



## TEACHER SKILLS IN TEACHING LOW-GRADE CLASS ON THEMATIC LEARNING AT MI NURUL ISLAM PEMURUS BARU

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### ABSTRACT

The aim of the research is to describe teachers' skills in teaching lower grades in thematic learning at MI Nurul Islam Pemurus Baru. Describe the supporting and inhibiting factors in teaching lower grades in thematic learning at MI Nurul Islam Pemurus Baru. This research method is a type of qualitative research in the form of data description carried out in qualitative descriptive form. The object studied is the teacher's skills in teaching lower grades in thematic learning. The subjects of this research were 10 informants, namely the homeroom teacher of the lower class, the head of the madrasah and 2 students each of the lower class. The results of the research are skills in opening and closing thematic learning, explaining skills in thematic learning, asking questions in thematic learning, skills in providing reinforcement in thematic learning, skills in providing variations in thematic learning, skills in guiding small group discussions in thematic learning, and class management skills on thematic learning. As for supporting factors in teaching, there are several tools, infrastructure and the conditions of some students. Meanwhile, there are several inhibiting factors in teaching, namely the lack of infrastructure and the condition of some of the students. In conclusion, to teach thematic in lower grades, teachers must have special skills that must be mastered so that the learning process can run effectively.

**Keywords:** Teacher Skills, Teaching, Thematic Learning

### ABSTRAK

Tujuan penelitian untuk mendeskripsikan keterampilan guru dalam mengajar kelas rendah pada pembelajaran tematik di MI Nurul Islam Pemurus Baru. Mendeskripsikan faktor pendukung dan penghambat dalam mengajar kelas rendah pada pembelajaran tematik di MI Nurul Islam Pemurus Baru. Metode penelitian ini merupakan jenis penelitian kualitatif dalam bentuk penjabaran data dilakukan dalam bentuk deskriptif kualitatif. Objek yang diteliti yaitu keterampilan guru dalam mengajar kelas rendah pada pembelajaran tematik. Subjek dari penelitian ini ada 10 informan yaitu guru wali kelas rendah, kepala madrasah dan siswa/I kelas rendah masing-masing 2 orang. Hasil penelitian yaitu keterampilan dalam membuka dan menutup pembelajaran tematik, keterampilan menjelaskan pada pembelajaran tematik, keterampilan bertanya pada pembelajaran tematik, keterampilan memberi penguatan pada pembelajaran tematik, keterampilan mengadakan variasi pada pembelajaran tematik, keterampilan membimbing diskusi kelompok kecil pada pembelajaran tematik, dan keterampilan mengelola kelas pada pembelajaran tematik. Adapun faktor pendukung dalam mengajar ada beberapa alat sarana prasarana dan kondisi beberapa peserta didik. Sedangkan faktor penghambat dalam mengajar ada beberapa kendala dari kurangnya sarana prasarana, dan kondisi beberapa anak peserta didik. Kesimpulannya untuk mengajar tematik dikelas rendah guru harus memiliki keterampilan khusus yang harus dikuasai agar proses pembelajaran dapat berjalan dengan efektif

**Kata kunci:** Keterampilan Guru, Mengajar, Pembelajaran Tematik

## 1. Introduction

Humans and education cannot be separated because education is the path to a future in which humans are capable of using reason and thought. Because education is a way to enhance and develop the quality of human resources, it plays a crucial role in ensuring a nation's growth and survival. Education is the deliberate aid given to pupils in their physical and spiritual progress to attain adulthood (Zahroh 2021).

Teachers must be skilled in order to facilitate the teaching and learning process successfully and efficiently. There are seven fundamental skills for educating instructors in the application of learning, which include skills to open and close learning, explaining skills, asking questions, and providing reinforcement skills, conducting variations, guiding small group discussion skills, and managing class skills (Supriyadi 2015).

The thematic learning model is essentially an integrated learning model that uses a theme-based approach to connect many disciplines in order to give meaningful experiences for students. Thematic learning places a greater emphasis on students' active participation in the learning process, so that students can receive direct experience and are trained to be able to find for themselves the varied knowledge they are acquiring (Sukadari 2020).

The problem of education quality is intimately tied to the availability of access at all levels of education, where circumstances in Indonesia remain uneven, particularly in rural regions, which remain poor when compared to cities. The learning process works successfully when it is supported by numerous educational factors such as instructors, students, learning facilities, curriculum, and even the surrounding environment. For example, if the parts of the school's facilities are complete but the teaching staff is insufficiently competent, the learning process will be less than ideal in order to increase the quality and learning results (Yonisa Kurniawan, 2016; Najiah, Handayani, dan Sholeh 2022).

