



# MICRO TEACHING

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Netriwati, M.Pd.  
Ulfah Putri Efendi, S.Pd.



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# PREFACE

This book is, authored by Mai Sri Lena, Netriwati, and Ulfah Putri Efendi, about teaching skills and differ from other books, this book is based on the research that provides survey data on obstacles in mastering each teaching skill and how to overcome it. The objective of this book is to develop readers' teaching skills and enhance their knowledge about teaching. We express our gratitude to those who assist in accomplishing this book.

Authors



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# 1

## MICRO TEACHING

### A. Introduction

In the field of education, the role of teachers and aspiring teachers is crucial. To become an educator, teachers and prospective teachers must prepare themselves carefully, because what they will educate are human beings who will develop and influence the future of the nation. Every formal teacher generally prepares himself carefully by adding insight and receiving education to be more professional when revealed to the field later. In order to form the teacher's personality, teaching abilities, and teaching style, one of the things that needs to be done is to increase the practice and broaden the knowledge of teaching through micro teaching.

In micro teaching, the procedure for implementing learning is simplified so that it can reduce the usual complexities found in the learning process. The teacher also directly receives feedback on his performance, so that if there are weaknesses and shortcomings, they can be corrected. Vice versa, he will get reinforcement if the skills he displays are good. It is through this process of training in micro teaching that the knowledge, attitudes and skills acquired are further developed by engaging in schools under the supervision of principals, tutors and supervisors or mentors. Thus, teacher competency development is carried out in an integrated and sustainable manner in a systematic program. That's why micro teaching courses are very important for prospective teachers.

On this occasion, the author will discuss “The Nature and The Scope of Micro Teaching” which is one of the basic courses for Micro Teaching. The author hopes that this paper can provide benefits and add insight to the reader.

**This chapter discusses about** 1) What is micro teaching? 2) Why should prospective teachers study micro teaching courses? 3) What is the scope of micro teaching?

## **B. Discussion**

### **1. The Definition of Micro Teaching**

Micro teaching is a concept of training that can be used in various competency stages and professional development of education, both for pre-service teacher candidates as well as for in-service training and education for teachers (Maulidiani, 2018). Micro teaching is a simplified teaching activity, so it is not as complex as real teaching activities (Barnawi & Arifin, 2016).

Micro teaching is a small and limited scale of educational training to improve teaching and educating skills. The main targets of this method are educators teaching (Asril, 2018).

Based on the above understanding, it can be concluded that microteaching is a concept or method of educational training on a small scale (*simplified*) that is used in order to improve teaching and educating skills in numerous stages of competency and professional development of education and teacher training staff so that it is not complicated as usual teaching activities.

Micro learning is carried out in the form of a simulation with a trial model. This method is applied to get a learning experience (Netriwati & Lena, 2018). The learning experience that will be gained include knowledge, skills, values and attitudes. Within this learning experience, the way of thinking of prospective educators will change to become more broad and open. Micro learning is held in the micro learning laboratory. This laboratory must be designed in such a way that prospective educators master various skills. The laboratory is at least able to provide knowledge, attitude, action, reaction, and interaction skills training for candidates (Lubis, Hanafi, & Rabiatal, 2019).

## 2. The Purpose of Micro Teaching

Based on Ministry of research and technology regulation No. 55 of 2017 (Article 9), the purpose of conducting micro learning is to train teaching skills which include: a) planning done by students with supervision from a supervisor; b) implementation of learning in the laboratory; c) assessment and direct feedback are provided by the lecturer; d) remediation enrichment.

Utilizing the microlearning approach is beneficial for two main reasons, specifically:

- a. For the benefit of developing knowledge about education and teacher training in particular.
- b. Development or to practice practical skills that are needed in learning activities.

In general, micro learning aims to provide teaching skills for prospective educators (Helmiati, 2013).

Micro learning provides benefits to the parties involved in its implementation. In each educational unit, there are three parties who directly receive the benefits, namely prospective educators, educators, and educators for education staff (Sukirman, 2012). Control and training during the implementation of micro learning is able to make the teaching skills of prospective educators or educators develop and be more developed. In addition, in micro-learning exercises there is an increase in mastery of certain focused and objective teaching skills. Educational institutions also benefit from the implementation of micro learning. The facilities used for teaching become more efficient and more effective because teaching practices are only carried out in a short time.

## 3. The History of Micro Teaching

Micro teaching teaching skills training is known to have begun to develop in the 1960s in England, to be precise at Stanford University (Thulfitrah, 2018). This simplification technique was developed by Stanford University when the notion of behaviorism (*behavioral flow*) began to influence the learning process.

Joyce (2004) in Ellyawati, N. (2021) says that the presence of micro learning is to respond to deficiencies and frustrations with previously developed teacher education programs. The goal is to equip aspiring

teachers with knowledge and skills outside of theory. What has been learned, and regularly updating the information also improves their abilities, because micro learning is not only for prospective teachers but can also be used by those who have become teachers or educators.

This understanding has the assumption that learning activities are a process to change behavior. This understanding also emphasizes the importance of feedback in teaching activities. Thus, increasing the feedback that gives a positive effect rather than negative, so that changes in behavior are also positive.

The prospective teachers or educators are then expected to have the right behavior or behavior, in order to invite a positive response from the students. Feedback in teaching activities is maximized when these teaching activities are minimized or simplified.

Its application then began to be carried out, one of which was by Dwight Allen and his friends in 1961. The training method became known as the Stanford Approach and was first applied at the University of California. Gradually, the Stanford Approach program was implemented more broadly.

Entering 1963, Stanford University then introduced it as the Experimental Education Program which received support from the Ford Foundation. This educational program then tried to simplify teaching activities which then spread to various universities.

Starting from college in America and continuing to Europe. In 1971, the micro teaching training method became widely known and entered the Asian region in Malaysia, Singapore, and also Indonesia.

#### **4. Micro Teaching Procedure**

Asril (2018) explains the procedure for implementing micro teaching learning consisting of:

- a. Students or prospective teachers must prepare learning units (SP) or lesson plans (RPP) or scenarios, the presentation time is between 10 to 15 minutes, written neatly and submitted to the supervisor before appearing to match what is written according to what is practiced.
- b. For students who do not appear on duty as supervisors, written observers, oral observers, as well as students in class.

## 5. Micro Teaching Stages

The following are the stages of micro teaching according to Halimah (2017) as follows:

a. First stage (cognitive stage)

This stage teach prospective teachers to comprehend and investigate the ideas and significance of fundamental teaching techniques in the teaching process and gain a general understanding of their appropriate use, the synergy of one skill with another, and when and where Condition determines the accuracy of one ability and the other. Ideally used at this stage, in addition to introducing theoretical concepts, future teachers should see examples of theoretical practical applications through video presentations of theoretical applications. In this way, prospective student teachers or practitioners can combine their knowledge with basic teaching skills to synergistically apply them to the realities of the classroom.

b. Second stage (implementation stage)

In the second stage, prospective student teachers or practitioners will practice basic teaching skills repeatedly in order to recognize the inadequacies of the skills they are learning and will be able to use them in the classroom and in the learning process. Practitioners are now capable of creating all the learning resources that future professional teachers will require, including lesson plans, media, and other resources.

c. Third stage (reverse stage)

The third stage is for practitioners to obtain feedback through surveys of informative peer observations after witnessing the implementation of classroom exercises. Practitioners' strengths and weaknesses are assessed by peers and faculty advisors or associate teachers, then analyzed and used as a resource to help professional teacher candidates perform better.

## 6. The Scope of Micro Teaching

The scope of micro teaching is the capacity to create instructional materials and master the fundamental teaching techniques, including opening and closing statements, explanations, questioning, various forms of stimulation,



reinforcement, small-group and one-on-one discussion facilitation, and classroom management (Arifmiboy, 2019).

### **a. Opening and Closing Lessons Skills**

Opening skills are skills to start lessons that aim to create learning conditions that make students interested and interested in following lessons. According to Hasibuan, et al., (1994), opening lesson skills are learning activities to build student preconditions so that their interest and attention is focused on what they are going to learn. Opening lesson skills are educational activities that help students set themselves up for success so that they are interested in and paying attention to what they are studying. So, the skill of opening lessons is a skill in presenting a conducive learning atmosphere that is able to direct the interest and attention of students to be ready to follow the next learning process.

Suwarna, et al., (2006) explained that the objectives of the basic skills of opening lessons are:

- 1) Helping students prepare themselves so they can imagine the lessons they will learn.
- 2) Generating students attention on what will be learned.
- 3) Helping students to understand the limits of the task to be done.
- 4) Helping students to discover the relationship between experiences with new things that are not yet known.

Closing skills are skills in ending lessons, which direct students to be able to summarize the lessons they have just learned and provide follow-up tasks to do as an exercise to emphasize and confirm mastery of the material. The purpose of closing the lesson skills described by Suwarna, et al., (2006) are as follows:

- 1) Knowing how well students in learning.
- 2) Knowing how well teachers are at instructing students.
- 3) Helping students to discover find the connection between their experiences and what they learn.

The components of opening and closing lesson skills are as follows:

- 1) Attract students' attention
- 2) Generating motivation
- 3) Provide a reference
- 4) Making links

Components of closing lesson:

- 1) Revisiting
- 2) Evaluate
- 3) Making conclusions or summaries of the material
- 4) Provide significant tasks (*appropriate, meaningful, and useful*)

Implementation principles of opening and closing lessons:

- 1) Meaningful, namely by choosing a method that is relevant to the content and objectives of the lesson.
- 2) Sequential and continuous, is the teacher's activity from introducing to summarizing lessons are a unified whole and are related to one another.

## **b. Explaining Skills**

The ability to explain is the teacher's ability to present information verbally which is systematically organized which aims to show the relationship, between the known and unknown causes and effects.

The purpose of providing an explanation is:

- 1) helping students to understand formulas, propositions, and principles,
- 2) involve students to think,
- 3) get feedback on students' understanding,
- 4) assist students in problem-solving learning activities.

The components of the explaining skill are as follows:

A. Planning:

- 1) Message content (material)
- 2) Message recipients (students)

## B. Presenting an explanation

- 1) Clarity
- 2) Use of examples and illustrations
- 3) Pressure applying
- 4) Flip

## c. Questioning Skills

Questioning skills are techniques for getting responses or input from others (Supriyadi, 2013). J.J. Hasibuan & Moedjiono (2012:62) pointed out that questioning is an oral expression that requires the accused person to be tried. The answer given can be knowledge about the thing that results from the inference.

According to Mufarokah (2009:153) Questioning skills are utterances or statements made by teachers that demand responses or answers from students. Meanwhile, according to Supriyadi (2011: 158) “teacher use question skills to get answers or feedback from students”. Sundari and Yuli (2017: 27) state that the questioning skill is the simplest skill where this skill becomes the foundation for the ability to develop the next skill.

According to Marno (2008:115) the questioning skill is a teaching in itself, as teachers usually always include/use question and answer in teaching. Questions are used almost entirely in the evaluation, measuring, assessment, and evaluation processes. A fundamental talent needed to learn the next level is the ability to ask questions. Since the questions will encourage students to actively participate, the goal of teachers’ inquiries is not just to gather information, but also to increase the occurrence of teacher-student interaction and student-student interaction (Anitah, 2009: 7.4). According to Hotman Sihotang and Sahat T. Simorangkir (2020:29) Asking skills are no less important to be mastered by teachers, because asking skills are the key to improving the quality and meaning of learning. According to Sanjaya in Indriyani (2019: 44) the ability to ask questions is one of the most important skills teachers must master. Active participation of students because of the problem. Because of the questions will lead students to be active.

In the learning process, teachers need ask a questions and students provide answers to questions posed by the teacher. The questions given can be orders or sentences that require student responses.

In class the teacher asks students for various purposes including for (Aida, 2019):

1. Generating students' curiosity about the subject.
2. Creating motivation and inspiring students to participate actively in lessons.
3. Focusing students' attention on the subject,
4. Activating and productive students in learning.
5. Exploring things that students have and have not known about the material.
6. Diagnose specific difficulties that hinder student learning.
7. Provide chances for students to integrate the information.
8. Evaluating and assessing student learning outcomes.
9. Provide chances for students to repeat the subject material.

**Components ask questions:**

- A. Basic Questioning Component
  - 1) Disclosure of questions clearly
  - 2) Giving resources
  - 3) Focusing
  - 4) Turn shift
  - 5) Placement
  - 6) Giving time to think
  - 7) Guidance.

According to Suyono and Hariyanto (2011: 213) there are two types of inquiries that a teacher may make, namely basic questions and follow-up questions. In order for a basic question to be effective, it should be done in the following ways:

- 1) clear questions briefly, taking into account the thinking skills and vocabulary mastered by students.
- 2) Provide references in the form of questions or short statements with information that is consistent with the expected answer.
- 3) Focusing, questions are used to focus their attention.

- 4) Give turns and share questions.
- 5) Provide an opportunity to think.

According to Suwarna (2005:73) the components of basic teaching skills asking basic level questions are:

- 1) Use of questions clearly and concisely.  
Teachers' questions must be clear and short in easy-to-understand language according to the developmental level of students.
- 2) Giving reference.  
Before asking questions, sometimes teachers need to provide references in the form of questions that contain information that is relevant to the answers expected from students.
- 3) Shifting turn.  
There may be times when more than one student needs to answer a question because the answer is incorrect or insufficient. Therefore, teachers can use shift transfer techniques. First, the teacher asks the class a question, and second, then selects a student to answer by saying their name or pointing to the student.
- 4) In order to involve as many students as possible in the class, the teacher needs to spread out turns to answer random questions. He should try so that students get a turn evenly.
- 5) Gives time to think.  
After asking a question, teachers must give a few seconds before assigning students to answer.
- 6) Guidance.  
If students give wrong answers or cannot answer, teachers should guide students to find the correct answer on their own.

According to Djamarah (2010: 99) Basic questioning skills include:

- 1) Purpose  
The teacher's questions are intended to stimulate students' interest and curiosity in a subject, as well as to draw their attention to a specific notion in an issue., improve active learning.

2) Wording

To help students respond to the teacher's questions, questions should be worded according to the developmental level of the group. Questions should also be structured as economically as possible. In compiling questions, key words can be given to answer them.

3) Structure

During the discussion, the teacher tries to provide information that is relevant to the students' assignments, both after and before the questions.

4) Centering

Generally, broad questions are asked at the time the discussion will begin as a tool to engage students to the fullest. Narrower/concentrated questions are asked as a backup to provide information that is relevant to the student's questions.

5) Take turns

After asking a question for the whole class, the teacher can then ask one student to answer it, by calling names (*shifting verbally*), or by pointing, nodding, or smiling (*shifting nonverbally*).

6) Distribution

To involve students directly in the lesson, it is recommended to distribute questions randomly (randomly) during the instructional process (*educative interaction*). Questions spread throughout the room by directing additional questions.

7) Giving time

Each student is different in the speed of responding to questions and different levels of ability to speak clearly. One way to help them is to give them time to think within a few seconds of asking the whole class a question and before appointing a specific student to answer it.

8) Warm and enthusiastic

The warmth and enthusiasm shown by the teacher towards students' answers, has an important meaning in increasing student participation in lessons.

9) Prompt

Prompting is a way that teachers do to guide students to give good and correct answers to questions that the teacher asks.

10) Changes in cognitive level demands

The question can have low cognitive scope (*knowledge, understanding, application*) and high cognitive scope (*analysis, synthesis, assessment*).

### Asking Component

According to Andi (2015) Advanced level questioning skills are a continuation of basic questioning skills. Advanced questioning skills are an attempt to make students think at a higher cognitive level (Samion et al., 2009).

- 1) Changing cognitive demands
- 2) Set the order of questions
- 3) Using tracking questions
- 4) Increase interaction.

Indriyani et al. (2019:133) explain that advanced questioning skills are teachers' skills in asking students questions to prioritize efforts to develop students' thinking skills, increase engagement, and encourage students to take initiative by:

- 1) Make changes to the cognitive level guidance on the questions asked,
- 2) Set the order of questions,
- 3) Use tracking questions when students' answers are still not quite right,
- 4) Increase the occurrence of interaction.

Advanced questioning skills are formed on the basis of mastery of the basic questioning components. Therefore, When applying sophisticated questioning skill, the fundamental questioning element is still used. The Components of Advanced Questioning Skills are as follows Usman (2010:79):

- 1) Guideline changes at the cognitive level when answering questions  
The teacher may use questions that require low-level or high-level mental processes, depending on the question. In order to move the cognitive level guidance for answering questions from the

factual re-binding level to other higher cognitive levels including understanding, application, analysis, synthesis, and assessment, teachers should endeavor to do so when they ask questions.

2) Question order setting

A teacher should be able to structure the questions they ask pupils from the binding level up in order to create a cognitive level from a lower to higher and more complicated nature, then the questions of understanding, application, analysis, synthesis, and evaluation. Try not to ask questions that are uncertain or back and forth, for example, have come to an analysis question, come back to a memory question, and then jump to an evaluation question. This will lead to confusion for students and decreased student participation in learning.

3) Utilization of tracking questions

The teacher may ask these pupils follow-up questions if the answers they provided were thought to be correct but still had room for improvement.

4) Increased interaction

Teachers could lessen or completely abolish their position as primary questioners by forbidding students from responding questions in order to encourage students to participate more directly and take greater ownership of the discussion's course and end. The teacher doesn't respond to a student's query soon away, but throws it back to the other students.

According to Alma (2010) Students' thinking skills are developed through the use of sophisticated questioning techniques and increase student involvement in learning. Things that need to be considered:

Changes in cognitive level requirements when answering questions, namely from the lowest level (*remembering*) to a higher level, such as: applying, analyzing, synthesizing, evaluating, and creating.

- a. Arrange the questions in order from simple from simple to complex.
- b. Use tracking questions with a variety of techniques, including:
  - 1) clarification, namely asking for further explanation of student answers,
  - 2) ask students to give reasons for their answers,



- 3) ask for agreement views from other students,
- 4) ask for the accuracy of the answer,
- 5) ask for more important answers,
- 6) ask for samples,
- 7) ask for more complex answers.

Principles of Asking Questions (Tim, 2015):

- a. Warmth and enthusiasm
- b. Things to avoid:
  - 1) Repeat the question yourself,
  - 2) Repeat your own answer,
  - 3) Answer your own questions,
  - 4) Asking questions that provoke unison answers,
  - 5) Asking multiple questions,
  - 6) Determine students who answer before the question is asked.

#### **d. Reinforcement Skills**

A response to a behaviour that increases the likelihood that it will be repeated is called reinforcement. Reinforcement can be verbal and non-verbal, using the principles of enthusiasm, meaning, and avoidance of negative reactions (Mulyasa, 2013). Reinforcement is a response to an action that may provide an opportunity to repeat the behavior (Sundari & Yuli, 2017). Reinforcement is a reward that can lead to student learning encouragement and motivation. Students will be happy if they receive praise from a teacher or receive a positive response to their good behavior since they will be perceived as gifted.

Any type of reaction—verbal or nonverbal—that a teacher makes in response to a student’s behavior and is intended to give the student information or feedback is known as reinforcement. (Sabri, 2010). Behavior of the recipient (*student*) and actions taken to correct or encourage them. As an alternative, reinforcement is a reaction to a behavior that makes it more likely that it will happen again.

Giving reinforcement that is done repeatedly will help in improving student learning outcomes. In other words, changing student behavior can be done by providing reinforcement (Djamarah, 2010).

According to Hurlock (2008) the role of reinforcement is as follows.

