



Optimizing Basic Teacher Teaching Skills to Stimulate Student Learning Activities in TPA

Received: Jan 12, 2023

Reviewed: Feb 28, 2023

Published: Nov 14, 2023

Nina Rahayu¹; Safira Mayzura²; Rita Sari³

^{1,3}Dosen IAIN Langsa, Indonesia

²Mahasiswa PGMI IAIN Langsa, Indonesia

Contributor Email: nina10rahayu@iainlangsa.ac.id

Abstract

Teachers should be skilled in using basic teaching skills. Because these teaching skills will be able to stimulate student learning activities. However, mastering these basic teaching skills is still a common problem that is often encountered in the teaching and learning process. Departing from these problems, the purpose of this study is to reveal how teachers manage their teaching skills in the classroom and what impact they have on student learning activities at TPA Nurul A'la. The researcher used a qualitative approach. Participatory observation was used as a data collection tool. The findings in the field show that teachers have implemented the eight basic teaching skills well, and student learning activities are also very varied, the dominant activities seen are reading, listening, mental, drawing, and metric activities. So, it can be very urgent for teachers to implement these eight teaching skills in the classroom. It will have a direct effect on student learning activities. And the next influence is certainly on the learning outcomes that are increasing.

Keywords: Learning Activities, Teachers, Teaching Skills, Students

Abstrak

Guru seyogyanya terampil dalam menggunakan keterampilan dasar-dasar mengajar. Karena keterampilan mengajar ini nantinya akan dapat merangsang aktivitas belajar siswa. Namun demikian, penguasaan keterampilan dasar mengajar ini masih menjadi permasalahan umum yang sering ditemui pada proses belajar mengajar. Berangkat dari permasalahan tersebut, maka yang menjadi tujuan penelitian ini adalah untuk mengungkapkan bagaimana cara guru mengelola keterampilan mengajarnya di kelas dan apa dampaknya terhadap aktivitas belajar siswa di TPA Nurul A'la. Peneliti menggunakan pendekatan kualitatif. Observasi secara partisipatif digunakan sebagai alat pengumpulan data penelitian. Temuan di lapangan menunjukkan bahwa guru telah menerapkan delapan keterampilan dasar mengajar dengan baik, dan aktivitas belajar siswa juga sangat bervariasi, aktivitas dominan yang terlihat adalah aktivitas membaca, mendengar, mental, menggambar, dan metrik. Maka dapat sangat urgen sekali bagi guru untuk mengimplementasikan delapan keterampilan mengajar ini di kelas. Akan berpengaruh langsung terhadap aktivitas belajar siswa. Dan pengaruh berikutnya tentu pada hasil belajarnya yang semakin meningkat.

Kata Kunci: Aktivitas Belajar, Guru, Keterampilan Mengajar, Siswa

A. Introduction

Teachers act as learning managers and students are the objects subjected to the learning process (Wildayanti, Asrin, 2022). Teachers, as educators, are an important part of working directly with students. Teacher is a professional position (Arizka Harisa, Ali Imran, 2022).

The Teachers and Lecturers Law No. 14 of 2005 in Article 1 stipulates that teachers are "professional teachers whose main task is to educate, teach, guide, mentor, train, and evaluate students in early childhood education in formal education, basic education, and secondary school education and evaluation".

Teachers as a profession certainly require special expertise with their main task of transforming, developing, and disseminating science, technology, and art through education and teaching (Nina Rahayu, 2022). Therefore, teachers must have the right abilities and educational background, namely, teachers must have competencies and basic teaching skills (Fitri Siti Sundari et al, 2020)

Teaching skills are one of the assets that must be mastered by every teacher so that it is expected to produce quality students in various ways. Every teacher must have basic teaching skills which consist of several components, one of which is the ability to convey the material presented to students. Teaching skills relate to various aspects of the teacher's ability to support his duties and responsibilities in order to provide stimulation and motivation to students to be able to carry out activities to guide, direct, and build students to achieve educational goals in an integrated manner.

The learning process involves teacher and student interaction. This interaction is expected to stimulate student learning activities that involve aspects within students, such as their biological, intellectual, and psychological aspects. So, the relationship or interaction between teachers and students must be based on things that educate for the achievement of goals (Riduwan, 2010).

Learning activities can be said to represent all activities or activities that

take place during the learning process. Student activities are not only taking notes or listening to the teacher but are more complex than that. So, the teacher must be able to improve his teaching activities so that students can carry out various activities in learning. If students do not fully experience the learning process by involving all five senses, then students have not been said to be learning (Nurjaya, Rahayu, & Sari, 2023).

