

IMPLEMENTATION OF TEACHER TEACHING SKILLS IN CLASSROOM LEARNING

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Abstract

Basic teaching skills are an important aspect that teachers must have in order to carry out their role in managing the learning process. Competent teachers will be better able to create an effective learning environment and be able to manage their classes, so that student learning outcomes can be achieved optimally. A teacher in learning must have basic teaching skills, namely in the initial/opening activities, core activities, and closing activities. These three activities are the main activities and must be carried out in learning. In connection with research regarding teachers' teaching skills, the material for measuring the basic skills of implementing learning was observed by researchers through observation sheets. Increasing teacher efforts can be done by broadening horizons, developing the learning environment, utilizing various learning resources, and providing rewards as teacher appreciation for students' enthusiasm for learning. The teacher's skill in carrying out learning from start to finish can make students happier participating in learning activities.

Keywords: Teacher Teaching Skills, Classroom Learning

INTRODUCTION

Teaching is a professional job that requires complex abilities to be able to do it. Teaching is not just a process of delivering material, but involves broader aspects such as developing attitudes, emotions, character, habits and values. Like other professional jobs, the job of a teacher requires special skills so that not everyone is able to do the job properly. There is a set of abilities that a teacher must have. This set of abilities is called teacher competency. According to Government Regulation Number 19 of 2005 concerning National Education Standards, a teacher is required to master pedagogical, professional, personal and social competencies (Gibbs, G., & Coffey, M, 2004).

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Learning is a process of interaction between educators and students. Teachers as occupational educators are the most important component in the learning process, because teachers are in direct contact with children as subjects and objects of learning. Providing effective learning requires systemic elements such as teachers, children, learning objectives, teaching materials, learning models, learning methods, learning media, and the class atmosphere that is formed (Sumyadi, Y., et al, 2020). Teaching skills for a teacher are very important if he wants to become a professional teacher, so apart from having to master the substance of the field of study taught, basic teaching skills are also supporting skills for the teacher's success in the teaching and learning process.

Basic teaching skills are an important aspect that teachers must have in order to carry out their role in managing the learning process. According to Nasution (Nasution, W. S. L., et al, 2022) A teacher must master skills in various teaching styles and must be able to carry out various roles, meaning that a teacher must master various teaching skills to create effective and innovative learning. In Law No. 14 of 2005 (Darmawan, C, 2020) concerning teachers and lecturers, it is stated that the main task of a teacher is to educate, teach, guide, direct, train, assess and evaluate students in early childhood education through formal education, primary education and secondary education.

By mastering basic teaching skills, teachers can carry out their duties as professional teachers in developing students' potential in order to achieve educational goals. Competent teachers will be better able to create an effective learning environment and be able to manage their classes, so that student learning outcomes can be achieved optimally. Turney (Aldila, F. T., et al, 2023) stated 8 teaching skills that play a very important role and determine the quality of learning, namely the skills of asking questions, providing reinforcement, providing variations, explaining, opening and closing lessons, guiding small group discussions, managing the class, and teaching small groups and individuals.

Teachers as educators need to have and master the skills to carry out their obligations as educators effectively, efficiently and professionally, namely basic teaching skills or teaching skills where these skills are specific. With these skills, teachers can provide interesting, memorable and meaningful learning. Providing fun learning can take the form of implementing games, rewards, using learning media, and using learning models that are appropriate to the material. Apart from that, the skills of asking, answering and delivering material are very necessary to support an active learning atmosphere. Therefore, to

realize maximum learning goals, teachers need to master basic skills to create fun but meaningful learning for students (Isman, A., et al, 2012).

RESEARCH METHOD

The study in this research is qualitative with literature. The literature study research method is a research approach that involves the analysis and synthesis of information from various literature sources that are relevant to a particular research topic. Documents taken from literature research are journals, books and references related to the discussion you want to research (Earley, M.A. 2014; Snyder, H. 2019).

RESULT AND DISCUSSION

The Nature of Teaching Skills

A. Understanding Teaching Skills

Teaching is a complex process, not just conveying new information from the teacher to students. There are many activities and actions that must be taken, especially if better learning outcomes are desired for all students. Teaching is "any deliberate effort in order to provide the possibility for students to have a process of learning something with formulated objectives (Ali, H. M, 2000).