- 1) Awards have a pedagogical purpose, for example to discipline teaches kids.
- 2) Rewards encourage people to repeat activities that are accepted by society. Because children react positively to approval expressed with appreciation, in the future, they seek to behave in a way that rewards them more.
- 3) Rewards serve to reinforce socially approved behaviors, and rewards usually weaken the desire to repeat these behaviors. If the child is to learn to behave in a socially acceptable manner, he must feel that doing so is quite beneficial to him. Therefore, rewards must be used to form a pleasant socialization with the desired behavior.

Reinforcement Type:

- 1) Verbal reinforcement is reinforcement given to the teacher verbally, in the form of:
  - a) word
  - b) sentence
- 2) Nonverbal reinforcement is reinforcement given by the teacher without using words or sentences, such as:
  - a) facial expressions or body movements
  - b) approaching
  - c) give a touch or give a fun activity
  - d) symbols or objects or incomplete reinforcement such as “yes, your answer is good but still needs to be improved”

The purpose of providing reinforcement:

- 1) Growing students' attention
- 2) Maintaining student motivation
- 3) Make it easy for students
- 4) Minimize negative behavior

Implementation Principles Provide Reinforcement:

- 1) Warm and enthusiastic
- 2) Meaningful

- 3) Positive response
- 4) Clear target
- 5) Immediately
- 6) Varies

The principle of reinforcement skills (Rusmayanti, Arju & Furoidatu, 2017):

- 1) Warmth and enthusiasm

Warmth and enthusiasm are shown by the attitude and style of the teacher in providing reinforcement to students. The teacher's attitude and style include intonation, mimic or expression, and movement. Reinforcement is given with a loud, steady and soft voice intonation accompanied by a cheerful facial expression, as well as a warm smile that indicates seriousness in providing reinforcement. Strengthening is also provided by empowering hand movements, namely thumbs up and clapping.

- 2) Significance Reinforcement that is not excessive is an aspect that shows the significance in providing reinforcement.

Reinforcement in this case can be in the form of comments that are given fairly and not excessively.

- 3) Avoid using negative responses

The use of negative responses will affect students' interest in learning. The use of negative responses includes dropping comments, joking insults and mocking with harsh words to students. When a student does not give the expected answer, the teacher does not immediately blame him, but asks the student to correct his answer.

### **e. Skills for Guiding Small Group Discussions**

Group discussions are an effective method for helping students understand an idea or find a solution because they provide them the chance to think critically, engage with others, and develop good attitudes.

Purpose of Guiding Group Discussion:

Guiding group discussions is intended so that the objectives of group discussions are achieved efficiently and effectively.

Components of Guiding Group Discussions:

- 1) Focusing
- 2) Clarify the problem or opinion
- 3) Analyzing the views of students
- 4) Increase the number of students
- 5) Spread the opportunity to participate
- 6) Close the discussion

## **f. Classroom Management Skills**

The capacity of the teaching staff to establish, uphold, and restore ideal learning environments is known as classroom management. The Purpose of Managing Classes:

- 1) Encourage students to develop personal accountability for their actions.
- 2) Guiding students into understanding the way of appropriate behavior.
- 3) Encourage participation in the task and appropriate behavior by creating a sense of commitment.

Classroom Management Skills Components:

- 1) Skills for ceating and Maintaining Optimal Learning conditions:
  - a) Show awareness
  - b) Sharing attention
  - c) Focus group attention
  - d) Give clear instructions
  - e) Reproach
  - f) Gives reinforcement
- 2) Skills related to returning to optimal learning conditions include:
  - a) Behavior modification
  - b) Group management
  - c) Find and solve behavior that causes problems

Classroom management principles:

- 1) Warmth, enthusiasm, variability, flexibility, emphasis on positive things, inculcation of discipline.

- 2) Needs to be avoided: excessive interference, inappropriate starting and ending activities, protracted (*wordy*), and unnecessary repetition of explanations.

### **g. Variation Skills**

The three categories of variation—teaching methods, learning tools and media, and classroom interaction patterns—reflect the adjustments teachers have made to their instruction.

Purpose of Holding Variations:

- a) Make the learning process come alive
- b) Make the learning process more interesting
- c) Motivating active students in learning

The Skill Components of Demonstrating Variation

1) Variations in Teaching Style:

- a) Use of voice variations
- b) Focusing
- c) Silence
- d) Make eye contact
- e) Body movements and expressions
- f) Change of teaching staff position in class

2) Variations in the use of media and materials

- a) The variety of tools/materials that are visible
- b) Variety of audible tools
- c) A variety of palpable and manipulated tools

3) Variations in Interaction Patterns and Student Activities

Vary the interaction patterns of teaching staff-students with students-students.

4) Stimulation Variations

- a) Accept and support learner participation in learning activities
- b) Provide opportunities for learners to participate
- c) Encourage classroom interaction

- d) Recognize the behavior of students so that they can provide appropriate stimulation

Variation Execution Principle:

- a) According to the goals to be achieved
- b) Use smooth and continuously so that it does not interfere with the attention of students
- c) Done according to plan and flexible

## **h. Small Group and Individual Teaching Skills**

Small group and individual teaching take place in the context of classical teaching. In the classroom, a teacher may face many small groups as well as many students, each of whom is given the opportunity to study in groups or individually. Mastery of small group and individual teaching skills enables lecturers to properly and efficiently handle this kind of work and to fulfill their tasks as:

- 1) organizer of teaching and learning activities,
- 2) sources of knowledge for students,
- 3) encouragement for students to learn,
- 4) providers of materials and learning opportunities for students,
- 5) diagnosing and providing assistance to students according to their needs, and
- 6) activity participants who have rights and obligations like other participants.

### **1) Benefits of Microteaching**

According to Aziz et al., (2021) Intensive micro learning will provide benefits for humans, especially in the following matters:

- a) Students become sensitive to phenomena that occur in the learning process,
- b) Students are better prepared for hands-on learning activities in schools/educational institutions,
- c) Students can reflect on their self-learning ability, and
- d) Students gain a better understanding and understanding of teachers' competencies in order to be able to serve as teachers.

## C. Conclusion

Micro teaching is a concept of training that can be used in various competency stages and professional development of education, both for pre-service teacher candidates as well as for in-service training and education for teachers (Maulidiani, 2018). Micro teaching is a simplified teaching activity, so it is not as complex as real teaching activities (Barnawi & Arifin, 2016).

Micro teaching is a small and limited scale of educational training to improve teaching and educating skills. The main targets of this method are educators teaching (Asril, 2018). Micro learning is carried out in the form of a simulation with a trial model. This method is applied to get a learning experience. The learning experience that will be gained include knowledge, skills, values and attitudes. Within this learning experience, the way of thinking of prospective educators will change to become more broad and open the scope of micro teaching learning is the capacity to create instructional materials and acquire a number of fundamental teaching techniques (Arifmiboy, 2019).

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# 2

## OPENING AND CLOSING THE LESSON

### A. Introduction

Education is the process of transforming a person's or a group's attitudes and behavior in an attempt to help people mature through teaching and training initiatives. When it comes to education, human character will be formed with educational values which include societal norms, mutual respect and appreciation, the attitude of someone who is knowledgeable, and so on. Therefore, the teacher's role is very important in shaping the character of students.

In the context of providing education, there are educational components that are very important in order to create a learning atmosphere and deliver learning materials perfectly. These components include the style of the teacher when teaching, including when explaining the lesson, as well as when opening the lesson.

This chapter discusses about how to opening the lesson and the closing technique for learning. Through this paper, the author hopes that readers can add insight in order to improve learning to be more interactive, so that the purpose of delivering learning is achieved, especially for the prospective teachers.

## **B. Discussion**

### **1. Opening and Closing the Lesson**

#### **a. Opening the Lesson**

Teachers frequently fill out attendance lists, discipline students, and instruct them to prepare stationery and handbooks when they begin the learning process (Helmiati, 2013). These activities must be carried out by the teacher, but they cannot be classified as opening a lesson because they do not always invite students to concentrate on the material and learning activities that will be carried out.

The effort or activity made by the teacher in teaching and learning activities to set the stage for students so that their minds and attention are on what they will learn in order for these efforts to have a positive impact on learning activities is referred to as opening lessons (*set induction*) (Wahyulestari, 2018). Opening a lesson means directing students to the subject matter (Damanik et al., 2021). Attracting students' focus, inspiring motivation, offering references via various means, and creating connections or relationships between the material to be studied are all elements of opening lesson skills (Wahyulestari, 2018).

Opening the lesson is the teacher's activity to begin the learning process in order to establish an environment of mental, physical, psychological, and emotional readiness for pupils so that they can concentrate on the subject matter and learning activities that will be undertaken (Mariyaningsih & Hidayati, 2018). The principles of good opening lesson skills are meaningful, continuous, enthusiastic, flexible, use warm communication, use technical principles to open lessons, concise and clear and can increase students' attention (Zainal, 2012).

Based on the survey result of 114 teachers, there are some problems in opening a lessons, among others, 1) 11 teacher state they often forget to convey the purpose of learning, 2) 22 teachers have difficulties on how to create an interesting ideas to make students have enthusiasm or motivation, 3) 1 teacher often forget to ask the students to stand up during the national anthem, 4) 2 teachers have problem in controlling self-concentration, 5) 2 teachers often forget to give apperception, 6) 3 teachers have lack of confidence, 7) 1 teachers have problem in adjusting the opening words according to class conditions, both physically and mentally, 8) 20 teachers have difficulties in attract students' attention to focus on the teachers and

the learning process, 9) 3 teachers have difficulties in give appreciation to increase student focus and attract students' attention, 10) 2 teachers have problems in keeping children calm in the learning process, 11) 5 teachers often forget to check student attendance, 12) 4 teachers have difficulties in creating a story and linking it to the lesson, 13) 2 teachers state it is difficult to looking for the right sentence that related to learning, 14) 2 teachers oftern forget to do apperception before starting the lesson, 15) 4 teachers have difficulties in conditioning the classroom, 16) 1 teacher have difficulties in match the real time learning process to the time allocation in lesson plan, 17) 5 teachers have problem in how to convey the purpose of the learning activities, 18) 2 teachers often forget to delivering the lessons to be learned, 19) 1 teacher have problem in determine the sequence of activities in opening the lesson, 20) 1 teacher have problem in inviting the students to be enthusiast in doing activities that are ordered by the teacher, 21) 3 teachers have difficulties in finding the style of teaching. From the survey, only 17 teachers that not having problems in opening the lesson.

The success of the entire learning process is determined by the initial activities conducted and the initial sentences spoken by the teacher, so teachers must learn how to start the lesson in order to resolve the aforementioned problem. The teacher's approach to teaching at the start of the lesson will determine whether or not the learning goals are met (Fakhrurrazi, 2018). All of the planning and preparation done before a lesson can be for naught if the teacher cannot keep the students' interest and concentration on the material. The teacher's first task at this point is to establish an environment that will allow students to focus mentally, psychologically, physically, and emotionally on the upcoming learning activities. The instructor can accomplish this in the following ways:

- 1) Draws students' curiosity and focuses their attention

There are many activities outside the classroom that still catch students' attention in the early moments of learning. Students may find it difficult to concentrate on the lessons and tasks as a result. The teacher can create a connection between the pupil and the subject being taught to get around this. In order for students to concentrate on the lesson, the instructor must be able to spark an interest in learning. Teachers must match the content being taught to the interests and needs of their students (Widyaningrum, 2012). Here are some strategies the teacher can use to draw students' attention and pique their interest as the class begins.

a) Connecting content to the most recent headlines

The most recent data that is being debated or thought about in the community can be used to pique students' interests. For the most part, high school students watch television, listen to the radio, read newspapers, and peruse magazines. They have a lot on their minds. For pupils in lower grades, reactions to games or events at school are typical. A teacher who is familiar with their pupils' weekly activities will undoubtedly have no trouble with this. Student activities throughout the week, which can be learned by questioning students, are one possible format for the information. By incorporating current events into the lessons they are teaching, teachers can engage their pupils (Widyastuti, 2020).

b) Sharing tales

Students' interest in the lesson will be piqued by a story that is pertinent to the subject matter and is recounted in an engaging manner. Stories from students' everyday lives are a good option to grab their attention and teach them a lesson.

c) Utilizing tools or data

The instructor can use visual aids like pictures, paintings, schematic models, objects, and props that are pertinent to the subject matter to engage the students in the class.

d) A variety of instructional methods

The teacher's teaching approach can be changed to pique the interest and attention of the students (Rahmat & Jannatin, 2018). For instance, the instructor once decided to stand in front of the class and introduce the lesson with a different activity than normal. At another point, the teacher stood in the center of the group, quietly and dramatically reciting poetry. The teacher can then decide whether to stand in the front or rear of the class and tell stories while displaying convincing facial expressions and a voice that conveys pride, happiness, or sadness.

e) Making references to students' homework

In general, people are more focused on their own interests. Try to talk about the students' assigned homework for these topics at the start of the class. These pursuits can boost students' eagerness

to begin classes. Additionally, by talking about the assignments that the students completed at home, the class can focus on the significance and value of self-study. Don't miss to thank students who have studied at home for their efforts (Lestari, 2020).

f) Presuming an issue

The issues or queries raised in the class ought to be common occurrences in students' lives (Gaol & Simarmata, 2019). For instance, "What would you do if you were blamed for something you didn't do?" or "What would you say if someone asked why you as a Muslim are required to pray?" The issue needs to be changed so that the lesson can be taught as a result.

2) Motivating Students

There are many methods to create motivation:

a) Be welcoming and enthusiastic

Teachers should be amiable, enthusiastic, warm, and brimming with closeness. Students' motivation to learn will increase as a result of this mindset because it can make them feel good.

b) Creating interest

By displaying images, performing an activity, or relating a story that is pertinent to the lesson, teachers can pique their students' interest. The instructor will then probe further into the image, circumstance, or narrative. The information that needs to be examined has the solution.

c) Bringing up opposing viewpoints

The teacher may present solutions that run counter to issues or situations that are not typical of daily life.

3) Giving Examples

Giving an example is defined as an effort to succinctly and specifically express a number of options that enable students to understand the material that needs to be studied and the approach that should be taken. Because of this, the actions that educators can take are (Khakiim, Degeng, & Widiati, 2016):

a) Describe the learning goals

The teacher must explain the goals to the students at the start of the lesson. Students can determine the focus of learning tasks

by submitting learning objectives. So that pupils concentrate on a single objective they can accomplish. Delivering learning objectives can also boost students' motivation to study.

In addition to helping students focus their attention, submitting learning goals can also help students feel motivated. The goal's clarity will influence how motivated the learner is to learn. Students who are motivated will learn more effectively, be better able to improve their skills, and have better learning outcomes.

b) Presenting the lesson plan

To draw focus, it is crucial to present the lesson's main point or outline. This contribution is comparable to delivering an editorial in a newspaper, which can pique readers' interest in reading more of the newspaper's articles. You can give the lesson's outline in complete or just briefly.

c) Describing the procedures of learning exercises

If the teacher clarifies at the start of learning about the steps of the activities to be carried out, students' attention will be focused and directed in carrying out learning activities.

4) Connects lessons taught to brand-new subjects

The established curriculum is incorporated into every new lesson that is presented. For students to pay attention and better comprehend the series of lessons, the lesson needs to be related to other lessons they have mastered. The preceding meeting's lessons should be briefly reviewed in order to connect them to the new lesson. Hooks are things that students are already familiar with, as well as their experiences, hobbies, and needs. There should be a variety of ways to connect the present lesson to previous lessons.

A way that a teacher might try to make a link is by having students answer questions about how well they comprehended the material they had previously studied. Students may also be asked to provide a succinct summary of the main points of the prior topic. Contrasting current information with prior understanding. If the newly learned material is closely linked to the previously mastered material, this is done. For instance, before teaching pupils about division, the teacher first assesses their level of understanding of subtraction. If a teacher connects new material to the prior session, he will not run out of teaching time. Use the

first five minutes of a lesson that lasts 35 minutes to create a connection point.

## **2. Closing the Lesson**

A procedure to end the primary learning practices is closing the lesson (Anggorowati, 2011). The activities conducted to conclude this class are designed to give a thorough summary of all the material studied, assess the degree of student retention of the material, and assess the success of the teacher in facilitating student learning. Students find this exercise to be very meaningful, but many teachers either lack the time or choose not to participate.

Based on the survey result of 119 teachers, there are some problems in closing a lessons, among others, 1) 1 teacher have difficulties to direct the students to calm because they are so noisy and want to go home early, 2) 2 teachers often give inaccurate conclusions, 3) 1 teacher have difficulties on how to evaluate at the end of the lesson, 4) 1 teacher have problem in provide an in-depth explanation of the lessons gained, 5) 30 teachers state it is difficult in inviting students to conclude the day's learning, 6) 2 teaches often missed giving feedback to students, 7) 4 teacher state that students do not pay attention to the teacher in closing the lesson because when they want to go home, 8) 6 teaches have difficultis in keeping students calm, 9) 9 teachers have problem in delivering the next lesson, 10) 4 teacher have problem when giving advanced assignments to students, 11) 1 teacher have problem when giving a moral message that is in accordance with the topic of discussion, 12)1 teacher have difficulties in measuring the achievement of learning objectives, 13) 4 teacher state the the students have less attention to the teacher due to enthusiasm to end the lesson, 14) 1 teacher have difficulties because of student indifference, 15) 2 teaches state that the time does not match with what is stated in the lesson plan, 16) 1 teacher difficult to find the right question to do a review, 17) 1 teacher often forgets to conclude the learning, 18) 1 teacher often convey incomplete conclusions, 19) 1 teacher often forget to provide learning reinforcement so that students are confused with the correct answer. From the survey, only 46 teachers that nove have problems in closing a lesson.

These issues must be resolved because the goal of wrapping up the class is to provide students with a comprehensive understanding of the



subject matter. Therefore, teacher need to know the correct ways in closing the lesson, which are (Helmiati, 2013):

a. Reviewing

The teacher performs a review at the conclusion of each lesson or activity. Whether or not students have mastered the fundamental principles they have learned. There are two components to reviewing.

- 1) Briefly summarize the lesson's major points. Throughout the entire learning process, summarizing the instruction is done. Before moving on to a new subject after the teacher has finished explaining a chapter, the teacher provides a short summary of what has been covered. Students are requested to give an oral summary. Summary created with the intention of students who do not have learning resources can study again with a summary. Or students who are slow in learning can repeat back with a summary.
- 2) Maintaining students' focus on the primary topic of discussion so that the knowledge they learn will spark their interest and aptitude in the upcoming class.

b. Evaluate

The teacher can conduct an assessment by assigning questions or tasks to see if the students have a clear understanding of the idea being taught. Evaluation can take many different shapes.

- 1) Students' demonstrate their abilities. Student demonstration of a talent may be required at the conclusion of a dissection. For instance, students are requested to demonstrate tayammum after the teacher has taught about it.
- 2) Use fresh concepts. If the teacher finishes a fundamental explanation. Students in other contexts can use the idea in those contexts.
- 3) Students state their views. The outcomes of the debate may be presented by the students in front of the class.
- 4) Ask questions. The teacher may assign homework tasks for the class to complete. The inquiries may take the shape of narratives, measurable tests, or worksheet completions.

## C. Conclusion

In order for these efforts to have a positive impact on learning activities, it is important to establish the right conditions for students during teaching and learning activities so that their minds and attention are on what they will learn (Wahyulestari, 2018). Opening skills are activities used by instructors in learning activities to set the stage for students and pique their interest in the material they will learn.