Teacher-teaching skills and student learning activities are inseparable components of learning. If teachers practice teaching skills well, student learning activities can become more effective. That is one of the benefits of teaching skills to create a pleasant and not boring learning atmosphere. Basic teaching skills and mastery of teacher competencies are requirements "to become a professional teacher" (Mansyur, 2017). The purpose of mastering these basic teaching skills is so that learning in the classroom is well-realized and enjoyable (Jaya, 2017).

B. Methods

The researcher used a qualitative approach with a phenomenological study (Creswell, 2015). The subjects in this study were teachers at TPA Nurul A'la located in Gampong Tualang Teungoh Langsa. Observation and interviews were used as research data collection tools (Bungin, 2010). Observation is used to see how the teaching and learning process takes place in the classroom, especially in the use of basic teaching skills by teachers. After the observation process was completed, the next researcher interviewed the teacher and a student at TPA Nurul A'la to validate the truth of the research data.

The stages of data analysis were carried out with the following steps, namely (1) data collection, (2) data reduction, (3) data presentation, and (4) verification and conclusion (Lexy J. Moleong, 2019).

C. Results and Discussion

1. Results

TPA Nurul A'la has two main subjects, namely (1) reading the Qur'an and (2) learning Arabic-Malay scriptures. In the Qur'an reading lesson, students read 3 to 5 verses in turn, then the teacher will correct the parts that are wrong or misread by the students while explaining the tajweed law. In Arabic-Malay book reading lessons, usually, the teacher will read first and then continue with an explanation of the material that was read earlier. Then instruct students to re-read the material in the book, thus practicing students' ability to read books. The following is a description of teaching and learning activities at TPA Nurul A'la:

1) Lesson Opening & Closing Skills (Set Induction and Closure)

The teacher starts the teaching and learning process by saying greetings. Then the teacher invites students to recite prayers together, then send blessings to the Prophet Muhammad SAW, and continue by reciting surah al-Fatihah. After that, the teacher asks about the material that has been studied before. If there are still students who do not understand, then the teacher will repeat a little specifically on the material that students do not understand.

At the end of the lesson, the teacher summarizes today's lesson and asks students if they have understood. Then together conclude the material that has been learned. At the end of the lesson, the teacher summarizes today's lesson and asks the students if they have understood it.

According to the teacher's explanation, repetition of the lesson is very important, the aim is to strengthen students' memories of the subject matter. The same applies to reciting shalawat. So, that students continue to understand their Prophet. The shalawat taught is also different, this is also very good so that students continue to recognize and memorize various types of shalawat.

The student also confirmed that he likes it when the teacher wants to

repeat lessons that have not been understood, so he understands and remembers the lesson better. Saying shalawat to the Prophet and various other shalawat has become a routine and enjoyable habit. Because shalawat is chanted with a certain tune.

2) *Explaining Skills*

In explaining skills, it usually occurs during book reading lessons. At the beginning of the lesson the teacher reads the material and then explains or interprets it to the students. Coupled with relating the material to the actual circumstances experienced by students in life, for example, learning about manners, prayer, fasting, and others.

The explanation of the material must be conveyed in detail by the teacher according to the age level of the students, so that students do not get enough knowledge as their basic capital. Students also confirmed that the teacher was very good at explaining lessons.

3) *Questioning Skills (Questioning)*

Usually, this questioning skill coincides with the teacher's explanation when learning to read the Qur'an and reading the book. When learning al-Qur'an, the teacher asks simple questions about the tajweed law of the verse read by the students. If students do not know or forget the law of reading, the teacher will usually remind them by asking other students or directly answered by the teacher. The same thing happens when reading the book. If there is something that the students do not understand, they will immediately ask the teacher, although sometimes they ask in a scramble.

The teacher accustoms students to ask questions, the aim is not only to strengthen students' memory and understanding, but also to train students to dare to ask and speak. Meanwhile, according to students, everything they don't know must be asked back to the teacher, so they don't get an assignment, so it's better to just ask, because it adds knowledge too, so conveyed by students

4) Variation Skills (Variation Stimulus)

Variations used by the teacher in teaching reading the Qur'an by involving other students listening to their friends' reading. This is done by the teacher so that students who have finished reading the Qur'an do not make noise or disturb their friends. The teacher usually reinforces with rewards for people who read and listen to the reading of the Qur'an. Although there are still students who do other activities, but at least it does not break the focus or concentration of other students, namely there are students who are cool with drawing, or doing other activities besides reading the Qur'an but not causing a commotion.

When the students were asked, he replied, that usually they were bored waiting for their turn and it was better to play with themselves, not disturb friends, because if they disturbed friends, of course, the teacher would reprimand or get angry, because it took away the concentration of friends who were learning.