Improving education quality is critical in order to produce a teaching and learning process in the classroom that is actually successful and useful in achieving the needed knowledge, behavior, and skills. Because the teaching and learning process is fundamental to the whole educational process, among other things, the teacher is an essential component in determining the effectiveness of the teaching and learning process in the classroom (Megasari 2014). The goal of this study was to discover and describe how teachers' skills in teaching low classes in thematic learning at MI Nurul Islam Pemurus Baru, as well as the supporting and inhibiting factors of teacher skills in teaching low classes in thematic learning at MI Nurul Islam Pemurus Baru.

Teachers are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance, training, and conducting research and community service, particularly for educators in tertiary institutions. There are eight basic teaching skills including opening and closing skills, explaining, asking questions, giving reinforcement, conducting variations in learning, guiding small group discussions, teaching individual or small group discussions, and managing classes. Skills according to the Indonesian dictionary are skills to complete tasks. Skills can also be said to be the ability to carry out complex and neatly arranged behavior patterns in a smooth and appropriate manner to achieve certain conditions. Skills include not only motor movements but also cognitive mental functions (Resdiono 2022). Teacher skills are learning activities that are designed and carried out by teachers inside and outside the classroom in a professional manner, because teachers are professions, and as a profession, teachers must have a number of skills in teaching (Achdiani & Dwi Ayu Rusliyani 2017).

The era of the lower grades of elementary school that lasts between the ages of 6 or 7 years and 9 or 10 years, commonly sitting in classes 1, 2, and 3 of elementary school (Jayanti, 2023, 13). Teaching is the capacity of a teacher to create scenarios and conditions that promote learning activities for pupils as a whole, properly, and well. Some experts consider education to be a science. As a result, the teacher is a personal human figure who was purposefully created to become experts with competence (knowledge and high ability) in the sphere of education who are qualified to carry out teaching responsibilities. Anyone, as long as they have a career in the field of education, will be able to accomplish positive teaching acts (Wiyana 2013).

In the process of learning the relationship between one subject and another subject is important for students, so that something learned by students will have more meaning, be easy to remember and easy to understand (Malawi, 2019). Thematic learning is a process of teaching and learning activities that are complex and involve various aspects both within and between subjects (Lubis dan Nashran Azizan 2020). Supporting factors in teaching include infrastructure, students and class dynamics and inhibiting factors, namely there are students, as well as facilities (Syaefudin 2017).

Many research results discuss teacher skills in classroom management in thematic subjects in higher grades (Putri, Mudzanatun, dan Putri 2020) focus on eight teaching skills, focus on nine basic teaching skills (Prasandha dan Utomo 2022). Meanwhile, those who only focus on class management skills (Wulandari dan Nurfadhillah 2021; Syarifah 2021; Nurena 2022). However, no one has yet raised a research theme that focuses on seven teaching skills in thematic learning in the lower grades. This position is what differentiates my research from other research. Based on the results of initial observations at MI Nurul Islam, teachers in thematic learning are skilled teachers, so that students can understand thematic learning efficiently and effectively. Therefore, researchers chose to conduct research at MI Nurul Islam.

Based on the background of the problem that the researcher has put forward, the researcher is interested in conducting in-depth research which will be described in this research entitled "Teacher Skills In Teaching Low Grade On Thematic Learning At Mi Nurul Islam Pemurus Baru".

## **2. Method**

This type of research is field research using a qualitative descriptive approach, the location of this research is at MI Nurul Islam Pemurus Baru which is at Km.5 Banjarmasin. The primary data sources in this study were 10 informants including homeroom teachers for grades 1, 2 and 3, the head of the madrasah, and students in grades 1, 2 and 3 (2 classes each) and secondary data sources in the form of documentation such as photos of the school's location. research, photos when teachers teach and other photos. As for There are three methods used to help collect data, namely interviews, observation, and documentation. This research instrument serves as a reference in three ways, namely observation guidelines, interviews and documentation.

Here the researcher tries to clarify by using theories that have been proven successful, then the researcher analyzes the new findings so that they become clear by using components of data analysis, namely data condensation, data display, conclusion drawing (Miles, 2014). Checking the validity of the data in this research is one of the steps based on four criteria, namely credibility, transferability, dependability and confirmability.

Credibility or degree of trust. Checking the credibility or degree of trustworthiness of the data in this research is carried out with the aim of proving whether the data found by the researcher is in accordance with the data that actually occurs naturally in the field, to meet the criteria (values) of truth that are emic both for the reader and for the relevant research subjects studied. with a research focus on teacher skills in teaching lower grades in thematic learning at MI Nurul Islam Pemurus Baru. Researchers use triangulation of techniques, sources and theories.