A way to end the primary learning practices is closing the lesson (Anggorowati, 2011). The activities conducted to conclude this class are designed to give a thorough summary of all the material studied, assess the degree of student retention of the material, and assess the success of the teacher in facilitating student learning. Students find this exercise to be very meaningful, but many teachers either lack the time or choose not to participate. The objective of the lesson's closing activities is to give students a complete picture of what they have learned and to assess both student accomplishment and the teacher's effectiveness in the teaching and learning process.

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# 3

## EXPLAINING THE LESSON

### A. Introduction

In order to carry out teaching duties effectively, efficiently, and professionally, teachers, lecturers, and instructors must hold certain special abilities or skills. Every teacher, lecturer, or instructor must have and use certain fundamental abilities or skills in order to perform their duties. These abilities or skills are linked to some basic abilities or skills that are inherent in them.

One of basic skill in teaching process is explaining skill. The ability to explain is crucial for teachers because explanations make up the majority of the teacher-student interactions that affect students' comprehension. Students will be better able to comprehend the problems described and be more engaged in learning activities if the teacher is skilled at explaining concepts.

This chapter discusses about: 1)What is basic skill of explaining in elementary school?; 2) What are the purpose of explaining skill in learning process?; 3) What are the component of explaining skill?; 4) What are the principle of explaining basic skills?; 5) What are the aspects that must be considered in explaining?

This chapter is made with the aim that readers can understand the explaining skill and then can apply them in the learning process. In this

paper, the steps for each existing skill are presented and hopefully this paper can be useful for readers, especially for teachers and prospective teachers.

## **B. Discussion**

### **1. Understanding Explaining Skills**

Giving an explanation is a very important aspect of teacher activities in their interactions with students in the classroom (Usman, 2010). The skill of explaining learning is the skill of presenting information orally that is systematically organized to show a relationship between one part and another (Saud, 2009). Explaining has the same meaning as communication, so that through the teacher's skills in explaining it is hoped that students can understand the explanation from the teacher as clearly as possible (Marpaung & Cendana, 2020).

What is meant by explaining skills is the presentation of systematically and organized information to show a relationship with one another (Wahyulestari, 2018). The process of verbally presenting information that is arranged systematically or sequentially to demonstrate the connection between one message and another is known as explaining in the context of learning. For example, formulating a definition from contextual examples, linking a concept with knowledge that has never been known, seeing the relationship between cause and effect events, and so on (Sitohang & Simorangkir, 2020). Submission of information that is well planned and presented in an appropriate order is the main characteristic of explaining activities (Sundari, 2020).

Based on the survey result of 135 teachers, there are some problems in teacher's explaining skills, among others: 1) 23 teachers have lack of mastery of the material, 2) 4 teachers have lack of supporting tools/media, 3) 24 teachers state that when explaining the lesson, students are not focused or not interested in what we are explaining, 4) 3 teachers have lack or difficulty of information relevant to the material that should be taught, 5) 2 teacher have difficulties in giving concrete examples, 6) 1 teacher have difficulties in order to make students have the right concept, 7) 2 teachers have difficulties in use the language that is easily understood by students when explaining the lessons, 8) 2 teacher have problems in set the conditions and atmosphere of the class to remain conducive when the teacher explaining the lesson, 9) 1 teacher have low voice and

incomplete view, 10) 1 teacher difficult on how to explain that can make students excited to hear their explanation, 11) 8 teachers have difficulties in instilling concepts to students so that students do not misunderstand, 12) 1 teacher have difficulty in relieving nervousness when explaining the lesson, 13) 2 teacher often asking questions to students in too standard or formal language, 14) 8 teachers have difficulty in connecting one lesson to another, 15) 3 teachers have difficulty in delivering the learning with language that is easily understood by students, 16) 1 teacher state that sometimes in explaining the lesson, there is still a separation between the subjects, 17) 3 teacher state that when explaining, sometimes there are students who are not serious, so the focus on explaining will be disturbed, 18) 1 teacher difficult to simplify the subject matter so that it is easy for students to understand, 19) 2 teachers have difficulties in convey the relationship of subjects with the theme, 20) 9 teachers have problem in mastering vocabulary that is easy for students to understand, 21) 10 teacher state that students do not understand their explanation, 22) 1 teacher have difficulty to control the class so that it is not boring and students are willing to listen, 23) 1 teacher state that they have anxiety and afraid that later the children will not understand their explanation, 24) 2 teachers have less skilled on how to explain the material to students, even though the teacher understands the material, 25) 1 teacher have difficulty when explaining using charts or diagram, 26) 1 teacher have lack of knowledge about the steps and how to develop the material, 27) 1 teacher state that students do not pay attention to the teacher, 28) 1 teacher Often misspoke, 29) 1 teacher state that the problem is that sometimes they miss or forgets one of the material that need to explain, 30) 4 teachers state that many students feel bored and finally just busy with themselves, 31) 8 teachers have difficulty to how the lessons conveyed can be mastered by students completely. From the survey, only one teacher that not have difficulties in explaining the lesson.

The problem above need to be overcome because the implementation of explaining skills to teachers is very important and cannot be separated from the role of children at school and at home (Netriwati & Lena, 2018). In schools, teachers have a role as an example or role model for their students, because the teacher's important role in early childhood cannot be instilled only through seeing but through giving examples by the teacher (Wulandari, 2018). Therefore, teachers must have competencies and

behaviors that can be imitated by their students, one form of the way the teacher explains. Skills to explain are skills to present information orally that is organized systematically to show a relationship between one part and another, for example between cause and effect, definition by example or with something that is not yet known (Saud, 2009).

A key component of teaching activities is explanation, as learning interactions between instructors and students take place both inside and outside of the classroom. An instructor needs to be proficient in explaining. The following are the causes for this (Uzer, 2006):

- a. The instructor typically has the upper hand in oral interactions in the classroom.
- b. The majority of the instructor's actions are educational. As a result, the conversation's efficacy needs to be increased.
- c. The instructor's explanations are frequently unclear to the students and only make sense to the teacher.
- d. Not all pupils are able to independently research the knowledge they have learned from books. Teachers are required by this truth to explain certain concepts to students.
- e. Students frequently have very little access to informational resources.
- f. Teachers frequently can't identify the difference between telling and explaining

The purpose of providing explanations in learning, namely (Rusman, 2017):

- a. Helping students develop the ability to comprehend ideas, rules, laws, statements, facts, and principles using logic and objectivity.
- b. Encourage students to think by asking and answering queries or problems
- c. To avoid student misunderstandings, ask students for comments on their understanding behavior.
- d. Helping students understand the importance of using evidence and the reasoning process to solve issues.

There are several principles that must be considered by the teacher in providing an explanation, namely:

- a. The learning procedure allows for the provision of explanations (either at the beginning, in the middle, or at the end of the lesson).
- b. Students should pay heed to the explanations. When students ask inquiries or use planned materials, explanations can be provided.
- c. The content that is being explained needs to be pertinent to the students' learning objectives.
- d. The degree and background of the students' abilities must be considered when providing explanations.

The components in explaining skills are as follows (Rusman, 2011):

a. Planning

As a teacher before starting learning, you must first make a planning activity in the form of a syllabus and lesson plans. In learning activities there are three activities, namely, preliminary activities, core activities, and closing activities.

b. Presentation of an explanation

The presentation of an explanation can be improved by taking into account the following matters:

- 1) Explanation. Explanations should be given using language that is easily understood by students, avoiding the use of unnecessary words.
- 2) Use examples and illustrations. When giving an explanation, the teacher should use examples that have to do with something that can be encountered by students in everyday life (contextual).
- 3) Applying pressure. In providing an explanation the teacher must focus students' attention on the main topic and reduce information that is not too important.
- 4) Use of feedback. Teachers should provide opportunities for students to show students' understanding, doubts, or misunderstandings when the explanation is given.



To be able to explain the lesson material provided well, the teacher should pay attention to the following practical instructions for explaining skills:

- 1) Use proper and correct language.
- 2) Use simple language, including both words and expressions.
- 3) The voice was heard throughout the class.
- 4) Vary the sound volume, sometimes high, sometimes low according to the atmosphere of the class and the material being explained.
- 5) Avoid unnecessary words; and have no meaning at all for example: e..., em..., what is this..., what is that...
- 6) Avoid using the word “maybe” because if the teacher always use the word “possible”, the what students get is a possibility, not a certainty.
- 7) Explain the meaning of foreign and new terms completely, so as not to result in verbalism among students.
- 8) Examine students’ understanding of the teacher’s explanation, whether it has been understood well or not. If not, things that have not been understood need to be repeated.
- 9) Give real examples of material that is in accordance with everyday life.
- 10) Providing explanations can be done deductively or inductively and relates to generalizations.
- 11) Using multimedia for certain subjects.
- 12) Explain relationships and hierarchies using charts.
- 13) Gather student feedback on the descriptions presented.

The skill of explaining must be mastered by a teacher, so that a student is able to clearly understand what the teacher will convey. With regard to explaining this, there are several principles that teachers must pay attention to, namely (Rusman, 2017):

- 1) Relation to goals. Whatever the teacher does in explaining the subject matter must lead to the achievement of the learning objectives that have been set.
- 2) The relevance of the explanation with the material and student characteristics. The teacher’s explanation must be in accordance with the material being taught, avoid excessive improvisation so that it is not out of the context of the material being taught.

- 3) Meaningful. Whatever the teacher explains must be meaningful to students both now and in the future.
- 4) Dynamic. To make the explanation more interesting, the teacher can combine it with questions and answers, or use learning media, so that the explanation is more interesting and systematic and easily understood by students.

When explaining the lesson, the teacher/prospective teacher is not good at doing the following things:

- 1) Facing the blackboard or with their back to students for too long.
- 2) Back and forth in front of the class to the right and left, forward and backward too often.
- 3) Explain continuously while sitting in the teacher's chair
- 4) Use an empty blackboard that have no visual elements
- 5) The sound is less loud and can only be heard by students close to the teacher; students in the back cannot hear the teacher's voice.

Observing the five Inevitable Laws of Effective Communication can also help you explain the subject more effectively. The five laws are summed up in one word, REACH, which reflects the essence of communication itself (Respect, Empathy, Aible, Clarity, Humble). To embrace or reach means to embrace or reach. Because we believe that communication is primarily an attempt to gain students' attention, love, interest, concern, sympathy, response, and positive response.

The laws of communicating effectively in the classroom are:

- 1) Respect

Respect is a behavior that shows students that you regard and value them. This is the first rule of interpersonal communication. Teachers need to adopt a respectful and appreciative attitude toward their pupils. Instructors should keep in mind that people generally want to be respected and taken into account. urgent. If a teacher must criticize a pupil, do so while maintaining the utmost respect for their sense of pride and self-worth.

- 2) Empathy

Empathy is the ability of teachers to put themselves in the shoes of their students. Empathy allows the teacher to convey the message

in ways and attitudes that make it easier for the message's recipient to receive it. As a result, before speaking in class, the teacher must first understand the students' background, class, social strata, age level, education, needs, interests, and so on (audiences). So, before constructing communication or sending a message, the teacher must comprehend and empathize with the potential recipient of the message. So that the message can be delivered without any psychological barriers or student rejection.

Empathy can also refer to the ability to listen and perceive, as well as the willingness to accept any input or feedback with a positive attitude. There are many teachers who refuse to listen to student suggestions, input, or criticism. The essence of communication, on the other hand, is a two-way flow. One-way communication is ineffective if there is no feedback, such as feedback from the message's recipient. As a result, when speaking in class, teachers must be prepared to receive feedback with a positive attitude.

### 3) Audible

Audible means easily heard or understood. In the context of learning, audible means that the teacher's subject matter is well received by students. According to this law, the message must be conveyed through the media or delivery channel in such a way that the recipient can understand it. This law refers to the teacher's ability to use various media and audio-visual equipment or aids to assist the teacher in presenting the subject matter to students.

### 4) Clarity

The fourth law is the clarity of the subject matter presented by the teacher. Besides the message must be well received, the fourth law related to it is the clarity of the message itself so that it does not cause multiple interpretations or various different interpretations. Clarity also depends on the quality of the teacher's voice and the language used. The use of language that is not understood by students will make the learning objectives unattainable. Often people underestimate the importance of clarity in teaching, so they do not pay attention to the voice and words chosen to be used in explaining the subject matter.

## 5) Humble

This attitude is an element related to the first law to build a sense of respect for others, usually based on an attitude of humility. Humility can also mean not arrogant and consider yourself important when the teacher explains the subject matter. Precisely with humility the teacher can capture the attention and positive response of students.

In the activity of explaining, there is the meaning of systematically reviewing information so that those who receive the explanation have a clear picture of the relationship of information to one another (Hasma, 2017). In relation to teaching and learning activities or training, explaining means organizing the subject matter in a systematically planned order, so that it can be easily understood by students (Nasution, 2014).

According to Buchari Alma (2010), this explaining skill relates to:

- 1) Submission of an idea/opinion or thought (in this case, learning material) in the form of words.
- 2) Organizing in conveying the idea.
- 3) Systematic delivery.
- 4) The relationship between things contained in the idea.
- 5) Efforts to consciously grow understanding or understanding in students.

Things that need to be prepared beforehand include an assessment of the idea or material presented (*usually a topic*), an assessment of the relationship that may exist between the things contained in the idea, and the possibility of taking an overview or generalization. Teachers must have skills in providing explanations to their students. According to Muslim (2010) these skills include:

## 2. Clarity which includes: Clarity of language use fluently (Clarity of Leanguage)

- a. In what cases need clarity
  - 1) Clarity of purpose
  - 2) Clarity of process (in presentation/presenting)
  - 3) Closely related to the achievement of the car

- b. Aspects of clarity:
  - 1) Teacher's knowledge/experience on the subject
  - 2) Lesson planning
  - 3) Making clear/appropriate relationships
  - 4) Embedding phase transfer
  - 5) Understandable language (in explaining in asking) choose the right words avoid ambiguity of language, understand terms that come from foreign languages so as not to be mispronounced and not to be used incorrectly
- c. Ability to analyze between abstract and concrete
- d. Define new terms/meaning them
- e. Avoid ambiguity in speech/words Avoid verbal habits that distract students' attention: "uhm", "a", "what is it", "what is it called", ee e...
- f. Clarity in stating an idea explicitly
- g. Efforts to avoid ambiguity.

### 3. Using Examples and Illustrations

Illustration is a depiction of the idea that has been conveyed, its function is to clarify the idea so as not to cause a vague interpretation.

Examples are given to concrete the illustration given, its function is to avoid verbalism. For this reason, it is necessary to pay attention to:

- a. Simplicity,
- b. Clear and concrete,
- c. Aligned with the level of student experience,
- d. If possible factual (*based on reality*) and actual (*really happened*).

Reasons for using examples:

- 1) Most of the lesson content does not involve students/teachers in real situations, so they are abstract.
- 2) Mostly consists of "words", concepts/ideas.
- 3) Make words that are "dead" become "alive".
- 4) Eliminate the "boring" of things that are abstract, the aim is to: facilitate learning, Maintaining attention.

- 5) Not all students can catch all ideas easily.
- 6) Examples of connecting new/foreign concepts to real experiences.
- 7) The “concretization” of verbal presentation is enhanced.

Principles of use:

- 1) Clear, concrete, everyday objects/events;
- 2) Adapted to the "broad" student experience;
- 3) Must be related/related to the problem.

Forms of use:

- 1) Verbal/ analogy;
- 2) Diagrams, pictures, models, demonstrations, real situations;
- 3) Combination (variation) examples;
- 4) See, hear, touch/taste, enjoy, smell.
- 5) Pattern of use:
  - a) Inductive: examples/ illustrations – concepts/ generalizations;
  - b) Deductive: concepts/ generalizations – examples;
  - c) Combination of 1 and 2, depending on: Subject matter, Age of students, The breadth of students' knowledge/experience.

#### 4. Emphasis

Emphasis is applied so that things that are considered important from the ideas that have been conveyed get more attention from students (Muliyawati, 2017). Emphasis is carried out in the form of using variations including, voice (tone, volume or tone), cues (symbols, movements) and the use of media/teaching resources. Confirmation or direction that can be done is by way of repetition, summarizing or conclusion (summarizing/ resuming and conclusion) which is usually done at the end of each lesson and affirmation using key words. Directing students' attention to the main/important things and separating them from things that are not/less important. Example:

- a. Use of voice.
- b. Combination of relaxing and fun together with full of energy/ enthusiasm.
- c. Use of media: listen - see.

- d. Verbal techniques: Summary/ repeat; in advance – terminal – end.
- e. Reinforce student answers.
- f. Using intermediate words: but, therefore.

## **5. Organizations**

The material to be explained must be organized in such a way that the systematics are easy to follow, logical. Manage the use of time, do not start the lesson too late, wander here and there, and at the end of the lesson, such as rushing to finish the lesson material (Rusliyani, 2017).

## **6. Feedback**

The purpose of Feedback according to Moonti (2021):

- a. As a simple evaluation.
- b. Avoid teacher monologue activities.
- c. Provide opportunities for students to: Express their understanding/ understanding, expressing their hesitation/confusion.
- d. Show their interest, Show their attitude.
- e. Creating new situations and fostering interest in learning. Assessing student understanding, controlling student attitudes and behavior.

By providing opportunities for students to ask questions, sometimes there are teachers who are afraid of students' questions, because the teacher may not know the answer. In this modern era of communication, it is very likely that students know better than teachers in several ways. Therefore, the teacher does not need to be afraid if he cannot answer. The teacher can be honest, does not know the problem, and can ask for help from other students, if anyone knows the answer.

## **7. The Purpose of Explaining Skill**

The ability to explain aims to demonstrate the connection between cause and effect, the known and the unknown. The goal of explaining skills is to help students understand the material being studied, to engage students in problem solving, to provide feedback on their level of understanding and to help them overcome misunderstandings, to help students appreciate and understand the reasoning process, and to use evidence. In problem

solving and assisting students in objectively obtaining and comprehending laws, propositions, and general principles (Sundari, 2017).

There are several objectives of explaining skills, namely as follows (Sukirman, 2020):

- a. Guiding students to understand the material being studied.
- b. Encourage students to think by having them solve problems.
- c. Provide feedback to students on level d. Understanding and work with them to resolve any misunderstandings.
- d. Assisting students in understanding and appreciating the reasoning process, as well as using evidence in problem solving.
- e. Assisting students in objectively obtaining and comprehending laws, propositions, and general principles.

## **8. The Skill Component in Explaining**

The skill component in explaining consists of planning and presenting (Sundari, 2017). Planning includes analyzing the problem as a whole, determining the type of relationship that exists between the elements associated with the use of laws, formulas, or generalizations in accordance with predetermined relationships. Presenting an explanation includes clarity, use of examples and illustrations, giving emphasis, and using feedback (Wahyulestari, 2018).

The skill component explains:

- a. Varied teaching movements and styles
  - 1) Hand, head and body movements to be flexible and varied.
  - 2) The position of the teacher moves around, avoid the teacher standing in one place for too long, especially next to certain students.
- b. Intonation variaton
  - 1) The volume of voice can be heard by all students,
  - 2) Teacher's voice pressure: high-low, slow-paced can be controlled communicative language with words of praise/ appreciation: wow, great, good, very clever, delivered according to the tone of voice,



when delivered in the right tone will make emotional changes students are much better.

