



BASIC TEACHING SKILLS IN ELEMENTARY SCHOOLS

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Abstract

The skill of opening and closing this lesson is neither easy nor difficult, but sometimes the teacher forgets the importance of this skill. The purpose of this research is to find out about the nature of basic teaching skills, especially the opening and closing parts of learning. The method used in this research is literature study. The results of this study are that there are 8 KDM which are considered very instrumental in the success of teaching and learning activities, namely questioning skills, reinforcement skills, variations skills, explaining skills, skills of opening and closing lessons, skills of guiding small group discussions, skills of managing classes, skills teach small groups and individually.

Keywords: *Basic teaching skills, Classroom management skills, Teacher.*

A. Introduction

Education is not just a matter of information processing techniques, even the application of "learning theory" in class or using the results of subject-centered "achievement tests". Education is a complex attempt to adapt culture to the needs of its members and to adapt its members to the way they perceive cultural needs. According to Ki Hajar Dewantoro, education generally means efforts to promote the growth of character (inner strength, character), mind (intellect), and body of the child.

Learning is a human process to achieve various kinds of competencies, skills and attitudes, all of which are usually done by

everyone from birth to the end of life. In the Big Indonesian Dictionary, etymologically learning means "trying to acquire intelligence or knowledge". While learning is a conscious effort to manage the teaching and learning process.

However, learning is usually identified with activities carried out in a school or a tutoring. In elementary school there are different levels(Amin & Mirza, 2020)

yes can we call the class level. While the activities that occur in the classroom are called learning. It is in this class that the role of the teacher is usually very important.

The success of teaching, apart from being determined by the ability, motivation, and activeness of students in learning and the completeness of the facilities or learning environment, will also depend on the teacher's ability to develop various teaching skills. These skills should be mastered by teachers, especially for elementary school teachers in dealing with children's behavior that is truly unique.

The intended teaching skills include at least explaining skills, asking questions, using variations skills, giving reinforcement skills, opening and closing lessons, small group and individual teaching skills, class management skills, and skills in guiding small group discussions in elementary schools. Seeing the important role of the teacher in managing the classroom, the teacher must have basic skills in teaching so that it can be effective(Amin & Mirza, 2020).

The purpose of writing this paper is as follows: To find out about the Nature of Basic Teaching Skills. To know the process of Basic Teaching Skills. To find out about Kinds of Basic Teaching Skills.

B. DISCUSSION

One of the basic abilities possessed by the teacher is the ability in teaching skills. This ability equips the teacher in carrying out his duties and responsibilities as a teacher. Teaching skills are to achieve teaching goals.

The ability to specify performance goals, the ability to diagnose students, the skills to choose teaching strategies, the ability to interact with students, and the skills to assess the effectiveness of teaching.

Teaching is a complex process, not just conveying information from the teacher to students, there are many activities and actions that must be carried out, especially if better learning outcomes are desired for students. Teaching is: "All deliberate efforts in order to provide the possibility for students for the learning process to occur in accordance with the objectives formulated". The complete definition of teaching is as follows: (1) Teaching is imparting knowledge to children; (2) Teaching is conveying culture to children; (3) Teaching is an activity of organizing or managing the environment as well as possible and connecting with children so that the learning process occurs (Sanz de Acedo Lizarraga et al., 2010).

Based on the above opinion, it can be concluded that the notion of teaching skills is a skill related to all aspects of the teacher's ability which is closely related to various teacher tasks in the form of skills in order to provide stimulation and motivation to students to carry out activities by the teacher is the skill to guide, direct, build students in learning in order to achieve educational goals that have been determined in an integrated manner.

Basic teaching skills are abilities or special skills that must be owned by teachers, lecturers, instructors or widyaiswara in order to carry

out teaching tasks effectively, efficiently and professionally. (Bialik et al., 2015) Thus the basic skills of teaching relate to some basic skills or abilities and must be mastered by teaching staff in carrying out their teaching duties. In teaching there are two main abilities that must be mastered by a teaching staff, namely.

- 1) Mastering the material or teaching materials to be taught
- 2) Mastering the methodology or ways to teach it

Basic teaching skills are included in aspect no. 2, namely how to teach students. Basic teaching skills absolutely must be owned and mastered by teaching staff, because teaching basic skills gives a deeper understanding of teaching. Teaching is not just the process of conveying material, but involves broader aspects such as fostering attitudes, emotions, character, habits and values. (Barak & Dori, 2009)

Basic Teaching Skills or Instructional Engineering Basic Skills are skills that are generic in nature or that must be mastered by every teacher, regardless of grade level and subject being taught. Basic Skills

Teaching (KDM) is a complex skill, which is basically a complete integration of a very large number of information.

Among the many skills, there are 8 KDM who are considered very instrumental in the success of teaching and learning activities. Each teaching skill has its own components and basic principles. The following describes these eight skills and how to use them to create creative, professional and fun learning.