Transferability. Transferability or transferability in qualitative research can be achieved by means of a thick description. Dependability is carried out to overcome errors in the conceptualization of research plans, data collection, interpretation of findings, and reporting of research results. In this case, the researcher consulted intensively with an expert consultant during guidance. Confirmability auditing in this research was shown by the research completion letter provided by Mrs. Irma Sari Yulianti, S. Ag as Head of Madrasah Ibtidaiyah Nurul Islam Pemurus Baru.

### **3. Results and Discussions**

Teacher skills in teaching are a certain skill possessed by a teacher in an endeavor to establish and maintain ideal conditions for the teaching and learning process to occur in order to attain the goals stated. The teacher's skills in teaching low grades in thematic learning include several aspects, skills in opening and closing thematic learning, skills in explaining thematic learning, asking skills in thematic learning, skills give reinforcement to thematic learning, skills in carrying out variations on thematic learning, skills in guiding small group discussions on thematic learning, class management skills in thematic learning, factors supporting teacher skills in teaching, and factors inhibiting teacher skills in teaching.

#### **a. Skills in opening and closing thematic learning**

Skills in opening and closing thematic learning, it is known that the teacher's skills in opening and closing thematic learning in teaching are skilled because of the way the teacher opens greetings, reads study prayers, repeats the previous material then continues the thematic learning and the teacher's way of closing thematic learning Also, before going home, make conclusions together with students on the lesson that is taught first and provide an evaluation or give homework and then read a prayer to close the lesson. The research results above agree with what was conveyed by (Damanik 2021) which states that opening a lesson is an attempt to establish preconditions for pupils' brain and attention to be focused on what they will learn. Opening the lesson entails introducing students to the subject matter not just at the start of the learning process, but also throughout the learning process. Closing the lesson is an action that seeks to bring the primary activity to a close.

The teacher teaches to start and end learning, in line with Sardiman's opinion in the Mansyur journal, the skill of opening a the lesson is defined as "how far the teacher's ability to begin teaching and learning interactions for a specific lesson hour." Meanwhile, according to Zainal Asri of the Mansyur magazine, closing the lesson (closing) is an activity performed by the instructor to conclude the lesson or teaching and learning activities. Attempts to finish the lesson are designed to present an overall picture of what pupils have learned, as well as to assess the level of student achievement and success in the teaching and learning process (Mansyur 2017). The teacher's skills in opening and closing thematic learning also grab students' attention and deliver homework at the end of learning to evaluate, agree with what was conveyed by (Sutisnawati 2017) which states that the

teacher's skills in opening and closing thematic learning have components. The skill component of opening lessons includes attracting students' attention, generate motivation, provide references via various attempts, and establish links or linkages between the items to be studied. Closing the lesson requires the following skills: reviewing the core mastery of the lesson by summarizing the core of the lesson and producing a summary, and assessing.

#### **b. Skills in explaining thematic learning**

The teacher's skill in explaining in thematic learning, it is known that the teacher explaining in teaching is quite skilled, because during the core activities the teacher explains in clear and easy-to-understand language for kids so that they rapidly comprehend and are highly engaged when there is contact between the teacher and the students after from explanations while studying in class and giving examples to students so that it is easier to understand than explanations in thematic learning. The results of the research above concur with (Purnomo 2019) which states that explaining skills is the delivery of information that is well planned and presented in an appropriate sequence is a characteristic of core activities, and providing In the course of learning exchanges, one of the most significant parts of teacher activities is information.

See also the journal from (Kristiana & A. Muhibbin 2018) which states that in explaining skills, the skill that the teacher has mastered is conveying material in a structured (systematic) order, emphasizing important parts when explaining, using examples that follow a deductive pattern, and providing feedback to determine student understanding by asking students for responses or questions during the lesson. As for other journals from (Madjid 2019) which states that the skills in presenting explanations are the use of examples and illustrations, so that explanations will be more interesting and easy to understand, applying pressure, so that students better capture the essence of the problems being explained and feedback, to check students' understanding by asking questions or students' facial expressions after listening to the teacher's explanation.