- 3) Grammar and meaning are easily understood by students.
- c. Changing gestures/expressions
- 1) Facial expressions in speaking show seriousness, confidence and sincerity.
  - 2) Do not show facial changes in class if there are previous problems at work or at home.
  - 3) Changes in expression are adjusted to the purpose (emphasis on material, when reading, persuading, motivating, reprimanding, giving sanctions, etc.).
- d. Next component is glaring at all students/eyesight is directed at students
- 1) Eyes looking at students, not downwards, against the wall or out of the classroom.
  - 2) Views are carried out by shifting to all students.
  - 3) The teacher masters with eye contact, if there is eye contact between the teacher and students, the words spoken by the teacher will feel more convincing and strengthen the information.
- e. Beheading phrases appropriately so that they support the real meaning
- 1) Clarity in the delivery of syllables, words, sentences and their beheadings.
  - 2) Vocabulary adapted to the psychological development stage of students.
  - 3) Avoiding incomplete sentences, making them less meaningful.
- d. Avoiding unclear/ doubtful terms, for example “which something like that”, “approximately that”, “mother/father forgot, just see you later”.
- f. Giving quiet time in speaking
- 1) Deliberately holding silence for a moment at the right time to make the teacher's conversation clearer.
  - 2) Give pause for students to process thinking.
  - 3) There is a speech delay for certain things,

- g. Emphasize important teaching points
  - 1) Emphasize explanations for the most important things.
  - 2) Ask students to repeat important points (Sitohang & Simorangkir, 2020).

The planning component of a teacher's explanation will be easily understood by students if it is well planned, especially with regard to the content of the message and the recipient of the message (Sundari, 2020). These two things will determine whether the teacher's explanation is right on target or not. The content of the message (material) can be planned by making an overall problem analysis, recognizing in more detail the types of relationships that exist between the elements discussed and the learning objectives. understand in advance about the application of laws, formulas or generalizations that are appropriate to the problem at hand.

In addition to the content of the planned message, an important factor in explaining skills is the recipient of the message. Planning an explanation must consider the recipient of the message. The explanation given is very dependent on the readiness of the students who listen to it. This is closely related to gender, age, ability, social background and learning environment. Therefore, in planning an explanation must always consider these factors.

The presentation of an explanation can be improved by paying attention to clarity, using examples and illustrations, giving emphasis, and using feedback. The principles of explaining consist of:

1. Explanation must be adapted to the abilities and characteristics of students.
2. Questions must be interspersed with questions and answers.
3. Explanatory material must be mastered well by the teacher.
4. Explanation must be in accordance with learning objectives.
5. Explanatory material must be useful and Meaningful for students.
6. Being able to explain must be accompanied by concrete examples and connected to life.

The skill of explaining consists of various components as follows:

1. The component of planning explanation includes:
  - a) Content of the message (the main points of the material selected and arranged systematically accompanied by examples.

- b) Matters relating to the characteristics of student message recipients.
2. The component presents the following explanations:
- a) Activities that can be achieved in various ways such as clear language, fluent speaking, define technical terms and pause to see student responses.
  - b) The use of examples and illustrations that can follow inductive and deductive thinking patterns.
  - c) Emphasis is placed on important parts by means of emphasizing voice, making an overview and stating goals.
  - d) Give feedback about the explanation presented by seeing the students' expressions or asking questions (Nasution, 2014).

## **9. The Principle of Explaining Basic Skills**

The principle of explaining basic skills is that explanations can be given at the beginning, in the middle, or at the end of meeting hours depending on the need. Explanations can also be interspersed with learning objectives;

- a. The explanation must be relevant to the learning objectives;
- b. The teacher provides an explanation if there are questions from students or what the teacher has planned in advance;
- c. Explanatory material must be meaningful to students;
- d. Explanations must be in accordance with the abilities and characteristics of the teacher (Sundari, 2017).

Mulyasa in (Lisnawati & Rohita, 2020) states that there are several principles to consider when providing an explanation, which are as follows:

- a. Explanations can be given during the lesson, either at the beginning, middle, or end of the lesson;
- b. The explanation must attract students' attention and be in accordance with the standard material and basic competencies. Students' interest in the subject matter can be piqued by using a variety of media and learning resources;
- c. Explanations can be provided to answer student questions or to explain standard material that has been planned to form fundamental competencies and achieve learning objectives.

- d. Explanations can be given to answer student questions or explain standard material that has been planned to form basic competencies and achieve learning objectives;
- e. The material described must be relevant to students and in accordance with the basic competencies. According to Ausubel (in Ridho, 2011), the learning process is the process of associating new information or material with concepts that already exist in the cognitive structure. As a result, the material that is explained or studied is related to the students' environment and is part of what the students will need in the future;
- f. To increase the effectiveness of learning, the explanation given must be in accordance with the background and level of students' abilities, whether the explanation given is understandable or doubtful, fun or boring, and whether it attracts attention or not by paying attention to students while giving explanations, asking questions, and providing opportunities to ask questions (Mulyasa, 2007).

## **10. Aspects that must be Considered in Explaining**

- a. The language used in explaining must be simple, clear and clear;
- b. The material to be explained is prepared and mastered in advance;
- c. The main points explained must be concluded in explaining as well as with examples and illustrations;
- d. Checking the level of understanding of students through questions (Sundari, 2020).

## **11. Stages in Explaining Skills**

There are five stages in explaining skills, namely (Suyono, 2014):

- a. Conveying Information  
In the context of learning, conveying information is telling students about basic definitions or understandings of learning materials.
- b. Explaining  
At this stage the teacher describes foreign terms that are not yet known to the students.

c. Explaining

The core step is explanation. Explanations are meant to show “why”, “how”, and “for what”. This pattern of explanation seeks to prove the relationship between two or more things that influence each other, even show cause and effect.

d. Giving Examples

To convey students' understanding of the material that has been explained, give concrete examples in real terms.

e. Practice

The last step in the explanation is practice. Students practice by looking for cause-and-effect relationships on other phenomena or events.

## 12. The Advantages of Applying Explaining Skills

The advantages of applying explaining skills according to Syaefudin (2012) include the following:

- a. It is easier to develop students' abilities in finding, organizing, and assessing the information received.
- b. Encourage students to develop ideas and express these ideas.
- c. Can overcome learning problems.
- d. It is an easier way when the teacher will start introducing the material.
- e. Can improve the teacher's analysis of the theory that is being conveyed and the teacher becomes really understand the content of the news with a more in-depth analysis.

## 13. Weaknesses in the Application of Explaining Skills

Weaknesses in the application of explaining skills according to Cendana (2020) include the following:

- a. If explaining is done too long, students tend to become auditive and eventually become passive students.
- b. If it is always used and too long, the trip will seem boring.
- c. If the explanation is done too long, the opportunity for discussion becomes too little and even runs out to explain.

## C. Conclusion

Explanation skill is really important to teacher because it give a big impact to students in understanding the material in learning process. If teacher explained the material by put the attention with the components, aspects and what should do or do not in the explaining process, the student will undestand with what the teacher taught.

The material of explaining skill in learning process is really a needed education for students in elementary school teacher education. By understood this material, it can help them in reach how to explaining in their class in the future.

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# 4

## BASIC SKILLS IN MAKING VARIATIONS

### A. Introduction

Thematic learning is an approach to learning that intentionally relates several aspects both in intra lessons and between subjects into various themes (Majid, 2014). Regarding thematic learning, basic skills are very important for teachers to master. One of the skills that teachers must master is the ability to conduct learning variations. Teacher activities in the context of the learning interaction process that aim to eliminate student boredom in learning, increase motivation in learning something, serve diverse student learning styles, and increase student activity/involvement in learning activities are examples of variation skills.

Variations in the teaching and learning process include three components: changes in teaching styles, changes in the use of media and teaching materials, and changes in interactions between teachers and students.



## **B. Discussion**

### **1. Accuracy in Using Basic Skills in Making Variations in Learning**

#### **a. Variation Skills**

In general, variation skills are teacher abilities to keep the learning environment interesting and not boring, so that students demonstrate enthusiasm and perseverance, are full of passion, and actively participate in all stages of learning activities. These skills are essential for every teacher in learning models such as the implementation of Competency-Based Curriculum (Netriwati & Lena, 2018). Because the Competency-Based Curriculum requires students to participate actively in all stages of the learning process. In this context, teachers need to keep the learning climate conducive and fun. Everyone has boredom in learning, feeling bored, bored, less enthusiastic, even sleepy, this kind of condition usually appears because your teacher's presentation is not attractive, so you want the learning process to end quickly. To avoid student boredom in learning, teachers need to have stimulus variation skills (Wina, 2005).

Based on the survey result of 151 teachers, there are some problems in making variation, among others, 1) 3 teachers have difficulties on how to provide suitable variations in learning, 2) 1 teacher state that the students is not responsive to the reactions and feedback given by the teacher, 3) 7 teachers have problem in placing some existing skills and include them in each learning step, 4) 1 teacher do not know the characteristics of students in learning, 5) 11 teachers have problem on varying teaching styles so students don't get bored, 6) 1 teacher use less varied or innovative models, 7) 6 teachers have difficulty on how to varyate the teaching materials, 8) 3 teachers have difficulty on creating asking variations in asking, 9) 1 teacher have difficulty on showing variation in 1 lesson, 10) 15 teachers have problem in varying learning media that can help students understand the material, 11) 3 teacher complain about the lack of variations type, 12) 15 teacher difficult to create variation of interaction between teacher and students, 13) 11 teacher state it is difficult to give variety when learning process is running, 14) 8 teacher have difficulty in using media variation, 15) 2 teachers have difficulty on varyate the illustration, 16) 4 teachers have problem in adjusting the material with the variation that will be used, 17) 1 teacher state that students are difficult to direct and sometimes they are

not cohesive if the teacher determines the variation, 18) 3 teachers difficult to distinguish loud and soft sound pressure, sometimes out of place and too fast, 19) 2 teachers difficult to input variations in the learning step, 20) 1 teacher feel not yet free (awkward) to do variations in front of the class, 21) 6 teacher have problem in choosing variations that it is not boring, 22) 1 teacher often forgot to give variety because too focused on the subject matter, 23) 1 teacher feel the Insufficient number of students make it hard to do variation, 24) 1 teacher have problem with the variation delivery in learning, 25) 2 teachers have lack of Creativity, 26) 1 teacher tend to be unfamiliar with approaching students and walking around the classroom, 27) 1 teacher often forgot to give eye contact to students, 28) 2 teacher have lack of enthusiasm/nervous, 29) 1 teacher state that it is hard to give variation when more students are passive than active in class, 30) 1 teacher have difficulty in variation movement, 31) 1 teacher have difficulty when conditioning the class before starting learning so they could create learning variation, 32) 1 teacher have problem to choose a variation that is suitable for the learning itself, 33) 1 teacher have difficulty in terms of asking questions to students, 34) 7 teacher have problem in adjusting the time, 35) 1 teacher state that the choice of words is a bit difficult to adjust directly to students, 36) 1 teacher difficult to matching class conditions with the learning steps that have been made, 37) 1 teacher difficult to make sentences that must be easily accepted and understood by all students, 38) 1 teacher difficult to give questions variety, 39) 1 teacher have lack of understanding of the students character so there are still many difficulties in providing variations during learning, 40) 1 teacher have narrow insight or experience, 41) 1 teacher state that every student has a different mood and way of learning, 42) 5 teachers state that when giving variations, many students do not understand what they are learning, 43) 1 teacher state that variations in teaching styles sometimes make students confused and bored, 44) 1 teacher have problem in adjusting variations according to the ability level of students. In addition, only 11 teachers that not have obstacles in making learning and teaching variation.

Skills of making variation is a teacher activity in the context of the teaching and learning interaction process aimed at overcoming student boredom so that, in teaching and learning situations, students always show perseverance, and are full of participation. Variations in teaching and learning activities are intended as a process of change in teaching, which

can be grouped into three groups or components, namely: 1) variations in the way teachers teach, including: the use of variations in voice (*teacher voice*), concentration of students' attention (*focusing*), silence or teacher silence, making eye contact and movement, mimicking body movements: variations in teacher facial expressions, and changing teacher positions in the classroom and teacher movements. 2) variations in the use of media and teaching tools. Media and teaching tools when viewed from the senses used can be classified into three parts, which can be heard, seen, and touched. The variations in the use of tools including, variations in tools or materials that can be seen (*visual aids*), variations in tools or materials that can be heard (*auditive aids*), variations in tools or materials that can be touched (*motor*), and variations in tools or materials. that can be heard, seen and touched (*audio visual aids*). 3) Variation of interaction patterns and student activities. The pattern of interaction between teachers and students in teaching and learning activities is very diverse. The use of variations in interaction patterns is intended so as not to cause boredom, boredom, and to liven up the classroom atmosphere for the success of students in achieving goals (Roro, 2018).

## **2. Purpose and Function of Holding Variations**

The use of learning variants will produce engaging learning that helps students meet their learning objectives. According to Djamarah (2013), holding variants is done for the following reasons:

a. Increase and maintain student attention

Student focus is necessary for the transfer of knowledge so that the students can easily comprehend the information given by the instructor. As a result, the instructor varies the learning process to grab the pupil's interest and maintain their attention. The teacher will typically place emphasis on voice, icebreakers, and establishing eye contact with the pupils.

b. Increase motivation

Fun learning will make students comfortable to learn. A sense of comfort will increase motivation and enthusiasm in students to learn.

- c. Forming a positive attitude towards teachers in schools  
A teacher who does not master the class or has not been able to create a pleasant learning atmosphere will make students bored and of course students have their own assessment of the teacher.
- d. Wise and clever  
Teacher taking the heart or attracting students' attention by using their learning style will form a positive assessment and the student's trust in the teacher.
- e. Encouraging children to learn  
Providing a pleasant learning climate will encourage children to always learn. Because from the pleasure of learning, it will make him love learning to the embedded desire to always learn. (Robiah, 2015) The main goal of the teacher conducting learning variations is to reduce student boredom so that student focus in learning remains centered.

### **3. Components of Teacher Skills Conducting Variations**

Variation in teaching has several components. This variation in teaching includes all teaching styles, methods, media and learning tools used as a means of delivering material. Components of skills in conducting variations according to Djamarah (2013) can be divided into several components, namely:

- a. Variety of Teaching Style  
Teaching style is the method used by the teacher to convey the material. A teacher is someone who can teach and there is no teacher who cannot teach. Learning styles vary widely because they include various things that are directly related to the teacher. Teaching style is a form of teacher skills when teaching both curricular and psychological teaching styles (Thoifuri, 2013).  
Based on the opinion of experts, the variation of teaching style is the method used by teachers in learning activities by making various changes, be it position, voice or facial expressions to focus attention and eliminate student boredom. Variations in teaching styles include the following: (Usman, 2011)

following:

1) Variation of teacher's voice

Voice variation is the switching of the voice between loud and soft, high and low, fast and slow, joyful and sad, or occasionally to emphasize certain words. It is the change in intonation during the learning process that causes the sound in issue to vary. The sound can shift from being loud to soft or vice versa. Depending on the desired results, adjusting the sound pressure of some phrases will have a dramatic impact.

2) Mimic and gesture variations

The variation of mimic and gesture is a change in facial expression made to emphasize a word or atmosphere. Mimic variations or gestures have the meaning that a teacher is someone who is expressive, not someone who is flat. This variation of facial expressions is of course very adapted to the atmosphere carried out during learning.

3) Position change

To draw focus, examine, and observe the state of the class, the teacher may move positions. Changes in position are carried out by moving toward or away from students, moving to the corner of the classroom, right, left, side and behind students. This position change aims to control students and condition the class so that students do not get bored or feel unnoticed.

4) Silence

The technique of silence for a moment is to create an atmosphere of silence for a while (Usman, 2011) says that silence or silence is carried out from the presence of sound to a state of calm or silence, from the existence of activities and then stopping, the situation becomes quiet or silent when the teacher is explaining certain knowledge to attract attention). Lost students' attention.

5) Focusing

Concentration of attention is an effort made by the teacher to arouse the child's attention. Focusing attention can be done by verbally emphasizing, giving ice breaker to refresh the atmosphere. The technique or method of the teacher in focusing attention can

be done spontaneously, such as when students are too noisy, the teacher will give verbal instructions, for example “clap silence” so that students can be conditioned again.

6) View contact

Variation of eye contact means that it is the teacher who looks at the whole class. (Fritriani, 2016) variations of eye contact can be carried out throughout the class and are variously aimed at certain groups of students or students.

b. Media Variations

Every student has a tendency to learn according to their intelligence. This is in accordance with the theory of multiple intelligences which explains that the typical intelligence possessed by children is different and affects the learning style of each child. Therefore, the learning process needs to be varied so that the needs of children in learning can be facilitated (Usman 2011).

Various tools or materials that can be seen or heard (visual aids), touched, moved, or moved by a motor, as well as a variety of tools or materials that can be heard, seen, and touched (audio-visual aids), are all examples of variations in the use of media and instructional tools (Sardiman 2011). Three categories of learning media—graphic, auditory, and projection—are distinguished.

c. Interaction Variations

The frequency or quantity of action changes between instructors and students, as well as between students themselves, defines the variation of interaction (Sardiman, 2011). The purpose of using variants on this interaction style is to prevent boredom and liven up the classroom environment so that students can succeed in meeting their learning objectives. There are two extremes in the patterns of interaction between teachers and their students: (a) students labor or study unrestrictedly without the teacher’s interference; and (b) students passively listen as the teacher dominates the situation and speaks to the students (Majid, 2013).

There are many different ways in which teachers and students interact with one another during teaching and learning tasks. The teacher-student contact is meant to make the classroom more engaging so that students can succeed in meeting their learning goals. The manner

of this interaction also has an impact on how engaged the students are; if the instructor and students interact passively, the students will develop the habit of only listening.

## C. Conclusion

Variation skills are a teacher's ability to keep the learning environment engaging and not monotonous so that students exhibit zeal and persistence, are full of passion, and actively engage in all learning activities. These abilities are crucial for all teachers in learning models like the adoption of competency-based curricula. Because the Competency-Based Program demands that students engage in active learning at all stages. In this situation, instructors must maintain a positive and enjoyable learning environment.

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# 5

## REINFORCEMENT SKILL

### A. Introduction

Awards for students have a beneficial impact their daily lives. Students who receive rewards are more likely to change their behavior and put forth more effort overall. Teachers should constantly work to increase the activity and quality of the learning process in the classroom by motivating students with rewards or reinforcement so that they are more engaged in attempting and learning to increase their learning achievement.

Becoming a teacher must master one of the basic teaching skills, namely the skill of providing reinforcement to motivate students to improve their learning abilities (Aini, et al., 2017). Students need reinforcement in their learning because reinforcement is a reward that fosters motivation and passion for learning (Hasibuan, 2008). The purpose of reinforcement is to encourage students and increase their involvement in each learning process by rewarding them.

Providing reinforcement in the learning process can be done in various ways. For example, by giving approval or acknowledgment of positive (successful) student behavior, which is manifested in the form of justifying words, praise, smiles, nodding. It seems that this is very simple, but it has a considerable influence on the students concerned (Pradnyayoni, 2017).

Given the importance of providing this reinforcement, teachers or other education personnel must understand and train themselves regularly and directed, so that they are skilled in applying basic teaching skills to provide such reinforcement, so that the quality of the learning process can be improved.

This chapter discusses about the definition of reinforcement skill, the purpose of providing reinforcement skills, the principles for providing reinforcement skills, types of skills in providing reinforcement and the components of a reinforcement skill?

## **B. Discussion**

### **1. Definition of Giving Reinforcement**

Reinforcement is any type of reaction, whether verbal or nonverbal, that a teacher gives to a student's behavior and seeks to educate or provide feedback for the student (Sabri, 2010). Recipient (*student*) for his deeds as well as a form of affirmation or criticism. A reaction to a behavior known as reinforcement can make it more likely that the behavior will be repeated. These actions are meant to motivate or award students in order to increase their active participation in teaching and learning activities (Netriwati & Lena, 2018)..