1. Kinds of Basic Teaching Skills

Professional teachers have attended several training related to basic teaching skills. In these basic teaching skills there are 8 skills that

teachers can use during the teaching and learning process, namely; skills to ask questions, skills to provide reinforcement, skills to hold variations, skills to explain, skills to open and close lessons, skills to guide small group discussions, skills to manage classes, skills to teach small groups and individuals.

a. Questioning Skills

There is a saying that "thinking itself is asking". Asking is a verbal utterance that asks for a response from someone you know. The response given can be in the form of knowledge to matters that are the result of consideration. So asking is an effective stimulus that encourages thinking skills. In the process of teaching and learning, asking questions plays an important role because well-formed questions and appropriate hurling techniques will have a positive impact. Good questions are divided into two types, namely questions according to their intent and questions according to Bloom's taxonomy. (Cummings et al., 2017) Questions according to their intent consist of: request questions, rhetorical questions, directing or guiding questions and probing questions. While questions according to Bloom's taxonomy, namely: knowledge questions,

To increase student participation in the teaching and learning process, teachers need to show a good attitude when asking questions and when receiving student answers. And should avoid habits such as: answering own questions, repeating student answers, repeating own questions, asking questions with simultaneous answers, determining which students must answer before asking and asking multiple questions. In the teaching and learning process each question, whether in the form of a question sentence or an order that demands a student response so

that it can increase knowledge and improve students' thinking skills, is included in the question category. Questioning skills are distinguished from basic questioning skills and advanced questioning skills (Amin & Mirza, 2020).

Basic questioning skills have several basic components that need to be applied in asking all kinds of questions. The components in question are: Disclosure of questions clearly and briefly, providing references/standards, centralizing, changing shifts, distributing, giving time to think and giving guidance.

While advanced questioning skills are a continuation of basic questioning skills which prioritize efforts to develop students' thinking skills, increase participation and encourage students to take their own initiative. (Lindell, 2020) Advanced questioning skills are formed on the basis of mastery of basic asking components. Therefore, all components of basic questioning are still used in the application of advanced questioning skills. The components of asking further are: Changing the arrangement of cognitive levels in answering questions, Setting the order of questions, Using tracking questions and increasing interaction.

b. Skills Provide Reinforcement

Reinforcement is any form of response, whether verbal or nonverbal, which is part of the modification of the teacher's behavior towards student behavior, which aims to provide information or feedback to the recipient for his actions as encouragement or correction. Reinforcement is also a response to a behavior that increases the likelihood of the behavior recurring.

The use of reinforcement in the classroom can achieve or have a positive effect on student learning processes and aims to increase

student attention to lessons, stimulate and increase learning motivation and increase learning activities and foster productive student behavior. The skills to provide reinforcement consist of several components that need to be understood and mastered by student teacher candidates in order to be able to provide reinforcement wisely and systematically.

These components are: Verbal reinforcement, expressed using words of praise, appreciation, approval and so on. And non-verbal reinforcement, consisting of reinforcement in the form of gestures and body movements, reinforcement by approaching, reinforcement with touch, reinforcement with fun activities, reinforcement in the form of symbols or objects and partial reinforcement. Effective use of reinforcement must pay attention to three things, namely warmth and effectiveness, meaningfulness, and avoiding the use of negative responses.

c. Skills in Making Variations

Stimulus variation is an activity of the teacher 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 persistence and full 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: - Variations in the way teachers teach, including: use of voice variations, concentration of student attention, teacher silence or silence, making eye contact and gestures, gestures: variations in teacher facial expressions, and changes in teacher position in class and teacher gestures.(Barak & Dori, 2009)

d. Explaining Skills

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What is meant by the skill of explaining is the presentation of information verbally which is systematically organized to show the existence of a relationship with one another. Broadly speaking, the components of explaining skills are divided into two, namely: Planning, this 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. And presentation of an explanation, taking into account the following: clarity, use of examples and illustrations, emphasis, and use of feedback.

e. Skills Opening and Closing lessons

What is meant by opening a lesson is the effort or activity carried out by the teacher in teaching and learning activities to create conditions for students so that their mentality and attention are focused on what they will learn so that these efforts will have a positive effect on learning activities. While closing the lesson is an activity carried out by the teacher to end the lesson or teaching and learning activities.

The components of the skill of opening a lesson include: attracting students' attention, generating motivation, providing references through various efforts, and making connections or connections between the materials to be studied. The skill component of closing the lesson includes: reviewing the core mastery of the lesson by summarizing the core of the lesson and making a summary, and evaluating (Cummings et al., 2017).

f. Skills in Leading Small Group Discussions

Group discussion is an organized process involving a group of

people in informal face-to-face interactions with various experiences or information, drawing conclusions, or solving problems. Group discussion is a strategy that allows students to master a concept or solve a problem through a process that provides opportunities to think, interact socially, and practice being positive. Thus group discussions can increase student creativity, as well as foster communication skills including language skills.