Skills in a broad sense are defined as skills for the sake of life and livelihood with dignity and physical and spiritual prosperity (Gibbs, G., & Coffey, M, 2004). Skills are activities related to nerves and muscles (neuromuscular) which are usually seen in physical activities such as writing, typing, sports, and so on. Even though the behavior is motoric, this skill requires careful motor coordination and high awareness. Thus, students who perform motor movements with low coordination and awareness can be considered lacking or unskilled (Albrahim, F. A, 2020).

According to Mulyasa, teaching skills are quite complex professional competencies, as an interaction of various teacher competencies in a complete and comprehensive manner. Mastery of teaching skills must be complete and integrated, so systematic training is needed to create creative, professional and enjoyable learning (Burgess, A., et al, 2012).

B. Types of Teaching Skills

Teaching skills are very important in effective and efficient teaching, therefore a teacher must have several skills in teaching, according to Marton, G. E., et al (2015) a teacher must have several skills in teaching including:

1. Skills Unlock Learning

The skill of opening a lesson according to Göksün, O. D., & Kurt, A. A (2017) states that the efforts made by teachers in learning activities are to create preconditions for students so that their mental and attention is focused on the learning experiences presented so that they can easily achieve the expected competencies. In other words, opening a lesson is about preparing students' mental and attention so that students focus on the things being studied.

Opening learning skills according to Komba, S. C., & Kira, E. S (2013) said that opening learning skills are basic teaching skills that must be mastered and trained by prospective teachers in order to achieve learning goals effectively, efficiently and interestingly. The success of learning is greatly influenced by the teacher's ability to open learning.

2. Learning Closing Skills

The skill of closing a lesson according to Johnston, J., et al (2007) states that closing a lesson can be interpreted as an activity carried out by the teacher to end the lesson with the aim of providing a comprehensive picture of what students have learned and its relationship to previous experiences, knowing the level of student success, as well as the teacher's success in implementing the learning process.

Closing Skills according to Martinez, C (2022) says that closing learning activities are carried out with the aim of focusing students' attention on the end of the activity or at the end of the lesson, for example summarizing or outlining the material that has just been discussed, consolidating attention on the main things in the lesson. lessons that have been learned, and organizing all activities or lessons that have been studied into a meaningful whole to understand the essence of the lesson.

3. Explaining Skills

Explaining skills according to Burgess, A., et al (2012) say that things that must be prepared beforehand in explaining skills include: studying the ideas or material that will be presented (usually in the form of topics), studying the relationships that may exist between the things contained in the idea, as well as the possibility of drawing a summary or generalization of it. And explanation skills are related to conveying an idea/opinion or thought (in this case, teaching material) in the form of words and organization in conveying the idea.

Explaining skills according to Hamel, C., et al (2015) say that the meaning of explaining in relation to learning activities refers to the act of

organizing lesson material in a planned and systematic sequence so that students can easily understand the presentation. The importance of mastering explanation skills for teachers is that this mastery allows teachers to increase the effectiveness of using time and presenting explanations, estimating students' level of understanding, and allowing students to expand their knowledge.

4. Skills in Procuring Variations

The skill of carrying out variations carried out by a teacher has an important goal for both the teacher and the students. According to Albhnsawy, A. A., & Aliweh, A. M (2016), stimulus variation is a teacher's skill in ensuring that the learning climate remains interesting, not boring, so that students show enthusiasm and perseverance, are full of passion, and participate actively in every step of the activity. learning.

The components in the skill of carrying out variations according to Shoffa & Shoffan (Lestari, N) say that there are three types of variations carried out by teachers, namely variations in the time of carrying out the learning process, variations in using media and learning tools, variations in carrying out interaction patterns. In variations in carrying out the learning process, there are several techniques that can be used, namely the use of voice variations, concentration of attention, teacher silence, gaze contact, facial expressions, teacher movement position.