Giving students the idea of reinforcement as a reaction to their positive behavior or actions can lead to repetition or an increase in those actions or behaviors (Putra, 2010). Following that, reinforcement is a supportive response in learning that the teacher gives to a student's positive behavior with the goal of preserving and enhancing that behavior. A response provided on purpose to a behavior in order to encourage repetition is known as reinforcement. For students, the teacher's positive reinforcement is crucial (Barnawi & Arifin, 2012).

Additionally, the provision of reinforcement as a reaction during an educative interaction in the form of both positive and negative responses (Djamarah, 2005). A positive reaction is one that is given in exchange for a reward, whereas a negative response is one that is given in exchange for punishment. Both aim to change someone's conduct, which is their common objective. This demonstrates that increasing pupil learning motivation can be accomplished by changing students' behavior (*behavior modification*).

Then, reinforcement is any type of reaction, verbal or nonverbal, that modifies the teacher's behavior in relation to student behavior and aims to provide details or feedback for the person's actions as an act of encouragement or correction (Usman, 2005).

According to Anitah (2009), reinforcement is a reaction provided to good behavior or actions, which can cause a recurrence or increase in good behavior or actions. Reinforcement refers to the teacher providing a positive response to the child's successful learning behavior in order to maintain and enhance that behavior (Murni, 2010).

Another way to view the concept of reinforcement is as a way to show appreciation. This expression of gratitude can come in the form of words, smiles, nods, or even physical contact. Fortifying results in students being more motivated and engaged in every learning process.

Furthermore, in addition to offering enjoyable activities, the right choice of the type of educational activity will make the teacher knowledgeable and methodical in order to foster a love of learning (Marno & Idrin, 2010). It can also be a form of strengthening for the child if different learning tasks are offered in accordance with their preferences. Children's preferred learning tasks can make learning more intense for them. Therefore, whether or not learning activities are enjoyable will impact learning motivation.

According to the experts' descriptions above, reinforcement can be understood as the teacher reacting favorably to a particular student behavior in order to encourage that behavior to continue or improve. Additionally, you should react favorably to students' poor or underachieving actions. When students answer questions from the teacher incorrectly, for instance, the teacher does not simply state, "Your answer is incorrect," but instead responds positively by saying, "This time your answer is incorrect, but I believe that if you study more carefully, you will get the correct answer." The language used contains both praise and criticism to encourage students toward improvement.

The teacher can increase the chance that a student will repeat a behavior by using reinforcement as part of the behavior modification process. Students will be motivated to respond whenever the teacher presents a stimulus by receiving reinforcement, or they will attempt to avoid responding because they believe it will be ineffective.

Based on the survey result of 122 teachers, there are some problems in giving reinforcement, among others, 1) 2 teachers have lack of new and interesting vocabulary to use in providing reinforcement, 2) 1 teacher state that students do not concentrate and disturb their friends and even interrupt the teacher's words when the teacher give the reinforcement, 3) 1 teacher difficult to make that students get the right concept, 4) 2 teacher have problem on how to motivate students in the spirit of learning, 5) 1 teacher provide inappropriate reinforcement so the students are lazy to learn, 6) 15 teacher difficult to looking for the right words to convey reinforcement, 7) 2 teachers statet that students are not active in answering questions, 8) 1 teacher have difficulty in providing reinforcement in the form of touch and expression, 9) 2 teachers difficult to give reinforcement of behavior by stopping or removing unpleasant stimuli, 10) 5 teachers have difficulty in provide reinforcement to motivate the students, 11) 3 teachers difficult in keeping the class conducive, 12) 4 teachers state that when the student's answer is wrong, the teacher will provide reinforcement with that answer, 13) 2 teacher have problem in finding the right approach in providing reinforcement to students personally, 14) 1 teacher difficult to provides comprehensive reinforcement without making one or two students feel different, 15) 10 teacher state that not all students pay attention to what the teacher says so that reinforcement is not conveyed properly, 16) 1 teacher is still confused to give reinforcement, 17) 1 teacher have time problem, 18) 2 teacher does not provide non-verbal reinforcement, 19) 1 teacher give narrow material, 20) 1 teacher have difficulty in giving reinforcement with fun activities, 21) 1 teacher convoluted in giving reinforcement, 22) 1 teacher have difficulty in subject matter and media, 23) 1 teacher have problem in matching materials and themes, 24) 1 teacher have difficulty in sing sentences that are easy for students to understand, 25) 3 teachers state that students do not understand the language used by the teacher 26) 4 teacher state that they must be careful to avoid negative responses to students. From the survey, 53 teachers do not have problems with their reinforcement skills

## **2. Purpose of Providing Reinforcement**

In order to successfully accomplish the stated goals, the provision of reinforcement in learning activities should be carried out wisely, methodically, and on the basis of suitable methods and principles

(Pradnyayoni, 2017). The purposes of providing reinforcement as mentioned above, among others, are as follows:

a. Increase student attention

Attention is a very valuable key in the learning process. The attention of students is not permanent, sometimes high, medium and low. Educators as learning managers have a professional obligation to always arouse the attention of students so that when students' attention decreases, then through the provision of appropriate reinforcement, both the type of reinforcement, and when or when it is given, the attention of students is expected to increase again. Thus, the attention of students to learning will increase along with the attention of educators, namely through the response (*reinforcement*) given to their students (Saadie, 2008).

b. Facilitate the learning process

The task of educators as learning facilitators aims to make it easier for students to learn. As for what is meant by facilitating student learning, it does not mean that the material is facilitated, but through their role as learning facilitators, educators are able to manage the learning environment (*learning resources*) in order to interact with students optimally so that it becomes an easy way for students to understand the material being taught is being studied.

c. Generating and maintaining motivation

In this regard, educators also have the same obligations as the obligation to raise attention, namely how to keep students' motivation awake so that they always have a high enthusiasm for learning. Between attention and motivation which has a very close relationship, if the attention of students has grown to the aspects to be studied, usually their motivation will increase along with the increasing attention of students.

d. Controlling/changing the attitude that disturbs the class in a positive and productive direction.

e. Develop and self-regulate in learning.

f. Leads to creative, productive and full of initiative thinking.

This is in line with Sulastri, et al (2018) statement that the goals and benefits of providing reinforcement include:

- a. Increasing students' attention, the teacher's role is to always arouse students' attention.

Then the teacher through the provision of appropriate reinforcement both in type and time, the student's attention is expected to increase again.

- b. Generating and maintaining learning motivation

There is a very close relationship between attention and motivation, if students' attention has grown to the aspects to be studied, motivation will increase along with the increase in student attention.

- c. Facilitate student learning

As for what is meant by facilitating student learning, it does not mean that the material is facilitated, but through its role as a learning facilitator, the teacher is able to manage the learning environment in order to interact with students optimally. So that it becomes an easy way for students to understand the material being studied.

- d. Fostering the spirit of self-confidence of students

Learning in particular and education in general must be able to foster high learning enthusiasm, passion, and a strong desire to excel and most importantly students' confidence in their abilities.

- e. Maintain a conducive classroom climate

A pleasant, safe and dynamic classroom atmosphere will encourage maximum student learning activities. In order to successfully accomplish the stated objectives, providing reinforcement in learning activities should be done carefully, methodically, and on the basis of appropriate methods and principles.

The purposes of providing reinforcement as mentioned above, among others, are as follows (Pradnyayoni, 2017):

- a. Attract the students' focus.
- b. Simplifying/encouraging the educational procedure.
- c. Finding and keeping motivation.
- d. Manage/modify the disruptive mindset in the class in a constructive and positive way.

- e. Develop and self-regulate in learning.
- f. Lead to creative, productive and full of initiative thinking.

The objective of reinforcement is to improve students' focus and motivation, facilitate learning, manage and change their behavior and promote the development of positive behavior, boost students' self-confidence, and maintain a positive learning environment in the classroom (Winataputra in Sundari and Yuli, 2017).

The following are the goals of reinforcement in learning activities (Afif, 2017):

- a. Improve student focus,
- b. Create and sustain student motivation,
- c. Facilitate the learning process,
- d. Controlling and modifying student behavior,
- e. Build self-confidence in students,
- f. Encourage positive behavior in students, and
- g. Maintain a conducive class.

The reinforcement given by teachers to students in the teaching and learning process is given with various specific objectives including (Paramitha, 2015):

- a. Increasing students' attention and motivation to the material in learning, that is, there are times when students experience a slight decrease in attention to lessons which can be caused by time in the learning process which results in boredom. With this skill, the boredom will disappear due to the increased attention given to learning by students.
- b. Control and motivate negative behavior.
- c. Increase students self-assurance so they can self-regulate during the learning process.
- d. Maintain a positive learning environment in the classroom.
- e. Increase student focus and support in learning when reinforcement is used carefully.
- f. Motivating students to behave well and enhance effective learning.
- g. Promotes the growth of diverse (different) thinking and taking action on one's own.



- h. Can improve active student learning
- i. Can encourage students to improve their learning independently.

### **3. Principles of Providing Reinforcement**

The principles of using reinforcement strategies and teaching methods are as follows (Marno & Idris, 2010):

a. Warmth

The principle of providing reinforcement is also to applied warmly, much like the use of variations in teaching, which enables the attitude of the teacher to be conveyed through voice and body mimicry. Lest students believe that the teacher is being sincere in offering reinforcement.

b. Enthusiasm

Students' motivation levels can be boosted by enthusiastic encouragement. Students may get the impression that the teacher is sincere and honest by the teacher's enthusiasm when giving reinforcement. Encouragement given with enthusiasm will help students develop dignity and self-assurance.

c. Meaningful

The essence of meaningfulness is that students understand and believe that they are indeed worthy of reinforcement, because it is in accordance with their behavior and appearance. Therefore, meaningfulness in the provision of reinforcement is only possible if it is given in the relevant context. For example, the student's answer is completely wrong and instead says "your answer is very good", the teacher should response by saying "this time your answer is not right, I believe by studying better you will get the right answer". Another example, if the child answers the question correctly we can say "your answer is correct". The reinforcement is appropriate if it is relevant to the context.

d. Avoid negative responses

Although it is understood that particular punishments can be used to manage and motivate students' behavior, negative teacher reactions like insulting remarks or ridicule should or must be avoided. Therefore, if the answer is wrong then the teacher should not respond negatively by saying "your answer is wrong". This can discourage the child or kill

his motivation. In this case the teacher can ask a demanding question or take turns by saying “maybe someone can help?”. In this way the child does not feel offended.

#### **4. The Types of Skills Provide Reinforcement**

In principle, reinforcement skills can be grouped into two types of verbal reinforcement and nonverbal reinforcement (Mansyur, 2017).

a. Verbal reinforcement

Verbal reinforcement is reinforcement in the form of words of praise. The praise is a teacher’s appreciation for student behavior or student performance, the purpose of which is as a reinforcement for students for what they have done. Through these words, students will feel happy so that they will be encouraged to participate more in activities (Marno & Idris, 2010). For example: very good, right, smart, I’m happy and so on.

b. Non-verbal reinforcement

Non-verbal reinforcement is reinforcement given by the teacher through sign language expressions using body language (Supardi, et al., 2009). In addition, nonverbal reinforcement can also be done by approaching students. Reinforcement can also be done by teachers through providing activities and fun task.

In the form of mimics and hand movements with an approach and using a touch, rubbing the back using symbols or objects like you are told to do homework on the blackboard then given a correct sign or asterisk (Asril, 2011).

#### **5. The Skill Component Provides Reinforcement**

In the teaching-learning process, it is necessary to have the right components in providing reinforcement. This must be adjusted to the level of education, age, individual abilities, and student backgrounds. There are several components in providing reinforcement, namely:

a. Verbal reinforcement

Verbal reinforcement is encouragement delivered through positive feedback. Words of praise delivered by educators to students can raise the spirit of students, no matter how little the words are conveyed.

Words of praise can usually be true, good, appropriate, and so on. In addition to words, praise can also take the shape of sentences, such as “you do a great job.”

Indicators of verbal reinforcement are (Usman, 2010):

1) Reinforcement words delivered by the teacher

Students receive reinforcement in the form of words that is done briefly and clearly so that students can easily capture the teacher’s response.

2) The reinforcement sentence delivered by the teacher

In order for students to comprehend the abilities and justifications for the teacher’s reinforcement, the feedback is provided by the teacher in the form of a sequence of words or sentences that explain how the already-existing words have been arranged.

According to Asril (2010) indicators of verbal reinforcement are:

- a) Praised with words like you’re a smart kid.
- b) Give compliments with words like you did a good job today.
- c) Praised with words like Good, great achievement.

b. Non-verbal reinforcement

Different from verbal reinforcement, non-verbal reinforcement can take the shape of approaches, gestures, touches, and other physical cues. According to Irawati (2006) nonverbal reinforcement or physical reinforcement is attention that is done physically in the form of a caress on the head, a thumbs up or simply raised eyebrows due to expressions of admiration as positive feedback on good behavior by children. This will make the child feel appreciated, so he will do the same good thing at another time.

1) Gesture reinforcement

The provision of verbal reinforcement is closely linked to this reinforcement. The teacher’s reaction to a student’s behavior can include enthusiastic facial expressions, nodding, thumbs-up, applause, and other techniques. All of these movements are forms of giving gestural reinforcement. Educators can develop themselves, in accordance with prevailing habits so that they can lead to good teacher- student interactions, and are mutually beneficial.

2) Reinforcement approaching

Approaching is a form of response interested in an object. The teacher's attention to students shows that the teacher is interested. The teacher can approach students by standing side by side, or walking near students. Students who are approached by the teacher will give the impression of being noticed. This reinforcement is very supportive to strengthen verbal reinforcement.

3) Touch reinforcement

This reinforcement is closely related to approaching reinforcement. Reinforcement of touch can be done when the teacher physically touches the student. This reinforcement can be done by rubbing his head, shaking hands, patting the shoulder, and so on. This form of response is shown to reward the appearance, or work of students. However, it is necessary to pay attention to age, gender, background and culture for providing touch reinforcement.

4). Symbol sign reinforcement

Is part of reality that functions as a form of communication that has meaning. Reinforcement in the form of symbols or signs can be addressed to students as a form of appreciation, which can be in the form of written comments, certificates, medals, stickers, pictures, stamps, and so on.

5) Reinforcement through enjoyable activities

Students' favorite tasks or activities can be used by teachers as reinforcement. For instance, a student who is skilled in music classes is chosen to direct the choir at his school.

6) The teacher should not instantly place the blame on students if they provide answers that are only partially accurate. The teacher should use or offer some reinforcement in these situations. If a student only provides a partially correct response, for instance, the teacher should comment, "Yes, your answer is good, but it still needs improvement," to let the student know that the response is not entirely incorrect and to motivate them to do better.

7) Group reinforcement

The class as a whole can make the learning process successful. Therefore, reinforcement can be given as a whole. For example:

“The teacher is proud of the learning achievements of this class”. If there is a group of students who are successful because of the cohesiveness of their group members, then that group can receive encouragement. As an example, “Group I have demonstrated the best work performance.” In order to provide meaningful reinforcement, it should be given as soon as the learning or work achievement is shown.

8) Reinforcement on certain individuals

The use of reinforcement must be clearly demonstrated to a particular student. Therefore, the teacher’s views must be clearly shown or directed to students who get reinforcement.

9) Not full reinforcement

When a student provides a response that is only partially accurate, the teacher shouldn’t jump to the conclusion that the student deserves the blame. The proper response from the teacher is to say, “Yes, your answer is good, but it needs to be improved.” Then the teacher asked other students to answer it. This way the student can know that the answer given is not entirely wrong, and there may be encouragement for him to find a more complete answer. In this case, the teacher has provided reinforcement for his efforts and not only for his completely correct answer. The use of incomplete reinforcement is closely related to the principle of avoiding the use of negative responses to student answers (Pradnyayoni, 2017).

## C. Conclusion

Giving reinforcement to students turned out to have a considerable influence, especially in an effort to increase motivation and enthusiasm for learning. Giving reinforcement can also increase students’ self-confidence in the students. The teacher can offer reinforcement to students by using speech, mimicking movements, awarding students, and other methods, depending on their accomplishments or positive attitudes.

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# 6

## SMALL GROUP AND INDIVIDUAL TEACHING SKILLS

### A. Introduction

Education as an effort to humanize humans means that the education and learning process carried out must be able to provide optimal services to every learning citizen, both to meet group needs and individual needs. One of the implications for realizing services that can meet the characteristics of different students is to apply the teaching model in groups or individually or called small group and individual teaching skills.

Education and learning on the one hand must be able to bring students together, meaning to develop social life. On the other hand, every human being also has individual needs. Effective education and learning, of course, are those that can fulfill or facilitate the existence of togetherness in addition to meeting individual needs.

In classical teaching, the needs of individual students cannot be served optimally. The teacher usually only pays attention to the needs of students in general in the class he teaches. As for the properties or characteristics that are individual cannot be served optimally. Therefore, professional teachers in addition to teachers must serve students classically and do not ignore the needs of individual students.

The fundamental skills of teaching small groups and individuals are a way to support the learning system required by students both



conventionally and individually. Therefore, these skills must be trained and developed, so that prospective teachers and teachers can have many choices to be able to serve students in the learning process.

This chapter discusses about the definition of small group and individual teaching skills, the purposes of small group and individual teaching skills, the role of teachers in small group and individual teaching, the principles of small group and individual teaching, the components of small group and individual teaching skills, the patterns of use of small group and individual classroom teaching, and the things to pay attention to in small group and individual teaching.

## **B. Discussion**

### **1. Definition of Small Group and Individual Teaching Skills**

According to the Big Indonesian Dictionary (KBBI), skills are skills to complete tasks. The ability to use reason, thoughts, ideas, and creativity to do, change, or make something more meaningful in order achieve value from the job are known as skill (Sadirman, 2011). So, skills can be defined as a person's ability to complete tasks that result in valuable and important work through the use of reason, thoughts, ideas, and creativity.

Teaching is conveying knowledge to students. So, teaching is training yourself in an effort to increase the knowledge that we have to students in the shortest and most appropriate way (Sadikin & Nasrul, 2018). Teaching skills are all aspects of teacher abilities that are closely related to various duties performed by teachers, such as skills for energizing and inspiring students to participate in classroom activities (Wahyulestari, 2018).

In order to carry out teaching duties effectively, efficiently, and professionally, teachers, lecturers, instructors, or widyaiswara must possess basic teaching skills, which are special abilities or skills (Netriwati & Lena, 2018). The ability of teachers and instructors to foster close and wholesome relationships with students as well as between students in small groups and separately is known as small group and individual teaching. (Supriadie & Deni, 2012).

When the number of students is small, small group and individual teaching abilities are required. For small groups, for example, 3-8 persons, and for individuals, 1 person. Thus, in terms of In this instance, the teacher

serves as a learning activity organizer, resource person, student motivator, facilitator or provider of learning materials and opportunities, counselor, and activity participant with the same rights and responsibilities as other participants (Barnawi & Arifin, 2018).

The concept of guiding small group discussions refers to an orderly conversation process in which a group of people engage in free and open face-to-face interactions with the goal of sharing information or experiences, making choices, or solving an issue (Asril, 2012). The basic teaching skills of guiding small group discussions are the ability to carry out activities to guide students in order to successfully conduct small group discussions (Hasibuan, et al., 2006).