g. Class Management Skills

Classroom management is the teacher's skill to create and maintain optimal learning conditions and restore them when there is a disruption in the teaching and learning process. In carrying out classroom management skills, it is necessary to pay attention to the skill components related to the creation and maintenance of optimal learning conditions (preventive in nature) related to the teacher's ability to take initiative and control lessons, and repressive skills related to the teacher's response to student disturbances that are continuous with the intention is that the teacher can hold remedial actions to restore optimal learning conditions(Anthonysamy et al., 2020).

h. Small Group and Individual Teaching Skills

Physically, this form of teaching is limited in number, which ranges from 3-8 people for small groups, and one person for individuals. Small group and individual teaching allows the teacher to pay attention to each student and to create a more intimate relationship between teacher and student and student. The components of the skills used are: skills for holding a personal approach, organizing skills, guiding skills and facilitating learning and skills for planning and implementing teaching and learning activities.

It is hoped that after mastering the eight teaching skills described above, it can be useful for prospective teacher students so that they can foster and develop certain skills for prospective teacher students in teaching.

Essential teaching skills can be trained in a controlled manner, quick and precise feedback can be obtained, better mastery of teaching skill components, special attention can be paid to objective skill components and systematic and objective observation patterns can be developed.

Of the eight competencies described above, the most important for teachers is how teachers can use them so that the learning process can run well. One of the factors that can measure the learning process can run well, the increasing number of students asking.

2. Skills Basic advertisement of Opening and Closing Lessons

Basic teaching skills are skills that every teacher must have so that the learning process can run effectively and usefully. One of the basic skills that must be possessed by the teacher is the skill of opening and closing lessons. The skill of opening and closing this lesson is neither easy nor difficult, but sometimes the teacher forgets the importance of this skill. Because teachers often think that the most important thing is just giving material to students that is enough. Teachers sometimes forget the importance of attracting students' interest so that students are motivated to take lessons and are curious about what material the teacher will provide. This is covered in opening the lesson (Sanz de Acedo Lizarraga et al., 2010).

Teachers sometimes also forget to emphasize important materials in learning activities and find out how much the student understands

what he teaches his students. This is covered in the closing activity of the lesson. Opening the lesson is the first step of a teacher in teaching and learning activities. What is meant by opening a lesson is the effort or activity carried out by the teacher in teaching and learning activities to create conditions for students so that their mentality and attention are focused on what they will learn so that these efforts will have a positive effect on learning activities. While closing the lesson is an activity carried out by the teacher to end the lesson or teaching and learning activities. In opening the lesson the teacher must:

- (1) Attracting students' attention: several methods are used by teachers to attract students' attention, including variations in teaching styles, use of teaching aids and various interaction patterns.
- (2) Generating motivation: by showing warmth and enthusiasm, generating curiosity, expressing conflicting ideas and paying attention to student interests.
- (3) Providing references: an effort to provide a clear picture to students about what will be learned by expressing it specifically and briefly. Among other things, by presenting basic competencies, indicators of learning outcomes
- (4) Making hooks: hook materials are very important when the teacher wants to start a new lesson. Among other things, looking for stepping stones from the knowledge that students have, the teacher compares or contrasts new knowledge with knowledge that students already know, seeks the continuity of past and present lessons.

while in closing the lesson the teacher must:

- (1) Reviewing by summarizing the core of the lesson and making a

summary.

- (2) Evaluating with various forms of evaluation, for example demonstrating skills, asking students to apply new ideas in other situations, expressing students' own opinions, and giving written questions and expressing new ideas in other situations, written questions.
- (3) Give psychological or social encouragement.
- (4) Teacher interactions with students respect each other and provide psychological and social encouragement by praising the results achieved, reminding the importance of material, giving positive expectations, increasing students' confidence in their own potential.

The purpose of the skill of opening and closing the lesson

- (1) Raising students' attention and motivation towards the tasks to be faced.
- (2) Allows students to know the boundaries of the task to be done.
- (3) Students can know the approaches to be used in studying the parts of the lesson.
- (4) Allows students to know the relationship between experiences that are mastered with new things to be learned.
- (5) Provides the possibility for students to combine facts, skills, concepts included in an event.
- (6) Allows students to know the level of success in learning.

C. CONCLUSIONS

Teaching Basic Skills (KDM) is a complex skill, which is basically a complete integration of various information which is very much in number. Among these very many skills, there are 8 KDM which are

considered very instrumental in the success of teaching and learning activities, namely asking questions, providing reinforcement skills, carrying out variations skills, explaining skills, opening and closing skills, skills guiding small group discussions, class management skills , small group and individual teaching skills(Anas, 2020).

The skill of opening and closing this lesson is neither easy nor difficult, but sometimes the teacher forgets the importance of this skill. Because teachers often think that the most important thing is just giving material to students that is enough. Teachers sometimes forget the importance of attracting students' interest so that students are motivated to take lessons and are curious about what material the teacher will provide. This is covered in opening the lesson. Teachers sometimes also forget to emphasize important materials in learning activities and find out how much the student understands what he teaches his students. This is what is included in the activity close the lesson

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