5) Reinforcement Skills (Reinforcement)

Usually, the teacher asks again about the things that students have learned, so later if there are students who dare to answer, the teacher often gives praise to students, or when students are able to read the Qur'an fluently and the makhraj is correct, the teacher will also praise the student. Also, when students have read the book fluently. In addition to giving praise, the teacher also gives advice and motivation to students to be more enthusiastic in learning.

6) Classroom Managing Skills

When the class begins to be uncondusive, for example students talking to their friends, well at that time the teacher begins to try to find ways to keep students listening to their other friends who are reading the Qur'an, namely providing learning variations, as previously explained. The teacher also forms small groups, with some people who have good reading being used as peer tutors.

Not infrequently to restore the learning mood of students, the teacher

tells stories from the Qur'an. So, that students again want to learn enthusiastically.

7) *Small Group and Individual Teaching Skills*

During the learning process, the study group arrangement is divided into two groups, namely the Qur'an recitation group which consists of 10 students, and the Iqra' recitation group which only consists of two students. Usually, the Iqra' group is taught first, followed by the Qur'an reading group. After the students have finished reading al-Qur'an, they will be asked to repeat the reading of Iqra', because the teacher wants to see their fluency in reading, often also the group reading al-Qur'an helps to listen also to the reading of the Iqra' group.

8) *Skills for Guiding Small Group Discussions (Guiding Small Discussion)*

After the students finish reading the Qur'an or reading the Book, the teacher usually orders the students to sit neatly in a circle group (halaqah), at that time the teacher opens discussions and questions about the extent to which students understand the material that has been studied previously, and what are the difficulties experienced by students while learning earlier.

This is important because the teacher monitors students' learning progress. By students being able to answer or ask back, the teacher considers that they have understood all the material learned before moving on to other material.

According to the teacher, what the teacher has done every day is expected to have an impact on student learning activities. If students learn happily and enthusiastically, or students are happy with the teacher while learning, it is usually easy for students to grasp the material presented. This was the teacher's explanation.

The student also said that he dared to ask questions or confide in his teacher, because his teacher did not like to get angry, and always motivated him. So, learning becomes very easy and fun. Moreover, there are rarely assignments, because they already know, if they often ask questions, then the teacher does not give assignments anymore.

2. Discussion

The results of the research show that TPA Nurul A'la teachers apply the eight basic teaching skills as previously stated. Students' learning activities also become more varied, students are more enthusiastic, enthusiastic, dare to ask, or even answer questions from friends or teachers. There are even students who become peer tutors in their groups. Of course, this is very encouraging. This means that the teacher has succeeded in stimulating student learning activities with various efforts made by the teacher.

This is in line with what Fitri Siti Sundari et al, (2020) asserted that teaching skills are the most specific teaching behaviors that teachers must have in order to be effective, efficient, and professional in carrying out their duties.

The variety of learning activities carried out by students during the learning process, it certainly means that their abilities and qualities have changed and improved, such as daring to ask questions, express opinions, listen to teacher explanations, and do homework on time. Sardiman (2011) explains that there is no learning without activity because in principle learning is doing.

The purpose of small group discussion here is an organized process involving a group of individuals in a cooperative face-to-face interaction whose purpose is to share information, make decisions, and solve problems (Slameto, 2010).

Paul D. Dierich divides learning activities into eight, namely (1) visual activities such as reading, looking at pictures and others, (2) oral activities such as expressing opinions, interviews, discussions, and interruptions, (3) listening activities such as group discussions and listening, (4) writing activities such as writing Qur'anic verses and so on, (5) drawing activities, (6) metric activities, namely conducting experiments, namely reciting the recitation of the Qur'an or short surahs, or repeating the contents of the book without looking at notes, (7) mental activities such as remembering, solving

problems, analyzing, seeing relationships, and making decisions, (8) emotional activities, namely interest, courage, calm, and others (Hamalik, 2013).

Abimanyu suggested in (Fitri Siti Sundari et al, 2020) that opening class skills are activities carried out by the teacher in order to create an atmosphere of psychological preparation and make students focus on what will be learned. Closing is an activity carried out by the teacher to summarize the main activities of the course.

Explanation skills are making oral statements with systematic systematics to describe the relationship between one another (Budiman, 2012). Interpretation skills are defined as the teacher's skills in communicating subject matter orally to students in a planned and systematic manner, so that the material can be easily understood by students (Helmiati, 2013).

Giving reinforcement in the learning process will have a positive impact on students, because students feel valued for their efforts by the teacher. Sometimes the skill of giving reinforcement is able to restore student concentration in the learning process (Supardi, 2013).