Small group discussion is a process of activities that take place in a controlled and orderly manner, with several people meeting face to face combined into one group or small group who interact with each other to express their respective thoughts (Sa'ud, 2010).

Small group and individual teaching is a type of learning that enables teachers to pay attention to each student and develop a more intimate connection between teachers and students, as well as between students. It is especially important to pay attention to students' ability and thinking maturity when doing individual learning so that what is communicated can be absorbed and accepted by students (Djoelie, 2010).

Small group teaching skills are a type of teaching in which the teacher encounters a large number of pupils and small groups are limited to 3 to 8 persons per group (Shoffa, 2017). Teachers may devote attention to each student in small group and individual teaching, and there is a tighter contact between teachers and students (Helmiati, 2013).

Based on the survey result of 145 teachers, there are some problems in guiding small and individual groups, among others, 1) 1 teacher find it difficult to manage the group, 2) 2 teachers have difficulty in provide guidance to different groups at the same time, 3) 1 teacher state that there are some students who do not pay attention to the teacher's direction, 4) 1 teacher state that students do not help carry out assignments in their groups, 5) 1 teacher have difficulty in guiding for structured work, 6) 4 teachers have problem in conditioning a conducive classroom atmosphere when group learning takes place, 7) 24 teachers difficult to handling students in large groups because students like to chat and joke together,

8) 4 teachers have problem to monitor students so that all students are actively involved in the group, 9) 20 teachers state that there are students who do not participate in the group and students are noisy, 10) 5 teachers state that students like to play in discussions, 11) 4 teacher have problem in handling the difference of opinion of each student, 12) 10 teachers have difficulty when dividing groups, 13) 7 teachers difficult to pay attention to all students because the teacher only pays attention to students who is smart, 14) 2 teachers state that many students do not understand so they cannot be explained in groups, 15) 3 teachers difficult to monitoring group performance especially for elementary school children who like to seek attention, 16) 6 teachers have problem in keeping each group to calm, 17) 1 teacher state that students number are limited, 18) 1 teacher have lack of communication, 19) 2 teacher state that students are shy to express their opinion, 20) 9 teachers have difficulty to understand the differences in the character of students in the group, 21) 7 teachers state that students are less focused in listening to the discussion steps, 22) 5 teachers have difficulty in approaching each group/guiding, 23) 1 teacher not able to vary the activities in groups, 24) 1 teacher still monotone in guiding small groups or individuals, 25) 1 teacher state that in asking questions, there are some students who are too excited and want to answer all of the question by themselves, 26) 11 teachers state that class is getting noisy, 27) 3 teachers state that there are still some passive children. From the survey, only 8 teachers that do not have problems in guiding the groups.

Skills of guiding small group discussions need to be mastered by teachers, because discussions allow students to master material concepts to solve a problem through a critical thinking process, be confident, dare to think critically and positively and able to interact with friends and their social environment (Achdiani & Dwi, 2017).

This skills can help to develop a healthy and close interpersonal interactions that can arise between teachers and students, as well as between students and students both in small groups and individually. (Deswita, 2017).

So, small group and individual teaching skills are the skills to impart knowledge to a group of about 3-8 students and 1 individual student can meet face-to-face and have various roles so that they can develop the potential of students. Small group and individual teaching allow the teacher to pay attention to each student and the occurrence of a closer

relationship between teacher and student and student. In individual learning, it is necessary to pay attention to the ability and maturity of thinking of students, so that what is conveyed can be absorbed and accepted by students. Learning outcomes are shown as changes in attitudes that are observed and measured in the form of changes in attitudes, knowledge and skills.

## **2. Purpose of Small Group and Individual Teaching**

The objectives of the skills to guide small group discussions, according to (Kurniawan, 2014), are:

- a. In order for students to share and learn new skills and information in problem-solving.
- b. In order for students to gain information and the ability to think and interact with others.
- c. Involve students in planning and decision making.

Meanwhile, according to Dadang (2012), the objectives and benefits of discussion activities include:

- a. Cultivating an attitude of tolerance: that is, every mutual respect for the opinions expressed by each student.
- b. Fostering a democratic life: that is, every student freely and responsibly is accustomed to expressing opinions, exchanging ideas to achieve the expected learning objectives.
- c. Encourage active learning: students in discussing a learning topic do not always receive from the teacher, but always work together in discussion groups students learn to develop their thinking skills, learn to solve problems.
- d. Cultivating self-confidence: that is, the habit of arguing between friends in discussion groups, will encourage courage and build self-confidence for students to propose opinions and solutions.

The purpose of basic small group and individual teaching skills is to be able to diagnose student learning difficulties accurately, so the teacher must observe or examine the problems faced by students. Through a small group and individual approach, students will usually be easy and free to convey their learning problems, so that the teacher will be able to conclude

the difficulties faced and alternative solutions to the solutions that the teacher does (Sihotang & Simorangkir, 2020).

Additionally, the aim of small group and individual teaching techniques is to foster close and healthy relationships between teachers and students as well as between students themselves, both in small groups and individually (Armai, 2019). Small or individual teaching skill enable teacher to give careful attention to each student and build stronger relationships with both them and their fellow students. The capacity and mental maturity of students must be taken into consideration, particularly while conducting individual learning, to ensure that what is being shared is understood and accepted by the students (Indah, 2011).

The objectives of small group teaching skills according to Suwarna in Barnawi (2018) are as follows.

- a. Teachers can improve the quality of good learning through group dynamics.
- b. Students have the chance to solve issues by living a logical and democratic lifestyle.
- c. Students have the opportunity to develop the spirit of mutual cooperation and social attitudes.

According to Adiyana (2010), some of the objectives of small group and individual teaching skills are as follows:

1. Objectives of individual teaching skills:
  - a. Instill in students a stronger feeling of accountability.
  - b. Develop in students a sense of creativity and leadership
  - c. Provide opportunities for students to learn more actively.
  - d. Fostering stronger relationships between students and teachers as well as between students themselves.
2. The purpose of small group teaching skills:
  - a. Enhancing the learning experience through group dynamics.
  - b. Offering opportunity for students to practice problem-solving and develop a logical and democratic way of living.
  - c. Giving them chances to cultivate social attitudes and a spirit of collaboration.

So, in general, the objectives of small group and individual teaching are as follows:

- Enabling students to learn.
- In order for interaction to occur in varied learning, namely teacher-student, student-student, student-teacher, and so on.
- So that students can achieve learning progress according to their own abilities, interests and pace.
- Students who have problems in learning because they are in an atmosphere of healthy and close interpersonal relationships

### **3. The Role of Teachers in Small Group and Individual Teaching**

The teacher's role in small group and individual teaching is as follows (Sodikin & Nasrul, 2017):

a. Organizer of teaching and learning activities

In this organization, the main thing is to regulate students and give them responsibility to carry out the tasks assigned by the teacher, for example the way students carry out activities, regulate the learning environment, or optimize learning resources to achieve learning goals.

b. Sources of information (*resources*) for students

The teacher is one source of information for students, both information about the steps for carrying out assignments and other information needed by students.

c. Motivator for students to learn

The teacher provides encouragement in the form of motivation so that students want to learn. Teachers must create classroom conditions that stimulate students to carry out learning activities in small groups and individually.

d. Material providers and learning opportunities (*facilitators*) for students

Teachers must also provide subject matter that will be taught or studied by students in small group or individual teaching.

e. Supervisor of student learning activities (counselors)

Teachers have a role in guiding their students in the learning process, including knowing children individually about their learning progress or the difficulties they face.

6. Participants in learning activities

Teachers contribute their opinions to solve problems or seek mutual agreement as other students do.

#### **4. Components of Small Group and Individual Teaching Skills**

- a. The skill of maintain a personal approach. It can be realized by:
- Demonstrate warmth and sensitivity to student needs and behavior.
  - Listen sympathetically to the ideas put forward by students.
  - Respond positively to student opinions.
  - Building relationships based on mutual trust.
  - Shows readiness to help.
  - Shows a willingness to accept students' feelings with understanding.
- b. Skills in organizing learning activities. It can be realized by:
- Offers a general overview of objectives, tasks, and how to complete them.
  - Varying activities to prevent student boredom in learning.
  - Assembling the right group.
  - Plan your activities.
  - Distributing focus among the numerous assignments and requirements of the students.
  - Finishing the activity with a conclusion.
- c. Learning facilitation and leadership abilities. It is achievable by:
- Give the right reinforcement
  - Carry out initial process supervision
  - Carry out further process supervision
  - Carry out integration supervision.
- d. Skills in designing and implementing learning activities. It can be realized by:
- Helping students set learning goals
  - Designing learning activities

- Act as student advisor
- Trying to control the situation so that students feel safe, helped, and able to find solutions to the problems they face.

The components of small group discussion skills according to Hasibuan et al., (2006) include (a) focusing attention, (b) clarifying the problem, (c) analyzing students' views, (d) increasing student brainstorming, (e) spreading opportunities to participate, and (f) close the discussion .

There are several components of skills to guide small group discussions, namely (Djamarah, 2000):

a. Focusing.

Focusing students' attention on the objectives and themes of discussion can be accomplished using the following methods:

- 1) Formulation of objectives at the start of the discussion.
- 2) Formulate specific problems and reformulate them when deviations occur.
- 3) Make a temporary summary at the end of each face-to-face discussion on the things that have been agreed upon, before proceeding to the next stage.

b. Classifying Problems.

- 1) Rearrange or summarize students' thoughts that are a bit confusing or a bit long so that it is clear to the teacher or group.
- 2) Obtaining feedback from students by asking clarifying questions.
- 3) Describe the contribution of students' thoughts by providing appropriate information or examples so as to clarify understanding.

c. Analyzing the views of students.

- 1) The teacher locates opinions that are approved or not.
- 2) Looking for reasons why participants came to this view.

d. Increase contribution.

- 1) Ask key questions that can enhance discussion.
- 2) Wait quietly, but also expect the contribution of the child's thoughts rather than just filling it with idle talk.



- 3) Provide support for the contribution of students' thoughts by listening attentively, giving positive comments, with body movements and intimately.

e. Share Participation.

All group members should have the opportunity to participate and contribute ideas. In an effort to share participation with students, teachers can:

- 1) Prevent students from monopolizing the discussion.
- 2) Carefully ask for the views of students who do not participate without having to do or without mocking.
- 3) Prevent noise so that one's conversation can be heard by all members.

f. Close the discussion

The discussion process must run until the end. And for that the teacher's attention concerns:

- 1) Summarize the results of the discussion clearly and briefly on the things that are important.
- 2) Provide the next discussion topic or mention follow-up work for the group.
- 3) The teacher is involved in evaluating the results or process of small group discussions.

## 5. Principles of Small Group and Individual Teaching

The emphasis of the teacher's attention on each student and the development of a closer interaction between teacher and student or student and student are the focus of small group and individual teaching techniques (Rachmah, 2014). This means that small group and individual teaching skills can be used by teachers to help students overcome learning difficulties. The following rules apply to teaching small groups and individuals:

- Not all topics can be delivered in a small group and individual style.
- Gradually introduce small group and individual teaching.
- Organizing students, resources or materials, space, and time must be done carefully.
- Teachers must know students personally.

## 6. Patterns of Use of Small Group and Individual Classroom Teaching

There are four varied organizational patterns in carrying out small group and individual teaching, including: (Asmadawati, A., 2014)

### 1. Large Class → Small Group + Individual → Large Class

In this pattern teaching and learning activities in the classroom begin with classical meetings (large classes) to provide general information that students need to participate in teaching and learning activities.

Information provided to students includes:

- Subjects to be studied
- Tasks to be done
- Steps to complete the task
- Other necessary information

After that, students are given the opportunity to choose activities by working in small groups or working individually. After students complete the tasks given in small groups or individually, the next teaching and learning activity is to follow the classical meeting again to report the tasks they are doing.

### 2. Large Class → Small Group + Small Group → Large Class

In this pattern, first, students follow a classical explanation of the topics to be studied, the tasks to be carried out, and the steps to carry out the task. Second, students are asked to work in small groups to do the tasks given by the teacher. Then, students are asked to report the results obtained from knowledge in small groups in class (classical reports).

### 3. Large Class → Individual → Small Group → Large Class

In this pattern, the meeting begins with a general explanation of the subject matter to be studied, as well as the tasks that students will do. After following the general explanation, students immediately worked on the assignments given by the teacher individually, then students were asked to join in small groups to discuss the results that had been obtained from working individually to be discussed together in small groups. After that, students were asked to report the results obtained in small group activities to all students in the class.

#### 4. Large Class → Individual + Individual → Large Class

The teaching and learning process begins with giving a general explanation to students about the material to be studied, as well as the tasks that will be done by students. After that, students are asked to work individually to carry out the tasks given by the teacher. Then students are asked to report it in class (classically).

## 7. Things to Pay Attention to in Small Group and Individual Teaching

In teaching small groups and individuals, the following points should be considered:

### a. Learning is carried out based on individual differences

The characteristics possessed by elementary school children are very diverse and different both in terms of thinking ability, emotional level, talent, interest, and differences in their grasping power. For example, students who are somewhat aggressive can be put into a group with students who are somewhat aggressive or students who have a little less grasping power can also be made into a group with students who also have a little less grasping power as well. Then students who are already in their groups are given special tutoring services. This method can help improve social skills through group study.

### b. Pay attention to and serve the needs of students

Basically, students have different backgrounds, both in the family environment, school environment, and community environment. For example, if there are students who cannot afford textbooks, the teacher should ask other students to be willing to work together or the school can provide loans.

### c. Strive for an active and effective teaching and learning process

The way to make learning active and effective, the teacher must try as much as possible to be active in providing tutoring. For example, after the teacher gives a group discussion task the teacher must always supervise the discussion and also help or guide students who need help when experiencing difficulties.

- d. Stimulate the growth and development of optimal student abilities
- The task of the teacher is not only teaching, but the task of the teacher is basically to help students grow and develop optimally, both intellectually, morally, socially, and physically. Indirectly the teacher has helped the growth and development of his students. As in terms of moral aspects, emotional aspects, social aspects are carried out through example, the way the teacher's parenting style towards students, students' or teachers' speech, namely the use of language that is appropriate to the level of student development. In terms of physical aspects, for example, the teacher holds gymnastics once a week, the teacher holds extracurricular sports. And students can follow the extracurricular according to their talents or interests.
- e. Shift from classical teaching to group and individual teaching
- For prospective teachers, it is better to start with individual teaching and then gradually to small group teaching. Meanwhile, for teachers who are accustomed to using classical teaching, it is better to start teaching groups and then to individuals. Because not all discussion topics can be solved in small groups or individually. For example, if students are asked to understand the theories, concepts and principles of Natural Resources (SDA), it will be effective if the learning is carried out in a classical way, while if students are asked to prove the properties of conductors, conduction, and radiation through experiments, it should be done in small groups or individually.
- f. Small group and individual teaching steps
- In small groups the steps are to organize students, resources, materials, space, and time needed. In individual teaching, the teacher must first know the students personally. For example, students who have difficulty with math problems with the addition of teachers need to provide individual guidance.
- g. Using various variations in its organization
- There are three organizational variations, namely grouping variations, spatial arrangement variations, and variations in learning resources. In learning there will definitely be boredom because the teacher will not be able to continuously control all study groups. To avoid this boredom there must be variety in learning. For example, students are

asked to choose their own study groups, students can also be offered to choose the learning resources they want during learning activities.

## C. Conclusion

Small group and individual teaching skills are the skills to impart knowledge to a group of about 3-8 students and 1 individual student can meet face-to-face and have various roles so that they can develop the self-potential of students.

Small group and individual teaching skills help to provide students with a greater sense of responsibility, to develop creative power and leadership traits in students, to provide opportunities for students to learn more actively, and to form a closer relationship between educators and students.

In teaching small group and individual, teacher has role as organizer of teaching and learning activities, sources of information (resources) for students, motivator for students to learn, as a material provider and learning opportunities (facilitators) for students, supervisor of student learning activities (counselors), and also as participants in learning activities.

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# 7

## CLASSROOM MANAGEMENT

### A. Introduction

The learning process and classroom management activities are two interrelated things, but in terms of classroom management there are differences because they have different goals. If learning includes all activities that take place in the learning process to be able to achieve certain specific goals, then effective classroom management has been proved to create and maintain ideal circumstances for active learning (Samrin, 2021).

Efforts to activate and motivate classrooms in order to carry out the learning process, as well as effective classroom management, can lead to the fulfillment of the intended learning objectives, and this necessitates attitudes from a variety of items involved in learning activities. Teachers must be able to develop strongly and self-sufficiently in order to increase their creativity in the classroom. The teacher fosters a learning environment in which students can express themselves freely, joyfully, and passionately in order to learn and comprehend the substance of what they are studying (Chan et al., 2019).

This chapter discusses about the meaning of classroom management skills, the goals of classroom management are, the approach used in classroom management, the key principles for classroom management, the problems that hinder classroom management skills and know how the indicators in classroom management skills.



## **B. Discussion**

### **1. Definition of Classroom Management**

Management and class are two concepts that describe classroom management. The origin of the term is "manage," which means "to control, administer," adds the prefix "pe" and suffix "an." Management is the process, method, or act of managing, meanwhile a class is a collection of people who participate in learning activities together and are taught by the teacher (Samrin, 2021).

Classroom management is an effort made by the person in charge of teaching and learning activities or by others to provide ideal conditions for learning activities to take place as intended (Kadir, 2014). Meanwhile, classroom management, according to Rohani (2004), refers to activities that create and maintain optimal conditions for the learning process (report development, termination of student behavior that deviates from class attention, rewarding punctuality, completing assignments by determining productive group norms, and so on).

Classroom management is the ability of a teacher to create a suitable learning environment and guide it when there is obstacles in learning (Mulyasa, 2013). Classroom management is an effort to maximize class potential, which actually helps the learning process in the classroom so that students are motivated and motivated to learn. Classroom management is an effort to maximize class potential by selecting the appropriate tools for class problems and situations. Classroom management includes the management of various objects such as: teacher or student chairs and tables, teaching tools, class beauty and cleanliness, ventilation and lighting, and classroom display (Supardi, 2013).

Classroom management is an effort or action performed by the teacher to establish conditions in the learning process so that it occurs effectively and is resolved, as well as to urge students to study properly according to their skills in order to reach learning objectives (Hendriana, 2018).

Classroom management is a continuous responsibility for teachers. When the teacher is performing his job, he always manages the class (Rohiyatun & Mulyani, 2017).

Classroom management is to provide an optimal learning atmosphere for students in order to achieve educational objectives effectively and

efficiently. When the class is disrupted, the teacher tries to restore order so that it does not interfere with the teaching and learning process. Classroom management is the preparation of optimal conditions for teaching and learning processes or activities to occur in an organized and efficient way (Warsono, 2016). In this situation, the teacher is responsible for developing, implementing, and maintaining a class system/organization so that students can focus their abilities, talents, and energy on individual and group projects.

Classroom management based on its approach can be classified into two senses, namely (1) based on an authoritarian approach and (2) a permissive approach. Each of these approaches has different characteristics, so the implementation and development of classroom management is carried out depending on which management approach is the reference used by the teacher (Sihotang, 2020). Meanwhile, according to Sukirman (2012) Classroom management is a teacher activity that focuses on controlling student behavior. The teacher is responsible for establishing and maintaining class rules through the use of comprehensive discipline (Netriwati & Lena, 2018).

