 states that one of the competencies that must be possessed by teachers is pedagogical competence. It is explained in more detail in the National Education Standards, article 28 paragraph (3) point a that one of the abilities in pedagogical competence that needs to be mastered by teachers is the ability to carry out learning, which includes the ability to apply basic teaching skills, apply various types of learning strategy models, master classes, and measure the level of competency achievement of learners.

From the national standards above, students or prospective teachers must prepare these teaching skills. You can prepare student teaching skills by taking microteaching courses. According to Ismail, S. (2015) teaching skills includes: (1) asking skills, (2) strengthening skills, (3) varying skills, (4) explaining skills, (5) opening and closing skills, (6) guiding small group discussion skills, (7) skills managing classes and (8) small group and individual teaching skills. The theoretical mastery of the 8 basic teaching skills is not enough to be memorized, but must be trained and carried out through limited teaching practice guidance (micro-teching). Teaching exercises are carried out in the form of teaching fellow friends in a group that is cared for by a supervisor.

The process of teaching and learning activities, explaining is an action that is mostly carried out, especially by the teacher. When a teacher explains, it means that the teacher provides information in such a way that students really understand and understand what the teacher is informing Moonti, U., & Bahsoan, A. (2021).

Questioning skills are an inseparable part in order to improve the quality of the process and results of learning, as well as being part of success in class management Kalsum, U., Chastanti, I., & Harahap, D. A. (2022).

According to Azzah, A. I. (2020) the ability and skills to manage a class in a good teaching and learning process are as follows:

1. Creating situations that allow children to learn, so it is the starting point for successful teaching.
2. Students learn in a natural atmosphere, without pressure and in conditions that stimulate learning.

So, in the learning process, a teacher must be able to create a condition that allows students to carry out learning, foster a friendly attitude, have readiness for the course of a lesson and a student is able to feel comfortable in an appropriate situation or atmosphere, there is no pressure from the teacher and capable of being stimulated to learn well.

Teaching small groups and individuals allows teachers to pay more attention and pay attention to students so that closer (familiar) relationships are established between educators and students and between students. The skill part used is personal approach skills between educators and students, organizational skills, directing and facilitating learning skills, managing skills and carrying out teaching and learning activities. In teaching and learning activities which are basically the work of educating and not only educating from a special perspective, there must be cooperation which is two-way communication, because basically individuals also develop and are continuously involved with one another. In addition, educators act as leaders as well as entertainers who are very dominant in determining the achievement of learning objectives carried out in class Sabela, I. (2021).

Some researchers only focus on 1 skill in analysis. No researcher paid attention to more than 1 skill. Therefore, this study focused on 4 skills, namely the skills of explaining lessons, asking

questions, managing classes and teaching small groups and individuals.) is appropriate in carrying out training as a teacher in the skills of explaining lessons, asking questions, managing classes and teaching small groups and individuals.

Method

This research uses a descriptive qualitative research type. I Made Winarta explained that the qualitative descriptive analysis method is a method that contains the process of analysis, description and summary of various conditions taken from a collection of information derived from interviews or direct field observations of the problem being researched. Muhammad, F. (2021).

The data analysis technique used refers to the book "Educational Research Methods: Quantitative, Qualitative, Combination, R&D, and Action Research" (Sugiyono, 2019) describes several data collection techniques that can be used in educational research. Following are the data collection techniques used:

1. Observation

Conservation is an activity of observing, recording logically, objectively and rationally related phenomena in both actual and artificial situations to achieve a goal.

2. Documentation

Documentation is data collection in the form of relevant documents as accurate evidence from the source. Documents can be in the form of photos of activities and questionnaires.

2.1. data collection and analysis

Data collection was carried out through observation, questionnaires, and documentation. The following is an explanation of the data collection carried out:

1. Observation

Observations were made when one of the students carried out a learning simulation in class.

2. Documentation

Documentation data was obtained when one of the students simulated learning in class. Results and Discussion

Based on the results of research conducted on PGSD students taking microteaching courses, the following findings were found:

- a. The number of students is 8 students who carry out teaching simulations, with 1 male and 7 female. This information indicates the composition of the student group involved in the Microteaching practice.
- b. in the microteaching course using an assessment questionnaire. By assessing peers with a focus on the skills of explaining lessons, asking questions, managing classes and teaching small groups and individuals.
- c. Furthermore, students determine the results of the assessment and then conclude. There are several findings of problems in each skill.

d. Here students find it difficult to manage the class because their friends teach them, so they still feel nervous or embarrassed and in explaining lessons students still explain broadly and many students are not clear on the lessons explained by the theme.

Results and Discussion

Teacher Explaining Skills

The teacher's skills in explaining can increase student motivation to engage in learning. This is supported by the research of Novianti, Gimin, & Sumarno (2018, p. 9), students state that the teacher does not only explain the material but also relates the teaching material to the phenomena that are happening and uses props so that it is stated that students are interested in the teacher's explanation . Ayu (2019, p. 35) the teacher's expression greatly influences the atmosphere that can influence students' interest in participating in learning. The teacher not only teaches but also learns to improve his ability to optimize learning. Before teaching, of course, the teacher must make a lesson plan or RPP. But apparently this is not enough to optimize the teacher's explaining skills. On the mentor feedback sheet, it was found that the lesson plan made by the author had been well designed and implemented in class, but the writer needed to involve students in learning. Through the challenges and problems faced, the teacher must develop his ability to create a pleasant learning atmosphere. According to Kusuma & et al (2020) states that learning concepts will be easier without burden and coercion. Pleasant conditions will make it easier for students to accept learning because there is no burden and coercion between students and teachers. The willingness of teachers and students in carrying out the learning process will make teachers and students maximize their role in carrying out learning activities and enjoying the learning process.