Questioning plays an important role because it is an effective stimulus to encourage students' thinking skills. This questioning skill is a speech or question asked by the teacher as a stimulus to bring up or grow answers (responses) from students (Fitri Siti Sundari et al, 2020). Asking questions can provide benefits including (1) arousing curiosity, (2) stimulating thinking functions, (3) developing thinking skills, (4) focusing student attention, (5) diagnosing student learning difficulties, and (6) communicating the expectations that the teacher wants from his students (Sardiman, 2014).

Making variations also means taking a variety of diverse actions so that something becomes less monotonous and can eliminate boredom, increase student interest and curiosity, and make the level of student activity increase. The same opinion was expressed by Uzer Usman (Helmiati, 2013) that making variations is a teacher activity in the context of the teaching and

learning interaction process aimed at overcoming student boredom, so that in learning situations students always show perseverance, enthusiasm, and full participation.

The findings of this study reveal that learning activities at TPA Nurul A'la have been carried out optimally, starting from the skill activities of opening and closing lessons, the teacher says greetings, prays together, says shalawat then asks about the condition of the students before starting the lesson and conditions the students to be ready to learn. And so on.

The teacher always responds positively by asking and answering the difficulties faced by students. The teacher occasionally asks humorous questions that make the students laugh so that the learning atmosphere is not rigid. The aim is to make learning more active and restore students' concentration in learning.

E. Conclusion

The conclusion of this research is that teachers at TPA Nurul A'la have used eight basic teaching skills. Teachers' teaching skills affect students' learning activities because students' learning activities can be more effective, the more stimuli given to students, the better their learning activities. If the learning activity is good, then the learning outcomes will also be more optimal.

References

- Arizka Harisa, Ali Imran, W. A. (2022). Kecerdasan emosional dan kemampuan mengajar guru dalam meningkatkan kualitas pengelolaan kelas di sekolah. *Ilmu Al-Qur'an (IQ) Jurnal Pendidikan Islam*, 5(01), 74. <https://doi.org/10.37542/iq.v5i01.677>
- Bungin, B. (2010). Penelitian kualitatif: komunikasi, ekonomi, kebijakan publik, dan ilmu sosial lainnya. Jakarta: Kencana Media Predana Group.
- Creswell, J. W. (2015). Penelitian kualitatif & desain riset. Yogyakarta: Pustaka Pelajar.
- Fitri Siti Sundari dkk. (2020). Keterampilan dasar mengajar. Bogor: Program Studi Pendidikan Guru Sekolah Dasar Universitas Pakuan.
- Hamalik, O. (2013). Proses belajar mengajar. Jakarta: PT. Bumi Aksara.
- Helmiati. (2013). Micro teaching melatih keterampilan dasar mengajar. Yogyakarta: Aswaja Pressindo.

- Jaya, H. N. (2017). Keterampilan dasar guru untuk menciptakan suasana belajar yang menyenangkan. *Didaktis: Jurnal Pendidikan Dan Ilmu Pengetahuan*, 17(1).
<https://doi.org/https://doi.org/10.30651/didaktis.v17i1.1555>
- Lexy J. Moleong, D. M. A. (2019). Metodologi penelitian kualitatif (Edisi Revisi). *PT. Remaja Rosda Karya*.
<https://doi.org/10.1016/j.carbpol.2013.02.055>
- Mansyur. (2017). Keterampilan dasar mengajar dan penguasaan kompetensi guru (suatu proses pembelajaran micro). *El-Ghiroh*, XII(No.01 Februari 2017), 131.
- Nina Rahayu, E. dan A. (2022). Pengembangan karier guru selama dalam Jabatan: Analisis Kompetensi Profesioanl. *Al- Musannif*, 4(2), 135–144.
- Nurjaya, N., Rahayu, N., & Sari, R. (2023). Deskripsi minat peserta didik dalam belajar matematika melalui permainan. *Al-Azkiya: Jurnal Ilmiah Pendidikan MI/SD*, 8(1), 66–75.
<https://doi.org/10.32505/azkiya.v8i1.6511>
- Riduwan. (2010). Belajar mudah penelitian untuk pemula. Bandung: Alfabeta.
- Sardiman. (2014). Interaksi dan motivasi belajar mengajar. Jakarta: Rajawali Grafindo Persada.
- Slameto. (2010). Belajar dan faktor-faktor yang mempengaruhinya. Jakarta: Rineka Cipta.
- Supardi. (2013). Kinerja guru. Jakarta: Rajawali Pers.
- Wildayanti, Asrin, H. (2022). Hubungan keterampilan guru mengelola kelas dalam pembelajaran dengan motivasi belajar siswa kelas V di SDN Gugus Campa tahun ajaran 2021/2022. *Ilmiah Profesi Pendidikan*, 7(2b), 600. <https://doi.org/https://doi.org/10.29303/jipp.v7i2b.5526>