C. Basic Learning Implementation Skills

Basic skills for implementing learning are basically special abilities relating to aspects of implementing learning activities that must be possessed and applied by every individual who has a profession as a teacher, tutor, trainer or facilitator in implementing learning. The basic skills for implementing this learning are specific and serve as basic capital for a teacher in carrying out tasks in learning so that learning objectives can be achieved optimally (Williams, P, 2002).

The basic skills for implementing teaching according to Rusman (Puspita, A. S., & Aloysius, S, 2019) state that in general every learning activity goes through three stages, namely initial/opening activities, core activities, and closing activities. The application of basic teaching skills is carried out at these three stages. Therefore, basic teaching skills are an integral part of the entire learning process. Basic teaching skills are intended to facilitate the learning process so that it runs effectively and efficiently.

Based on the basic skills for implementing learning, it can be concluded that a teacher in learning must have basic teaching skills, namely

in the initial/opening activities, core activities, and closing activities. These three activities are the main activities and must be carried out in learning. In connection with research regarding teachers' teaching skills, the material for measuring the basic skills of implementing learning was observed by researchers through observation sheets.

D. Principles of Applying Basic Teaching Skills

The application of each type of basic teaching skill in the learning process must take into account several provisions, laws, rules or principles as follows according to Rusman (Susanti, R., & Anwar, Y, 2019).

1. Suitability (relevance): that is, each type of teaching skill applied must be adapted to other learning components or variables (internal or external). This means that in learning appropriateness in learning must be prescribed by a teacher.
2. Creativity and innovation, namely every type of basic teaching skill that is applied, is packaged creatively and innovatively so that it can encourage optimal student learning activity and creativity. This means that the teacher's role in learning must apply a creative and innovative atmosphere in learning so that students in learning will be more active and student learning will be optimal.
3. The accuracy (accuracy) that each type of basic teaching skill applied must be selected both in terms of quantity and quality, so that each type and form of basic teaching skill applied achieves the learning targets applied.
4. Usefulness; Each type of basic teaching skill that is applied can contribute or have high beneficial value for developing students' potential both academically and non-academicly. This means that in learning basic teaching skills, it has a very big role in student potential so teachers must have basic teaching skills.
5. Pleasant; that the selection and application of each type of basic teaching skill is endeavored to create a passionate and enjoyable learning atmosphere. The application of basic teaching skills by a teacher has a positive impact on students, such as raising enthusiasm for the students' learning process and also creating a creative learning process.

Teacher Professionalism

Professional teachers are a determining factor in a quality education process. To be able to become professional teachers, they must be able to find their identity and actualize themselves according to the abilities and rules of professional teachers. Commenting on the low quality of education today is an

indication of the need for professional teachers (Demirkasımoğlu, N, 2010). For this reason, teachers are expected not only to carry out their profession, but teachers must have a strong interest in carrying out their duties in accordance with the required rules of teacher professionalism.

A professional teacher is a teacher who knows about himself, that is, he is a person who is called to accompany students to/in learning. Teachers are required to continuously find out how students should learn. So, if there is a student failure, the teacher is called to find the cause and find a way out with the students, not to silence it or even turn it on. The attitude that must always be cultivated is the willingness to know oneself and the desire to purify one's teaching. Want to learn by taking the time to become a teacher. A teacher who is not willing to learn cannot possibly be at home and proud to be a teacher. Hard work and pride in one's teaching are steps to becoming a professional teacher (Sachs, J, 2016).

According to Wardoyo, C., & Herdiani, A (2017), professional teachers will be reflected in the implementation of dedicated tasks which are characterized by expertise in both material and methods. Apart from that, it is also shown through his responsibility in carrying out all his services. Professional teachers should be able to assume and carry out their responsibilities as teachers towards students, parents, society, nation, state and religion. Professional teachers have personal, social, intellectual, moral and spiritual responsibilities. Independent personal responsibility who is able to understand himself, manage himself, control himself, respect and develop himself. Social responsibility is realized through teacher competence in understanding themselves as an inseparable part of the social environment and having effective interactive abilities. Intellectual responsibility is realized through mastery of various sets of knowledge and skills needed to support their duties. Spiritual and normal responsibilities are realized through the appearance of teachers as religious beings whose behavior always does not deviate from religious and moral norms (Tschannen-Moran, M, 2009).