#### **c. Asking skills in thematic learning**

The skill of asking questions in thematic learning, it is known that the teacher is skilled in giving questions and answers to students because in thematic learning the teacher gives questions and answers and students are very active to scramble to answer the teacher's questions. For example, during thematic learning, the teacher gives Math and SBDP questions. There is a star, each star picture is neatly written in a notebook, and the stars are written on each side of 5cm. How many sides are there? Well, on this question students can answer these questions correctly and precisely, in drawing stars students are also very neat by using a ruler. The results of the research above agree with what was conveyed by (Sundari 2020) which states that there are several types of asking skills including: direct questions, namely questions addressed to one of the students, general and open questions, namely questions that addressed to the whole class.

See also from Anitah's opinion in the journal Fitri Siti Sundari that asking skills is the simplest skill where this skill is the foundation in the ability to develop skills in teaching. Questioning skills are giving references, focusing, shifting shifts, dispersing, giving time to think, giving guidance and increasing interaction. (Sundari & Yuli Muliyawati 2017). As for another journal from Hasna Nur Jaya that asking the teacher's skills must be mastered in order to create effective and enjoyable learning, because

the teacher is required to ask questions at almost every stage of learning, and the quality of the questions the teacher asks determines the quality of student answers (Jaya 2017).

#### **d. Skills give reinforcement to thematic learning**

The teacher's skills in giving reinforcement in thematic learning, it is known that in giving reinforcement the teacher is skilled because he does not immediately blame if the student's questions or answers are not appropriate, but still gives praise and motivation first then gives explanations and real answers and gives words positive words to students such as smart, good and others can also be through gestures such as clapping hands, giving thumbs up and others. The findings of the preceding study are consistent with the opinion (Nuswowati 2021) which states that reinforcement skills are teacher skills to respond to positive behavior that has been achieved by students in the course of learning, with the goal of preserving and enhancing positive behavior of students the. Giving reinforcement, namely giving a response from the teacher to the activity.

See also the journal from Nur Wahyuni that reinforcement skills are also a response to a behavior that can increase the likelihood of the behavior recurring and reinforcement should not be underestimated. Reinforcement must be given specifically to make a big impact, such as pleasing the heart in order to create an interactive learning atmosphere (Wahyuni 2022). As for another journal from Yuni Rhamayanti that the skill to provide reinforcement involves two components: verbal and nonverbal. reinforcement is praise or encouragement spoken by the teacher for student responses or behavior is verbal reinforcement in the form of words, and non-verbal reinforcement is non-verbal reinforcement can be done by approaching students, touching, thumbs up, and others (Rhamayanti 2018).

#### **e. Skills in carrying out variations on thematic learning**

Skills in carrying out variations on thematic learning, it is known that in giving reinforcement the teacher is skilled because the teacher in teaching uses methods or variations in learning examples when teaching the teacher not only uses the lecture method, but also uses the letter guessing quiz method and numbers, not only explaining by sitting in a chair but also while walking close to students and others so that students are not bored and enthusiastic about learning in class. According to Usman in the Pratiwi journal, learning variation is an activity of the teacher throughout the teaching and learning process to keep pupils from becoming bored while participating in the lesson, so as to create conducive teaching and learning conditions, foster student enthusiasm, and full participation. Meanwhile, according to Majid, he added that the development of learning variations is a teacher's effort that is planned and arranged systematically in using various components that influence the learning process (Pratiwi 2019).

See also the journal from Muhammad Jundi that besides being able to appeal to students, multimedia variation skills can also increase teacher teaching efficiency. Media that combines the three includes interactive learning videos, other educational games that are able to move students' motor skills, or the use of flash card media, namely picture cards that contain explanations and pictures simultaneously on each side while teaching (Jundi 2020).

#### **f. Skills in guiding small group discussions on thematic learning**

The skills of guiding small group discussions in thematic learning, it is known that the teacher is skilled because the teacher can adjust in guiding small group discussions at low grades and the teacher guides small group discussions by sharing

groups and others. For example, the teacher teaches small groups to explain less, focus on providing guidance, more assignments, psychomotor work and answer the teacher's questions through collaboration so that the teacher completes the task. The results of this study agree with what was conveyed by (Suherti 2023) which states that the ability to lead small group conversations is a process of activities that takes place regularly, with several people combined into one group or small groups that interact with each other to express their thoughts respectively, exchanging experiences or information, reaching conclusions or addressing issues.

See also in Zulfanidar's journal according to Mulyasa that the skill of guiding small group discussions is a regular verbal contact process that involves a group of individuals in casual face-to-face discussion with the goal of exchanging experiences or knowledge, reaching a decision, or solving an issue. (Zulfanidar 2016). As for another journal from Hani Irawati that mastering the skills of leading small group discussions requires teachers to position themselves as organizers of learning activities, sources of information for students, motivators for students to learn. Small group discussions can function successfully and efficiently if the teacher is able to position himself well, if the teacher fails to position himself then small group discussions will not run effectively (Irawati 2020).