Based on the survey result of 150 teachers, there are some problems in classroom management, among others, 1) 22 teachers have problem in set a conducive classroom atmosphere for learning so that students are enthusiastic about learning, 2) 10 teachers have problem because students is noisy , 3) 1 teacher have low voice causes the teacher to have a little difficulty when he wants to reprimand students, 4) 7 teachers have difficulty in focusing students' attention on the tasks that have been given, 5) 1 teacher have lack of mastery of the subject matter make students loss their concentration, 6) 1 teacher have problem in adapting the class to the student's situation and condition, 7) 4 teachers difficult to make students focus and not feel bored, 8) 3 teachers fear about disturbances that may occur during the learning process, 9) 15 teachers do not understand the character of students, 10) 8 teachers state that lack of classroom facilities make it difficult for teachers to manage the class, 11) 25 teachers state that there are too many students in the class, 12) 3 teachers have problem when students are naughty, 13) 2 teachers have difficulty in controlling hyperactive students, 14) 1 teacher have problem in creating cohesiveness with students to comply with the class rules that have been prepared, 15) 10 teachers difficult to take students' attention to stay focused on

the lesson, 16) 10 teachers difficult to master the learning process, 17) 1 teacher have difficulty when students are bored in class or take lessons in class, 18) 2 teacher does not have much variety in classroom management, 19) 1 teacher state that children's behavior not in accordance with what is expected, 20) 1 teacher have problem when students are less sensitive to the stimuli given by the teacher and they are busy with their own world, 21) 1 teacher difficult in responding and overcoming student attitudes/actions that are often problematic, 22) 1 teacher have difficulty to reduce tension and commotion in class, 23) 1 teacher difficult to implement and provide educational and appropriate sanctions/punishments if necessary, 24) 1 teacher only paying attention to the front class, 25) 2 teacher teacher are less assertive in teaching, 26) 1 teacher state that his classroom have lack of tables or chairs, 27) 1 teacher state that students do not want to move because they want to be near their close friends or playmates, 28) 1 teacher state that students are less concerned with learning, 29) 1 teacher have difficulty when asking students' attention to listen.

The problem above needs to overcome because classroom management is one of the teacher's tasks in managing and utilizing the potential of the class, students and class facilities, so as to create conditions conducive to the continuity of the learning process (Nurmadiyah & Asmariani, 2020). Teachers must be able to master subject content, tactics, and learning methods in order to be successful in carrying out learning activities. However, teachers must have other abilities in order to carry out their professional tasks, such as giving or creating scenarios and settings for teaching and learning that can be carried out successfully and achieve the necessary goals. Conducive and pleasant classroom conditions can be accomplished if the teacher is able to manage the learning environment, condition students to learn and use teaching facilities, and control in a pleasant environment to achieve lesson objectives.

## **2. Objective of Classroom Management**

The objective of classroom management is to create the best possible learning environment by offering a variety of facilities for different student learning activities. This way, learning can occur in a way that is effective and efficient for the students' social, emotional, and intellectual environments in the classroom, allowing for the achievement of learning objectives.

Of course, having a good class is necessary to establish a suitable and productive learning environment in the classroom (Hendriana, 2018).

The objective of classroom management according to Djamarah (2006) is primarily integrated into educational goals. Classroom management's objective is to offer facilities for various student learning activities in a social, emotional, and intellectual setting. Students can study and work using the facilities offered. Meanwhile, Arikunto (in Djamarah, 2006) argues that the aim of classroom management is to ensure that every child in the class works in an orderly manner, allowing teachers to fulfill their objectives more effectively and efficiently.

The goal of classroom management is to ensure that each student in the class may work or study in an organized manner, allowing learning objectives to be met successfully and efficiently (Mahmuda, 2018). Good classroom management will have a favorable impact on students since a suitable learning environment will make students feel comfortable and safe when studying.

According to Sihotang (2020) skills in managing classes have the following objectives:

- a. So that students understand the direction of behavior according to the rules and regulations that apply.
- b. So that teachers always develop their teaching skills.
- c. So that students are aware of their needs.
- d. To foster a sense of obligation of students in completing assignments.
- e. To develop students' learning responsibilities
- f. To provide an effective response to students.

According to Helmiati (2013) Classroom management skills for students have the following objectives:

- a. Educate students to take personal responsibility for their actions and to be aware of their ability to regulate themselves.
- b. Educating students in understanding the direction of their behavior in accordance with class norms, and seeing or feeling the teacher's warning as an advisory rather than an angry expression.
- c. Develop a sense of obligation to participate in assignments and act responsibly in line with class activities.

The objectives of classroom management are as follows (Sadirman, 2004):

- a. To establish classroom scenarios and conditions that allow students to develop their skills as much as possible, both as a learning environment and as a study group.
- b. Remove numerous difficulties to the realization of teaching and learning interactions.
- c. Set up educational environments and furnishings in a way that helps to make it possible for students to learn in accordance with the social, emotional, and intellectual climate of the classroom.
- d. Developing and directing in accordance with the culture's socioeconomic background and personality characteristics.

Classroom management has good goals for both students and teachers, namely (Insyira, 2019) :

- a. For students
  - 1) Developing in students the need for self-control and personal accountability for their actions.
  - 2) Assisting students in understanding appropriate classroom behavior and the need of teacher reprimands as a warning rather than an outburst of rage.
  - 3) Fostering a sense of accountability to participate in the work at the event.
- b. For teachers
  - 1) Gain proficiency in delivering lessons at the appropriate pace and with smooth openings.
  - 2) Recognize the requirements of your students and be able to communicate clearly with them.
  - 3) Develop effective strategies for handling disruptive behavior by students.
  - 4) Develop more extensive corrective techniques that can be applied to behavior issues among students.

### 3. Approaches to Classroom Management

The various approaches, according to the following description:

- a Power approach. Classroom management is referred to as a power method and is a procedure for regulating student behavior. It has the ability to enforce rules that class members are obligated to follow by. The teacher approaches his students by using norms as a sort of authority.
- b The threat approach, which derives from this intimidation or threat strategy, is another method for managing student behavior in the classroom. However, in order to manage students behavior, threats such as prohibitions, mockery, suggestion, and pressure are used.
- c The freedom approach to management is characterized as a procedure that enables students to feel free to act whenever and wherever they like. The goal of the teacher is to give students as much independence as possible.
- d Recipe approach. A list of what the teacher should and shouldn't do in response to any issue or circumstance that arises in the classroom is provided in the recipe approach (cookbook). The list outlines what the teacher must do in detail. The teacher's job is to simply execute the recipe's written directions.
- e Teaching approach. This approach to teaching is founded on the idea that proper planning and execution will stop problems from developing. This method suggests that teachers act in a way that will prevent and minimize the bad behavior of their students. The job of the teacher is to create and carry out effective lessons.
- f Behavioral Change Approach. The teacher's job under the behavioral change approach is to foster positive student behavior and guard against negative behavior. Sanctions or consequences for bad behavior that interferes with class activities must be provided in order to make students feel unsatisfied and encourage them to stop acting in that way in the future.
- g Approach to Emotional Atmosphere and Social Relations, according to this approach classroom management is a process of developing a climate or emotional atmosphere in the classroom as well as positive social interactions. In this case, the teacher is the key to personal

connection formation, and his responsibility is to foster good personal relationships.

- h Group process approach, classroom management is defined as a process to build class as a social system, with the group process being the most essential. The teacher's duty is to guarantee that the group process is developed and implemented effectively.
- i Eclectic or Pluralistic Approach, this elective approach emphasizes the classroom teacher's/teacher's potential, inventiveness, and initiative in selecting these numerous techniques based on the situation they encounter.

From the description above, it can be concluded that there are many different ways or approaches that teachers use, but not all of the approaches above are suitable for use in every class. Each has its own advantages and disadvantages. Therefore, teachers must find the most suitable approach to the conditions and situations of the classroom in which they teach. The more methods that are tested and found, the more creative the teacher will be in managing the class and students.

#### **4. Classroom Management Principles**

It's difficult to solve the management issue in the classroom. The complexity is caused by numerous reasons. The factors that affect classroom management are typically separated into two categories: internal factors and external ones. The following list of classroom management guidelines should be taken into account by teachers in order to reduce the issue of interference in classroom management:

- a. Warm and enthusiastic. In the teaching and learning process, warmth and enthusiasm are required. Teachers who are approachable and enthusiastic with the pupils they teach will be successful in establishing classroom management.
- b. Challenges, the use of words, actions, and working methods can boost students' enthusiasm for learning, which lowers the chance that disruptive behavior will catch their attention and can be used to manage their enthusiasm for learning.
- c. Varied. A variety of factors, including the use of media technologies, a teacher's teaching style, and the way teachers and students interact,

can lessen distractions and boost student attention. The secret to successful classroom management and avoiding saturation is diversified use.

- d. Flexibility, or the willingness to adapt to different teaching methods, can help teachers avoid student disruptions and foster a productive environment for teaching and learning. The ability to adapt your lesson plans can stop disruptions like student chatter, lack of focus, and laziness from occurring.
- e. Emphasis on good things: Basically, when teaching and educating, teachers must draw students attention to positive aspects rather than negative ones.
- f. Instilling self-discipline, the ultimate purpose of classroom management is to instill self-discipline in students. Teachers should always urge students to practice discipline, and teachers should be role models for self-control and carrying out obligations.

In general, the teacher's role in managing the classroom is:

- a. Encourage students to take personal responsibility for their surroundings.
- b. Build students' understanding so that they understand and adapt their behavior to class rules.
- c. Instilling a sense of obligation to participate in tasks and behaviors that are in line with class activities (Hendriana, 2018).

The most crucial aspect of a learning process is the ability to develop active and efficient learning in order to attain learning objectives. Effective classroom management is a must for an efficient teaching and learning process (Zahro, 2015). Teachers should be able to manage the classroom as a good learning environment in their function as classroom managers. A good learning environment is one that is challenging and inspires students to study in order to create a sense of security and satisfaction in reaching goals (Darmadi, 2016).

The teacher should manage the class well as a class manager since the class is a gathering place for students and teachers to obtain learning materials from the teacher. A well-managed class will help the educational interaction course. Poorly managed courses, on the other hand, will obstruct teaching activities. It is not possible for students to become



bored while trying to stay in class longer. This will disturb the educational engagement process (Syaiful, 2010).

## 5. Problems In Classroom Management

Various obstacles will be encountered throughout the implementation of classroom management. Teachers, students, the environment, family, and facility variables can all cause challenges.

- a. Teacher Factors Teachers can also be an inhibiting factor in creating a conducive learning atmosphere. The inhibiting factors of the teacher are:
  - 1) The sort of teacher leadership used to manage the authoritarian and less democratic teaching and learning process will encourage students to be passive or aggressive. These two student attitudes will be a cause of classroom management issues.
  - 2) The monotonous teaching and learning format will cause boredom for students.
  - 3) A effective teacher's personality must be warm, fair, objective, and adaptable in order to establish a pleasant emotional atmosphere in the teaching and learning process. Attitudes that clash with this personality will lead to classroom management issues.
  - 4) Teacher knowledge, teachers have limited knowledge of classroom management concerns and management practices, both theoretically and practically. Discussing this issue with friends can help in the development of classroom management abilities during the teaching and learning process.
  - 5) Teachers may not intentionally make an effort to understand students and their backgrounds, perhaps because they don't know how or because their teaching pressure exceeds their capacity. This may result in limited opportunities for teachers to understand students' behavior and backgrounds. This is normal given that they work in numerous schools and that teachers attend those institutions simply to teach (Rohani, 2004).
- b. The student aspect. The student aspect can also be an obstacle in classroom management. Individuals in a class can be thought of as members of a small society, namely the class and the school. They

must understand their rights as members of a community unit, as well as their responsibility and the obligation to respect the rights of others and their classmates (Lubis, 2016).

- c. Family issues. Negative home behaviors including disorganization, disobedience to rules, excessive freedom, or being overly controlled will set the stage for students to behave badly in class. It is obvious that the obligations at school or in a classroom are very different from those in a home.
- d. The facility aspect is an issue in classroom management. These aspect include (Wati & Trihantoyo, 2020):
  - 1) The number of students in the class.
  - 2) Size of a classroom. Another challenge to management is a small classroom compared to the amount of children wandering around. The number of rooms needed for specific purposes, such as laboratories, auditoriums, art rooms, drawing rooms, sports rooms, and so on, as well as the number of rooms needed that are smaller than the number of classes, must also be handled separately.
  - 3) The accessibility of tools. Classroom management issues will result from a lack of books or other resources that are not in proportion to the number of students who require them.

It's also important to pay attention to how the study or classroom is set up in order to create a comfortable studying environment. Students can sit in groups in study rooms because of the way they are set up, and teachers can move around more easily to help students learn. We have to considering the following factors:

- a. Class size and shape.
- b. Students' desk size and shape.
- c. Number of students in groups.
- d. Number of groups in class.
- e. Composition of students in groups such as smart students with less intelligent students, men and women.
- f. Creating a learning climate teaching based on harmonious and healthy humane.

According to Ahmad (2004) there are several inhibiting factors for classroom management, including:

- a. teacher,
- b. factors, student,
- c. factors, family factors, and
- d. facilities factors.

Functions of Teachers in Managing Classes or Teachers as Managers. The duties and functions of a manager are managers of the people they lead so that they are willing to act according to their wishes in order to achieve organizational goals. As the class manager, the teacher's responsibility is to influence, mentor, inspire, and instruct the students to perform or behave in a way that advances the objectives of the teaching and learning activities (Anwar, 2018).

## **6. Classroom Management Indicators**

- a. Physical classroom management indicators. Classroom management that focuses on physical things includes student arrangements in learning, study rooms, and classroom furniture.
  - 1) Classroom arrangement In the matter of classroom arrangement, this description will be directed at discussing the problem of seating arrangements, setting teaching tools, structuring the beauty and cleanliness of the classroom, and ventilation and lighting.
    - a) Seating arrangements There are several forms of seating formation that can be used according to need. If the teaching will be taken by way of discussion, then the sitting formation should form a circle. If the teaching is taken by the lecture method, then the seats should be in a row lengthwise to the back. Sudirman N in Djamarah's book suggests several examples of seating formations, namely the opposite position, the semi-circle position, and the back row position.
    - b) Arrangement of teaching tools Among the teaching tools that must be regulated are as follows:
      - (1) Class library (2) Teaching media teaching aids (3) Blackboard, chalk, etc. (4) Student attendance board.

- c) Structuring the beauty and cleanliness of the classroom (1) Wall decorations (classroom displays) should be used for teaching purposes, for example: Garuda bird, text of the proclamation, educational slogans, heroes, map-globe; (2) Placement of cabinets, for books in front, tools prop behind.
- d) Maintenance of cleanliness (1) Students take turns to clean the classroom; (2) The teacher checks the cleanliness and order in the classroom.
- e) Ventilation and lighting (1) There is proper ventilation in the classroom; (2) Should not smoke; (3) The lighting needs to be considered; (4) The incoming light should be sufficient; (5) Entering from the left, not against the front.

The arrangement of the learning area is one of the teacher's efforts to manage the class, it can be inferred from the description provided above. Because good classroom management will determine good learning outcomes, seating arrangements for students must reflect effective learning, a clean and fresh study space will inspire students to learn, and maintaining the comfort and cleanliness of a classroom will make it simpler for students to absorb lessons.

- b) Non-physical management indicators classroom management that focuses on aspects of student interaction with other students, students with teachers, and the classroom or school environment before, during, and after learning. On this basis, psychological, social and interpersonal relations aspects need to be considered (Rusyan, Winami & Hermawan, 2020):
  - 1) Student settings various differences and similarities in students' personalities are useful in helping students organize efforts in the classroom. Especially related to the problem of grouping students in order to create a learning environment that is full of fun and enthusiasm that can last a relatively long time.
  - 2) Organizational formation to train students in organizing and in order to create class order, it is necessary to form a student organization in the classroom. Class organizations generally include class presidents, class vice presidents, treasurers, and several sections as needed.

## C. Conclusion

Regulating the physical environment, for learning is the first step in implementing classroom management, because this is a task faced by all teachers before learning activities begin. Therefore, the teacher not only understands enough about the condition of the students but also has to be able to understand and recognize the physical environment that will be used as a place for learning activities.

Students must be able to be guided and prepared during learning activities so that they can become familiar to circumstances that depend on their independence and are full of innovation, with the goal that they will no longer passively wait and comply with teacher instructions. Of course, the learning process won't be able to advance without these changes. One of the responsibilities of the teacher as a professional educator is to conduct educational activities in the classroom. It is only natural for teachers to pay more attention to the classroom as a site of learning that is more frequently used by students given that the majority of the tasks of the teacher are frequently spent carrying out learning activities in the classroom. Because of this, a teacher has been deemed to have classroom management skills.

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# 8

## BASIC QUESTIONING SKILLS

### A. Introduction

Questioning skill is a teaching itself, because in general teachers in their teaching always involve / use question and answer. Questioning skills are used to obtain responses/feedback from others. Almost the entire evaluation, measuring, assessment, and testing process is conducted through questions.

Basic questioning skills are some fundamental abilities that must be employed while asking any type of question. Basic questioning skills are more trying to develop students' thinking skills, increase the level of student participation, and encourage students to be critical. Questioning skills must be done with various variations so that when doing questions and answers students do not feel bored.

Questioning skill is a fundamental skill that is essential for mastery of the next skill. The objective of the teacher asking questions is not only to gather information, but also to increase interaction between teachers and students, as well as amongst students.

This chapter discusses about the definition of What is questioning skills, the components of questioning skills, objectives, benefits, characteristics, criteria, question conditions and question types.



## **B. Discussion**

### **1. The Understanding of Basic Questioning Skills**

Etymologically, the skill of asking questions can be seen in its meaning from two syllables, namely “skilled and asked”. According to Kamus Besar Bahasa Indonesia, “Questioning” comes from the word “Quest” which means, among other things, a request for information. While the word “skilled” means “capable in completing tasks or capable and agile” (Moeljadi, et al., 2016). Based on the etymological meaning, simply asking skills can be formulated as a person’s ability or ability to ask questions to ask for information or explanations from other people, or parties who are talking to them.

Basic questioning skills are some fundamental abilities that must be employed while asking any type of question. Basic questioning skills are more trying to develop students’ thinking skills, increase the level of student participation, and encourage students to be critical.

From this understanding, there are two important things that can be used as the basis or reasons for the importance of learning and practicing sharpening the ability to develop questions in the learning process, namely (Sukirman, 2012):

- a. Proficient in asking questions; namely skillful and agile in making questions based on theoretical understanding and practical experience, so that with these skills it is possible for those who are asked to think, express their best abilities to answer these questions.
- b. Asking for information or explanations; which is the answer to the question asked. Someone who is asked will try to provide an explanation or explanation that is true, depending on the type, form and quality of the question he receives.

The activity of asking questions in the learning process is intended to encourage students to learn. Indicators of learning are changes in overall behavior (knowledge, attitudes, skills) in students permanently.