Implementation of Class Teacher Teaching Skills in Learning

Learning achievement is determined by how the teacher provides and implements learning. Where in implementing learning, teacher skills are important things that must be mastered. Teachers as professional educators in school organizations have the task of educating students to achieve agreed goals and competencies. Professional development can help education staff understand students' needs so that teachers know what needs to be done to

overcome problems in learning (Gultom, S., et al, 2020). One form of developing teacher professionalism is developing basic skills to create enjoyable learning. These skills include:

1. Use of varied learning media.

To create fun learning, teachers can use learning media as a tool in delivering material. Learning media is a set of tools that can be used by teachers to help convey lesson material. Learning media itself is divided into three types, namely audio-based learning media, visual-based learning media, and audiovisual-based learning media. Audio-based learning media is learning media that can only be heard, for example radio, tape recorders, and so on. For visual-based learning media, it is learning media that can only be seen, for example, visual aids.

Meanwhile, audiovisual-based learning media is learning media that can be seen and heard. This learning media can be two-dimensional or three-dimensional learning media. Examples of audiovisual-based learning media are television, learning videos and interactive learning media. The teacher's skills in selecting appropriate learning media can divert students' attention so that students are not only fixated on the teacher's explanation which can cause boredom. Apart from that, elementary school students have a high sense of curiosity so they are easily interested in the media provided by the teacher. With the existence of learning media, for example audiovisual-based interactive learning media, it can help create an active and enjoyable learning atmosphere (Supriyono, S, 2018).

The rapid development of technology makes it easier for teachers to find or create the learning media they want. Audiovisual learning media has a positive impact on students' learning success in participating in learning. The presence of images and sounds in audiovisual learning media can help students understand the meaning conveyed in the media (Rodgers, D. L., & Withrow-Thorton, B. J, 2005).

2. Suitability of the Learning Model according to the character of the students.

There are many learning models that have been developed by several researchers so that teachers can use them as a guide in carrying out the learning process. The learning model is a series of presentations of the learning process which includes all aspects of learning carried out by the teacher from the beginning of the lesson to the end of the lesson. The use of learning models that are appropriate to the material can help teachers in implementing learning so that learning objectives are achieved. Apart from that, the learning model applied can help students overcome boredom

because students will play an active role in learning that is designed in a fun atmosphere. The differences in characteristics possessed by each student are challenges that must be faced by teachers in organizing the learning process as well as in implementing learning models. The teacher as a supervisor and facilitator has duties that must be carried out, one of which is preparing a learning model. There are many learning models that teachers can use to present a fun learning process that suits the character and needs of students. Such as the Cooperative learning model, STAD learning model, Problem Based Learning model and many more.

The importance of teacher skills in enjoyable learning provides good results. Increasing teacher efforts can be done by broadening horizons, developing the learning environment, utilizing various learning resources, and providing rewards as teacher appreciation for students' enthusiasm for learning. The teacher's skill in carrying out learning from start to finish can make students happier participating in learning activities. A learning atmosphere that is conducive but not boring helps students concentrate on learning. To help teachers can use media and learning models. The relationship between learning models and learning media is one of the skills that teachers must master (Gultom, S., et al, 2020). That way the teacher can attract students' attention to actively participate. Fun learning can help students improve student learning outcomes. Increasing learning outcomes is a sign that the teacher's learning is enjoyable, producing the expected results and achieving learning objectives.

CONCLUSION

Teachers' skills in teaching and providing variety in learning are things that need to be done to prevent students from becoming bored in learning because basically elementary school students have a high level of curiosity. To meet students' needs in participating in learning, teachers as educators need to organize learning that is fun by being able to use learning media as a tool to assist in delivering material and learning models as learning implementation techniques. Apart from this, teachers need to improve and develop other skills. By mastering skills in teaching, educational goals will be achieved. The differences in the characteristics of each student mean that teachers need to think carefully about how all students can receive the material presented and participate in learning with confidence without comparing themselves with students who are better than them.

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