There are several things that can support the learning process optimally, namely the method of delivering material which includes words, intonation, and expressions. The teacher can be an impact in learning by setting an example through his words, so that with good teacher explaining skills, students are not only easy to accept the material, but also able to apply the concepts being taught into their daily lives. The solution to improving explaining skills can be through intonation and also expressions when teaching so that students will not feel bored so they have the desire to be involved in the learning process.

According to Ayu (2019, p. 35) when students enter the classroom, they can perceive how learning will take place through the teacher's facial expressions. The expressions and intonations possessed by the teacher are very important to develop because with expressions and intonations that are appropriate to the level of student development, students will more easily understand and have an interest in being involved in a lesson.

Questioning Skills

According to Wendra (2009: 31) quoted by (Cahyani, 2015) stated several things that caused students to experience obstacles in asking questions including (1) students did not know what to do, so they did not know how to start a conversation, (2) students know that he will be assessed, and (3) students face unfamiliar situations and feel unprepared. According to (Cahyani et al., 2015), a teacher plays a very important role in the world of education, so that the teacher should provide motivation at the beginning or end of a learning process. Not only motivation, every teacher should provide more reinforcement to students so that it creates a feeling of happiness in the hearts of students when students answer or ask questions. That way students will be encouraged to ask questions and respond to questions from the teacher without the need to feel afraid of the teacher

anymore. This reinforcement can be in the form of appreciation to students in the form of facial expressions such as smiles, hand movements, head movements or can even ask other students to clap or give gifts.

According to Uno (in Destia, 2015) quoted from (Aini, 2018) states that "reinforcement is the behavior of a teacher in responding to certain behaviors of a student positively which allows this behavior to reappear" (Aini et al., 2018). Meanwhile, according to (Department of Education and Culture in Sudiana, 2005) quoted from (Aini, 2018) states "reinforcement is basically a response to behavior that can increase a possibility for the behavior to repeat" (Aini et al., 2018)

According to Mulyani, the form of teacher reinforcement consists of 2 forms, namely: (1) verbal reinforcement is positive reinforcement in the form of a response given by a teacher to express a happy attitude towards students: (2) non-verbal reinforcement is an influence in the form of body movements (Mulyani, n.d.)

Of the many factors that affect the damage to the quality of learning, the learning method is one form. One of the causes of students' low questioning skills is how a teacher chooses what method or strategy to use in the classroom during the learning process. If the method used is good and on target, the process will run smoothly and the learning objectives will also be achieved.

Not only the learning method that must be considered by a teacher before starting learning. It is better if a teacher fosters students' interest in learning first because if students already have an interest in the material being taught students will study seriously and will automatically generate more curiosity about the subject matter that will be taught by the teacher. According to (Ricardo & Meilani, 2017) quoted from Yunitasari (2020) interest in learning is a feeling of liking something or

someone's interest in learning things and activities without anyone telling them to learn. According to (Yunitasari & Hanifah, 2020) suggests that interest in learning is a motivating factor for students in learning which is based on interest or also the pleasure of the student's desire to learn

Interest in learning is a feeling that arises from a person without the slightest coercion from any party. If students are not interested in a lesson, students will not be active during the learning process or do not even pay attention to the material being conveyed, and it also causes the child to not have a sense of curiosity so that the child tends to be silent and does not ask questions even though they do not understand the material that the teacher is conveying. In addition, students' unwillingness to ask questions is because they feel shy, not confident, afraid of being wrong, and many other factors.

Class Processing Skills

In learning, all students' attention is focused on the learning process conveyed by the teacher. In creating an atmosphere in the classroom so that it is conducive and interesting for students' learning interest in listening to the material being conveyed by the teacher, the teacher provides reinforcement so that students have a sense of being highly motivated and enthusiastic in the learning process. But on the other hand teachers who have not been able to provide reinforcement skills. The reinforcement given by the teacher to students does not have to be in the form of words of praise or appreciation. A good relationship between teachers and students is able to create very strong reinforcement, this will have a positive impact on student development. If students feel comfortable and like the teacher students will be able to like the lesson more.

This statement will be the other way around if students are not comfortable with the teacher's treatment then students will hate the subjects delivered by the teacher. The skill of processing students is a skill that is carried out by the teacher in creating and conditioning conditions in the class so that the learning process can run optimally for students or teachers.

Besides that, to condition the class aims to restore class conditions that are less than optimal or disturbances in class when learning is in progress. In class processing skills, there are many related to the process of creating and maintaining a class atmosphere or an atmosphere for optimal learning.

This needs to be done to assist the teacher in creating an optimal condition in the classroom. Teachers to find out the extent to which students understand the learning material provided by the teacher to students. And the teacher can evaluate the results of the learning carried out.

Small Group and Individual Teaching Skills

The ability of basic teaching skills is an ability that must be mastered by an educator, including students and teachers in elementary schools. The ability to teach basic skills will not be obtained if you only study the theory, let alone just memorize it without teaching practice. The ability of basic teaching skills is a type of skill that is applicable so that it can be mastered by prospective educators, so that basic teaching skills will be good if they are trained continuously and practice is carried out consistently through a controlled system. One of the ways is to practice basic teaching skills which are shown through the Michro Teaching course. Based on the value of achieving basic teaching skills that has been contained in the table above, it is known that it shows a proper classification. This shows that showing practice through the Michro Teaching course can be a way to develop basic teaching skills to develop skills for student educators It is.

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