Based on the survey result of 141 teachers, there are some problems in their questioning skills, among others, 1) 1 teacher tent to reverse in asking something and sometimes after a follow-up question, the teacher back again to the basic question, 2) 1 teacher confused to arrange words in asking because of lack of preparation, 3) 3 teachers have difficulty

when asks a question and the students cannot answer because they do not concentrate, 4) 2 teachers difficult to synchronize the questions, from question one to question two, and so on, 5) 4 teachers asking too difficult questions, 6) 34 teachers have difficulty in choosing interrogative sentences that are appropriate for the child's age level, 7) 3 teachers have problem in giving th follow-up questions that can stimulate the students, 8) 1 teacher not familiar with the implementation of follow-up questions so the teacher only provide basic questions, 9) 6 teachers have difficulty in varying the questions so that the questions are not monotonous or boring, 10) 6 teachers have difficulty in making follow-up questions, 11) 7 teachers state that children do not understand the lesson so they cannot answer the teacher's questions, 12) 5 teachers need to answer their own questions, 13) 5 teachers have problem in asking questions with simultaneous answers, 14) 5 teachers difficult to determine which students must answer first, 15) 1 teacher asking question that not match with learning, 16) 4 teachers have difficulty when students are not enthusiastic about learning, so students cannot answer questions, 17) 4 teachers state that sometimes students tend to listen rather than ask because they fear of being wrong, 18) 1 teacher have problem to explore students' interest and knowledge of the questions so that they become more active, 19) 1 teacher have problem in organizing the stage of asking the question, 20) 13 teachers state that students are just silent because they still not understand the teacher's question, 21) 2 teachers difficult to simplify the questions given to students, 22) 4 teachers are not good at asking questions, 23) 2 teachers have difficulty in encouraging students to answer both basic and advanced questions, 24) 1 teacher giving a reference that does not fit the question given by the teacher, 25) 1 teacher have difficulty in managing the time interval of students in answering questions, 26) 2 teachers does not understand the material, 27) 1 teacher state that there are some students who are less focused in receiving learning, 28) 1 teacher have difficulty to formulate questions related to the material that make students active, 29) 2 teachers have problem to adapt and relate questions to students' daily lives, 30) 1 teacher difficult to controlling students who fight each other in order to asking questions, 31) 1 teacher have inactive student, 32) 1 teacher state that students are less focused in answering these questions, 33) 1 teacher have problem in choosing HOTS questions, 34) 4 teachers have students with low cognitive abilities.

The problem above needs to overcome because questioning skills according to Marno (2008) is a teaching itself, because in general teachers in their teaching always involve/use question and answer. The objective of the teacher asking questions is not only to gather information, but also to improve the incidence of interactions between teachers and students, as well as between students (Anitah, 2009).

## **2. The Components of Basic Questioning Skills**

The components of basic questioning skills are: (Helmiati, 2013)

- a. Disclosure of questions clearly and briefly  
In order for students to be able to answer the questions given by the teacher, the questions given must be clear and concise, and the arrangement of the words in the questions must be adjusted to the age and level of student development.
- b. Giving reference  
Providing references in the form of questions that contain information that is relevant to the answers expected from students. With the teacher providing references, it allows students to use and process information to find answers to questions and the teacher continues to direct students to stay focused on the subject being discussed.
- c. Centering towards the requested answer  
Based on the scope, questions can be divided into two, namely: broad questions and narrow questions. Its use also depends on the purpose of the question and the subject in the discussion to be asked.
- d. Shift turn answer  
Changing the turn to answer can be done by asking different students to answer the same question.
- e. Question spread  
Giving questions should be done randomly by the teacher. It is hoped that each student will have a turn to answer the question. In deployment, several different questions are distributed to be answered by different students.
- f. Giving time to think  
After asking questions, the teacher needs to give students a few seconds to think. This technique of giving thinking time is very

necessary so that students have the opportunity to find and arrange answers.

g. Guidance

If a student gives the wrong answer or cannot answer a question given by the teacher, the teacher should provide guidance to the student in order to find the correct answer. Guidance can be given by:

- 1) Revealing the question once again.
- 2) Asking another, simpler question.
- 3) Repeat previous explanations related to the question.

According to Supriyadi (2013) the components of basic teaching skills asking basic level questions include:

a. The use of questions in a clear and concise manner

The teacher's questions must be expressed clearly and briefly using words that are easily understood by students according to their level of development.

b. Provision of references

Before asking questions, sometimes teachers need to provide references in the form of questions that contain information that is relevant to the answers expected from students.

c. Turn shift

There are times when a question needs to be answered by more than one student, because the answer is not correct or not sufficient. For this reason, the teacher can use the shift transfer technique. First the teacher asks questions to the whole class, then chooses one student to answer by saying his name or by pointing to the student.

d. To involve as many students as possible in the lesson, the teacher needs to spread out turns to answer random questions. He should try so that students get a turn evenly.

e. Giving time to think

The teacher should wait a few seconds after asking a question to each student before selecting one to respond.

f. Guidance

If a student gives the incorrect response or is unable to respond, the teacher should offer assistance so that the student can determine the right response on his own.

### 3. Objectives, Benefits, Characteristics, Criteria, Question Conditions and Question Types

#### a. Objectives and benefits

The purposes and benefits of asking questions in learning are:

- 1) Arouse students' interest and curiosity about a topic.
- 2) Focusing on a specific problem.
- 3) Promote the application of active learning.
- 4) Stimulate students to ask their own questions.
- 5) Structuring tasks so that learning activities can take place optimally.
- 6) Diagnosing student learning difficulties.
- 7) Communicating and realizing that all students must be actively involved in learning.
- 8) Provide opportunities for students to demonstrate their understanding of the information provided.
- 9) Involve students in utilizing conclusions that can encourage developing thinking processes.
- 10) Develop the habit of responding to a friend's statement or teacher's statement.
- 11) Provide opportunities to learn to discuss.
- 12) Expressing pure feelings and thoughts to students.

From some of the objectives and benefits of basic asking skills in the learning process as stated above, in general it can be explained as follows:

- 1) Can increase student participation fully in the learning process they are following
- 2) Can improve students' thinking skills, because thinking for yourself is basically asking questions
- 3) Can arouse curiosity, so that it can encourage students to seek, explore learning resources widely and varied.
- 4) Focusing students' attention and motivation on the main problems or issues of learning.

b. The Characteristics of Basic Questioning Skills

The following are characteristics of a good question:

- 1) Constructed in simple, concise sentences.
- 2) Have a clear goal.
- 3) Have only one problem for each question.
- 4) Encourage children to think critically.
- 5) The expected answer is not just a yes or no.
- 6) The language in the questions was understood well by the students.
- 7) Does not cause double interpretation (Sardiman, 1987).

c. Question Criteria and Conditions

Each question made during the learning process serves as a tool or instrument for fostering an active, imaginative, and dynamic learning process. The following characteristics must be taken into consideration by the teacher while creating the type, model, or form of questions

- 1) Clear language, which refers to questions, directives, or comments made using phrases that people receiving them can clearly understand.
- 2) Thinking time; students must be given enough time to ponder in order for them to come up with and submit their own solutions.
- 3) Even distribution or redirection; that is, questions, orders, or statements must be given properly and equitably to every student, ensuring that each has an equal chance.
- 4) Random; to ensure that students' attention is entirely focused on the learning activities being carried out, questions, orders, or statements should be distributed randomly (rather than sequentially).
- 5) Giving reference (*structuring*); specifically, questions, orders, or statements made must assist students in processing new information and determining the answers to the questions asked. Sometimes the question itself needs to be complemented with a reference so that students are clear and understand the aim and purpose of the content of the question in order to find the proper and accurate answer in accordance with the question asked.

- 6) Warmth and enthusiasm; It's important to create a welcoming and conducive learning environment so that students feel comfortable and at home while they are learning. As part of a well-developed learning method, asking questions requires a warm (*enthusiastic*) psychological response and foster a strong sense of curiosity.
- 7) Stimulates thinking; the goal of each question type is to promote active learning. To encourage kids to learn to think critically and engage in a variety of learning activities in order to respond to the questions, each one that is asked must be stimulating.

d. Question Type

The type of question is related to the form or model of the question asked. The use of each type or model of questions submitted depends on several considerations, for example: a) consideration of the objectives to be achieved, b) consideration of the characteristics of the material being studied, and c) characteristics of students. The types, models or types of questions are generally classified into several types as follows:

- 1) Questions that demand facts; namely questions, orders or statements to reveal students' memories of experiences or materials that have been studied previously. For example "What year was the general election, which elected the president directly by the people...?"
- 2) Questions that require the ability to compare; namely questions, orders or statements to develop or train students' thinking power, especially analytical and synthetic thinking skills. For example "Compare between traveling by train and Bus?"
- 3) Questions that require analytical skills: namely questions, orders or statements to develop and train the ability or reasoning power in a decomposed or analytical manner. For example "What caused the Tsunami disaster"
- 4) Questions that require the ability to estimate (judgment); namely questions, orders or statements to develop or practice the ability to predict or make predictions. For example, while pointing at the papaya fruit "How many kg does this papaya fruit?"
- 5) Questions that call for organizing; namely questions, orders or statements to develop or practice thinking skills in a logical,

systematic and comprehensive manner. For example, “Explain how to save yourself from an earthquake natural disaster?”

- 6) Questions that do not need to be answered; namely questions, orders or statements to provide confirmation or convincing about something to students. Questions, orders or statements of this kind are classified as rhetorical questions that do not need an answer. For example, after the teacher explained about emergency ways to save themselves from the danger of an earthquake, then the teacher asked “Does this information need to be known by your other friends?”

There are types of questions according to their meaning, including the following (Marno & Idris, 2014):

- 1) Request inquiry  
Questions that expect students to obey orders in the form of questions.
- 2) Rhetorical question  
Questions that do not require an answer, but will be answered by the teacher himself. It was said because it is a technique of delivering information to students.
- 3) Questions lead demanding  
Questions are asked to give direction to students in their thinking process.
- 4) Digging questions  
Follow-up questions that will encourage students to dig deeper into the answers to the previous questions.

There are types of questions according to Bloom’s Taxonomy including the following (Wahid, 2010):

- 1) Knowledge question  
Students are not asked for their ideas or assessments of an issue when they receive questions that solely seek rote replies or memorization of what they have learnt.
- 2) Understanding question  
Students must answer this question by organizing the material they have received in their own terms.



3) Application questions

Questions that demand students to deliver a single answer based on knowledge, information, rules, or criteria learned in a real-world scenario or occurrence.

4) Analysis questions

Questions that ask students to find answers by: (a) identifying the purpose of the exhibited problem, (b) looking for evidence or occurrences that support a shown conclusion or generalization, and (c) drawing conclusions based on the available information.

Marno & Idris (2014) there are types of questions according to the breadth and narrowness of the target including the following:

1) Narrow question

This question requires a closed answer for which an answer key is usually provided.

2) Direct information narrow questions Require students to remember or memorize existing information.

3) Concentrated narrow questions

Require students to develop ideas or answers by guiding them through certain instructions.

4) Broad questions

The characteristic of this question is that the answer may be more than one, because this question does not yet have a specific answer, so it is hoped that it will be open.

Broad Questions characteristic according to Supriyadi, (2013) is the answer that allows more than one, because this question does not yet have a specific answer so it is still open.

1) Broad open questions (*open end questions*). This question gives students the opportunity to find the answer in their own way and style. Example: How to deal with flooding?

2) Extensive questions assess (*valuing question*). This question asks students to conduct an assessment of the cognitive and attitude aspects. This question is more effective when the teacher wants students to formulate.

According to Edi Soegito & Yuliani Conscience (2003:1.3-1.4) Based on the purpose of the question, there are several types of questions, among others.

- 1) Direct questions, namely questions addressed to one of the students.
- 2) General questions, namely questions addressed to the whole class.
- 3) Compliance questions are questions that make students follow the teacher's orders.
- 4) Factual questions, namely questions to explore facts and information.
- 5) Rhetorical questions (*Rhetorical*) are questions that require teacher answers.
- 6) Prompting questions are questions that direct students to think.
- 7) Probing questions are follow-up questions that motivate students to deepen their answers.
- 8) Bloom's taxonomy questions which include cognitive, affective, and psychomotor.
- 9) Leading Questions, which are questions whose answers are summarized in the question itself.
- 10) Questions based on objectives

#### **4. Advanced Questioning Skills**

##### **a. The Definition of Advanced Questioning Skills**

Follow-up questions are a continuation of the first (*basic*) question, which is to extract or reveal deeper, analytical and comprehensive thinking skills from the party being asked the question (*students*) (Karim, 2011). The success of developing thinking skills that are more in-depth, detailed and comprehensive is often obtained through the strategy of delivering follow-up questions. Therefore, qualitatively, follow-up questions must be of higher quality and higher than the basic questions, so that they can encourage students to study more carefully, more thoroughly and comprehensively.

Advanced questioning skills as a continuation of basic questioning, prioritize efforts to develop thinking skills, increase participation and encourage interlocutors (*students*) to be more active and critical in developing their thinking skills (Sunarto & Rohita, 2021).

From some of the explanations above, it can be concluded that follow-up questions are subsequent questions or follow-up questions whose substance refers to the basic (*first*) question, to ask for further explanation, information, or clarification so that a broader and more comprehensive answer is obtained.

b. Purposes, Benefits, Characteristics, and Types of Question Skill

1) Objectives and benefits

The goals and benefits of advanced questioning skills are the development of the goals and benefits of basic asking (Nasution, 2014). Basically, the purpose and benefit of advanced questions is to encourage students to develop skills in analyzing and solving problems, through the habit of thinking more sharply, analytically and comprehensively. More specifically, the goals and benefits of asking further questions are as follows:

- a) Develop students' thinking skills to find, organize, or assess the information obtained.
- b) Improve students' ability to form and express questions based on more complete and relevant information.
- c) Encouraging students to develop and come up with more creative and innovative ideas.
- d) Encourage students to make the learning process more analytical, complete and comprehensive.

2) Characteristics

- a) Changes in the cognitive level requirements for answering questions

The teacher's questions may stimulate a variety of mental processes, such as demanding low, middle, and high mental processes. As a result, by asking more questions, the teacher can shift the demands of the pupils' cognitive level from low to medium to high.

- b) Question order selection

To progress from a low to a higher and more sophisticated cognitive level, the teacher must arrange the sequence of questions asked to students, for example, from understanding to application, analysis, synthesis, and evaluation.

c) Utilization of tracking questions

Tracking questions are used to follow up on students initial responses. If the first student's answer is correct but may be enhanced or polished more, the teacher can follow up by asking tracking questions. Tracking questions can be done in seven ways: a. ask for clarification, b. ask students to give reasons, c. ask for agreement of views, d. ask for the accuracy of the answer, e. ask for more relevant replies, f. ask for examples, and g. ask for more sophisticated answers.

d) Increased occurrence of interactions

In order for active learning to occur, questions must be asked not only by teachers to students, but also by students to students and teachers to teachers. As a result, in order to encourage student involvement in active learning, the teacher's function as a central questioner should be reduced.

c. Type

As a guide or reference material for prospective teachers or teachers acquiring advanced questioning abilities, Bloom et al., classification of knowledge levels (Bloom's taxonomy) that can be used:

1) Question memory (*knowledge*)

Memory questions are inquiries that require students to recognize or recall previously learned information. Students are not asked to manipulate information, but rather to recall what they learn from their learning activities. For example, by employing phrases such as who, what, where, when, define, remember, and know. For instance, what is the name of East Kalimantan's province capital?

2) Comprehension questions

Questions that help students organize and compile previously learned content. Students must be able to select the right facts when answering this question, so that they are not simply recalling information or facts. Words that are frequently used

in comprehension questions include: describe, characterize, compare, locate the difference, simplify, say in your own language, explain the major idea of the article, and similar phrases. In the example above, the response to the question of understanding is to require students to formulate descriptively using their own words.

3) Application questions

The ability of students to remember, interpret, or describe their learning experiences is critical for them to master because it is one of the indications of successful and efficient learning outcomes. This capacity, however, is insufficient on its own; students must be guided to be able to apply the information or knowledge they currently have in solving genuine situations. In terms of the types of questions to urge students to apply what they have learnt.

4) Analysis questions

Analytical questions are designed to help students think more deeply, critically, and analytically. Analytical questions are typically asked in order to identify, consider, and analyze. The following key terms are frequently employed in analytical questions: identification of reasons or causes, drawing conclusions, locating occurrences, support, analysis, why, and so on.

5) Synthesis questions

Synthesis questions are categorized as high-level questions with the intention of motivating students to present unique and creative ideas by combining the answers to related questions, for example, by coming up with new ideas for communications or forecasting. Students are challenged to use their imaginations when answering synthesis questions in order to identify a variety of answer patterns. In synthesis questions, the following terms are frequently used as key phrases: estimate, generate, write, plan, develop, construct, how can we enhance, what will happen if... how can we solve, and many more.

#### 6) Evaluation questions

The type of evaluation question is nearly identical to the type of analysis and synthesis question, which is included in the high question type and is even the peak. Students' thinking skills and mental processes are tested using evaluation questions. Evaluation questions do not have a single correct answer, but rather challenge students to make decisions or analyze whether or not a concept is viable, a process known as problem solving. The words that are often used to develop the types of evaluation questions are: judgment, argumentation, decide, evaluate, give your opinion, which is the most reversed picture, which is the best solution, would it be better, and so on.

### C. Conclusion

Questioning skills are physical, emotional and intellectual skills or processes to say something where from the utterance it asks for a response or response from the person who hears the utterance. Asking is a powerful stimulus for developing thinking skills. Questioning skill is one of the tactics for attracting listeners' attention, particularly when it comes to serious issues that require attention and must be questioned.

Questioning skill is a fundamental skill that is essential for mastery of the next skill. The objective of the teacher asking questions is not only to gather information, but also to increase interaction between teachers and students, as well as amongst students.

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# GLOSSARY

**Micro teaching** is a concept of training that can be used in various competency stages and professional development of education, both for pre-service teacher candidates as well as for in-service training and education for teachers

**Opening skills** are activities carried out by teachers in learning activities to create preconditions for students so that their interests and attention are focused on what they are going to learn.

**Closing skills** are skills in ending lessons, which direct students to be able to summarize the lessons they have just learned and provide follow-up tasks to do as an exercise to emphasize and confirm mastery of the material

**Explaining skills** are the ability to explain is the teacher's ability to present information verbally which is systematically organized which aims to show the relationship, between the known and unknown causes and effects.

**Reinforcement skills** are all forms of responses that are part of the modification of teacher behavior on student behavior, which aims to provide information or feedback on student actions or responses.

**Variations skill** is an effort made by the teacher to provide various learning stimuli, thus enabling students to respond through various senses and ways to get a broader and deeper learning experience.

**Small group and individual teaching skills** are the ability of teachers and instructors in developing healthy and close interpersonal relationships between teachers and students, as well as between students and students, both in small groups and individually.

**Classroom management** is an effort carried out by the person in charge of teaching and learning activities or who helps with the aim of achieving optimal conditions so that learning activities can be carried out as expected.

**Questioning skills** are skills used to obtain answers or feedback from students.



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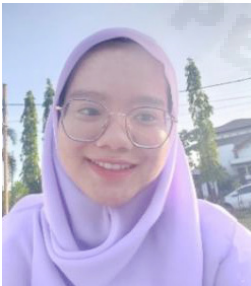
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# MICRO TEACHING

Micro Teaching is authored by Mai Sri Lena, Netriwati, and Ulfah Putri Efendi. This book consist of 8 chapters and each chapter discusses a topic that related to micro teaching. In chapter I, the author discusses about micro teaching in general, start from the definition, the objectives, the history, the procedure, and the stages of micro teaching. Then, chapter II discusses the opening and closing skills in learning process. Furthermore, in chapter III discusses about explaining skill in micro teaching. Chapter IV discusses basic skills in making variation in learning. Chapter V discusses reinforcement skill.

In chapter VI, the author discusses about small group and individual teaching skills. Chapter VII discusses about classroom management skill. Last, chapter VIII discusses basic questioning skill. This book is appropriate to all readers who want to learn about teaching skills that must be mastered by teachers. Differ from other books, this book provides survey data on obstacles in mastering each teaching skill and how to overcome it. Therefore, this book is worthy to read by those who interesting in teaching.



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