 p-ISSN: 2615-5605

 Available online at: <http://journal.uinsgd.ac.id/index.php/al-aulad> e-ISSN: 2620-5338

Al-Aulad: Journal of Islamic Basic Education, 6(1),2023,45-54

**TEACHER SKILLS IN TEACHING LOW GRADE** **ON THEMATIC LEARNING AT MI NURUL ISLAM PEMURUS BARU**

**Almah1, Makherus Sholeh2**

*1Madrasah Ibtidaiyah Teacher Education, UIN Antasari Banjarmasin, Indonesia*

 *2Madrasah Ibtidaiyah Teacher Education, UIN Antasari Banjarmasin, Indonesia*

*almahsampit@gmail.com*

Received: , Revised: , Published: , 2023

# *ABSTRACT*

*The aim of the study was to determine teacher skills in teaching low grades in thematic learning at MI Nurul Islam Pemurus Baru and to determine the supporting and inhibiting factors in teaching low grades in thematic learning at MI Nurul Islam Pemurus Baru. This research method is a type of qualitative research in the form of a description of the data carried out in a qualitative descriptive form. The object under study is the teacher's skills in teaching low grades in thematic learning. The subjects of this study were 10 informants, namely the homeroom teacher of the lower class, the principal of the madrasah and 2 students each of the lower grades. The results of the analysis of this study are that there are several aspects of teacher skills in teaching low grades, namely skills in opening and closing thematic learning, explaining skills in thematic learning, questioning skills in thematic learning, skills in giving reinforcement to thematic learning, skills in carrying out variations on thematic learning, skills guiding small group discussions on thematic learning, and managing class skills on thematic learning. As for the supporting factors in teaching there are several infrastructure tools and the conditions of some students. While the inhibiting factors in teaching there are several obstacles from the lack of infrastructure, and the conditions of some students' children.*

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

# ABSTRAK

Tujuan penelitian untuk mengetahui keterampilan guru dalam mengajar kelas rendah pada pembelajaran tematik di MI Nurul Islam Pemurus Baru dan mengetahui 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 analisis penelitian ini adalah keterampilan guru dalam mengajar kelas rendah ada beberapa aspek 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.

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

**1. Introduction**

Humans and education cannot be separated, because education is the key to the future of humans who are equipped to use reason and thought. Education has an important role to ensure the development and survival of a nation, because ducation is a means to improve and develop the quality of human resources. Education is assistance given intentionally to students in their physical and spiritual growth to reach an adult level. (Zahroh, 2021, hlm. 27).

Based on RI Law Number 20 of 2003 concerning the National Education System chapter 1 article (1) reads: education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state. (*Undang – Undang Republik Indonesia Nomor 20 Tahun 2003: Tentang Sistem Pendidikan Nasional Bab 1 Pasal (1)*, t.t., hlm. 3)

In teaching teachers need skills to smooth the teaching and learning process effectively and efficiently. There are seven basic skills for teaching teachers in the implementation of learning, namely skills to open and close learning, explaining skills, asking questions, giving reinforcement skills, conducting variations, guiding small group discussion skills, and managing class skills. (Supriyadi, 2015, hlm. 114).

The thematic learning model is basically an integrated learning model that uses a theme-based approach to link several subjects so as to provide meaningful experiences for students. Thematic learning emphasizes more on the active involvement of students in the learning process, so that students can gain direct experience and are trained to be able to discover for themselves the various knowledge they are learning. (Sukadari, 2020, hlm. 345).

The problem of education quality is closely related to the availability of access at all levels of education, where conditions in Indonesia are still uneven, especially in rural areas which are still low when compared to cities. The learning process goes well when it is supported by various elements of education including educators, students, learning facilities, curriculum and even the surrounding environment. For example, if the elements of the facilities in the school are complete, while the teaching staff is less skilled, this causes the learning process to be less than optimal in order to improve the quality and learning outcomes. (Yonisa Kurniawan, 2016, hlm. 3).

Improving the quality of education is very important in order to achieve a teaching and learning process held in the classroom that is truly effective and beneficial to achieve the required knowledge, behavior and skills. because basically the teaching and learning process is the core of the overall educational process, among other things the teacher is one of the important factors in determining the success of the teaching and learning process in the classroom. (Megasari, 2014, hlm. 363). The purpose of this study was to find out and describe how teachers' skills in teaching low classes in thematic learning at MI Nurul Islam Pemurus Baru, and to find out the supporting and inhibiting factors of teacher skills in teaching low classes in thematic learning at MI Nurul Islam Pemurus Baru.

According to the Decree of the Minister of Religion, there are six competences for teachers including pedagogic competence, personal competence, social competence, professional competence, spiritual competence, and leadership competence. (Menteri Agama Republik Indonesia, 2011). In RI Law no. 20 of 2003 concerning the education system The National Education Ministry emphasizes that: teachers are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance, training and conducting research and community service, especially for educators in tertiary institutions. (Indonesia, 2013, hlm. 27).

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, hlm. 33–34). 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, dan Dwi Ayu Rusliyani, 2017, hlm. 34).