#### **g. Class management skills in thematic learning**

Class management skills in thematic learning, it is known that the teacher in class management does the first thing in calming the students to sit neatly, singing after that when the lesson is calm, the lesson begins, and after a break the children will discipline the teacher by reminding them when the bell rings then Students must enter on time. The findings of this investigation are consistent with the opinion expressed by Djamarah in the Arsini journal, which says that one way to show responsiveness that must be carried out by the teacher while carrying out classroom management is to look carefully (Arsini 2016). As for the addition by Rahmawati & Sholeh who stated that the teacher's responsiveness in carrying out classroom management skills can be done by approaching, giving statements and reacting to disturbances in class (Rahmawati dan Sholeh 2021).

See also Putri's journal that classroom management skills show responsiveness which is clearly seen when educators react to students who disturb and disrupt the class by reprimanding and asking questions to the bully and disruptor. Reprimands are made clear, firm, focused and avoid negative responses (Putri 2020). As for other journals from Catur Annisa that class management skills are The most significant aspect of a learning process in order to foster active and efficient learning in order to attain learning objectives. The teaching and learning process is considered to be effective if the instructor is able to manage the class well so that learning occurs ideally (Annisa 2021).

#### **h. Factors supporting teacher skills in teaching**

Factors supporting teachers in teaching low grades, it is known that supporting factors in teaching low grades at MI Nurul Islam are simple media such as the availability of infrastructure (books, projectors, audio, whiteboards, learning media and others), teachers and students who active and creative that helps or supports students learning in class so that for kids to be enthused in learning. The results of the research above agree with what was conveyed by (Syaefudin 2017) which states that the supporting factors in teaching includes facilities and infrastructure, students and class dynamics. In addition, according to Rohmad, the supporting factors in interaction with

students in the learning process include; mastering teaching materials, managing teaching and learning programs and using media or resources (Rohmad 2022).

See also the journal from Affan Permadi that the supporting factor is the capacity of the instructor to determine visual media in the teacher's expression subject can optimize the selection of other learning media such as, LCD, computer, audio visual, as a result of which the teacher's function in delivering material to students can fulfill learning objectives, and Students are able to fully comprehend the substance of the information being taught. Visual media, as a visual aid controlled by the instructor, takes the form examples of shape images that are pasted on paper, then the sheet is enlarged in size and then used by the teacher in conveying learning material in front of the class by sticking it on the blackboard (Permadi 2015).

#### **i. Factors inhibiting teacher skills in teaching**

The inhibiting factors are known to be factors that become obstacles in teaching low classes at MI Nurul Islam which are the conditions of students, lack of infrastructure, students who are slow in accepting learning and which at the age of 1, 2, 3 are low grades. the transformation of behavior at low grade elementary school age to high grade elementary school age whose behavior has a relatively strong level of curiosity so it is difficult to control not to cause noise or commotion in the class. The results of the research above agree with what was conveyed by (Yogi Nugraha & Lusiana Rahmatiani 2018) which states that the inhibiting factors are found in students, as well as facility factors.

In addition, according to Didi Pianda, the inhibiting factors in teaching the learning process are so that the teachers are a little more extra in motivating students to carry out positive learning activities. But there are always some students who are still low in learning and not enthusiastic in learning, so that in learning they do not understand the teacher's explanation in the learning process so that it hinders learning when teaching and learning activities (Pianda 2018). As for other journals from Novita Dian Dwi L that the inhibiting factors in teaching in the learning process are external factors including: students are lazy to learn, students' memory is lacking, motivation from within students to learn does not exist, students get bored easily (Dwi L et al. 2021).

#### **4. Conclusions**

The teacher's skills in teaching low grades in thematic learning include several aspects, skills in opening and closing thematic learning, skills in explaining thematic learning, asking skills in thematic learning, skills give reinforcement to thematic learning, skills in carrying out variations on thematic learning, skills in guiding small group discussions on thematic learning, class management skills in thematic learning, factors supporting teacher skills in teaching, and factors inhibiting teacher skills in teaching.

Teachers' skills in teaching lower grades in thematic learning contexts have a key role in creating effective learning experiences and influencing student development. The thematic learning approach, which focuses on integrating various subjects into certain themes or topics, requires teachers to have a number of important skills in teaching. Teachers who have good skills in teaching lower grades in thematic learning can help create a learning environment that motivates, stimulates and supports students' holistic development. Therefore, support for teacher training and development infrastructure in the context of thematic learning is a very important investment in improving the quality of education at the lower grade level.



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