The period of the lower grades of elementary school which lasts between the ages of 6 or 7 years 9 or 10 years, usually they sit in grades 1, 2 and 3 of elementary school. (Jayanti dkk., 2023, hlm. 13). Teaching is the teacher's ability to design situations and conditions that can support learning activities for students as a whole, right, and well. Some experts see teaching as a science . Therefore, the teacher is a personal human figure who was deliberately built to become professionals who have proficiency (knowledge and high ability) in the world of education who are competent to carry out teaching assignments. Anyone, as long as they have a profession in the field of education, will be able to do good teaching deeds. (Wiyana, 2013, hlm. 185–187).

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 dkk., 2019, hlm. 3). 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, hlm. 7). Supporting factors in teaching include infrastructure, students and class dynamics and inhibiting factors, namely there are students, as well as facilities. (Syaefudin, 2017, hlm. 74).

**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.

The data analysis technique in this study is data analysis in the field model Miles and Hubermen. The data analysis model used by researchers is the Miles interactive model, Huberman, and Saldana. The components in the data analysis of Miles, Huberman and Saldana are as follows: data condensation , data display, and conclusion drawing. (Miles dkk., 2014, hlm. 8). Checking the validity of the data in this study, as one of the steps based on four criteria for checking the validity of the data as according to Lincoln and Guba in Achmad's book, that the implementation of checking the validity of the data is based on four criteria, namely credibility , transferability , dependability , and confirmability and validity techniques in this study using triangulation, three research triangulations were used, namely source triangulation, technical triangulation, and theoretical triangulation. (Yusuf, 2020, hlm. 107–108).

**3. Results and Discussion**

Teacher skills in teaching are a certain skill possessed by a teacher in an effort to create and maintain optimal conditions for the teaching and learning process to occur in order to achieve the goals set. The teacher's skills in teaching low grades in thematic learning include several aspects, namely skills in opening and closing thematic learning, explaining skills in thematic learning, questioning skills in thematic learning, skills in giving reinforcement to thematic learning, skills in carrying out variations on thematic learning, the skills of guiding small group discussions on thematic learning, and the skills of managing classes in thematic learning.

1. 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 dkk., 2021, hlm. 18) which states that opening a lesson is an attempt to create pre-conditions so that students' mental and attention are focused on what they will learn. Opening the lesson means directing students to the subject matter not only what is needed at the beginning of learning, but also during the learning process. Closing the lesson is an activity that aims to conclude the main activity.

The teacher teaches to start and end learning, in line with Sardiman's opinion in the Mansyur journal, the skill of opening a lesson is "how far the teacher's ability to start teaching and learning interactions for a certain lesson hour". Meanwhile, according to Zainal Asri in the journal Mansyur Closing the lesson (closure) is an activity carried out by the teacher to end the lesson or teaching and learning activities. Attempts to close the lesson are intended to provide an overall picture of what students have learned, determine the level of student achievement and the level of success in the teaching and learning process. (Mansyur, 2017, hlm. 137). The teacher's skills in opening and closing thematic learning also attract the attention of students and provide assignments at the end of learning to evaluate, agree with what was conveyed by (Sutisnawati, 2017, hlm. 18–19) 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 through various efforts, and make connections or relationships 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.

1. 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 students so that students quickly understand and are very active when there is interaction from the teacher and 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, hlm. 71) 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 information is one of the important aspects of teacher activities in the process learning interactions.

See also the journal from (Kristiana & A. Muhibbin, 2018, hlm. 206) 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, hlm. 6) 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.

1. 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 dkk., 2020, hlm. 7) 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, hlm. 27). As for another journal from Hasna Nur Jaya that asking skills really need to be mastered by the teacher to create effective and fun learning, because almost at every stage of learning the teacher is required to ask questions, and the quality of the questions the teacher asks will determine the quality of student answers. (Jaya, 2017, hlm. 25).

1. 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 results of the research above are in line with the opinion (Nuswowati, 2021, hlm. 39) which states that reinforcement skills are teacher skills to respond to positive behavior that has been achieved by students in the learning process, with the aim of maintaining and increasing 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, hlm. 435). As for another journal from Yuni Rhamayanti that the skill of giving reinforcement has two components, namely verbal 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, hlm. 70).

1. 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 in the teaching and learning process to prevent boredom experienced by students 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, hlm. 2).

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, hlm. 63–64).

1. 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, hlm. 37) which states that the skill of guiding small group discussions 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, sharing experiences or information, drawing conclusions or solving problems.

See also in Zulfanidar's journal according to Mulyasa that the skill of guiding small group discussions is a process of regular verbal interaction involving a group of people in informal face-to-face interaction with the aim of sharing experiences or information, making a decision or solving a problem. (Zulfanidar dkk., 2016, hlm. 177). As for another journal from Hani Irwati 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 run effectively 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, hlm. 36).

1. 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 results of this study are in line 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. As for the addition by Mulyasa 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. (Arsini, 2016, hlm. 7).

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 dkk., 2020, hlm. 141). As for other journals from Catur Annisa that class management skills are the most important thing in a learning process in order to create active and efficient learning in order to achieve learning goals. The teaching and learning process is said to be successful if the teacher is able to manage the class well so that learning will take place optimally. (Annisa, 2021, hlm. 87).

1. 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 students are enthusiastic about learning. The results of the research above agree with what was conveyed by (Syaefudin, 2017, hlm. 74) 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, hlm. 34).

See also the journal from Affan Permadi that the supporting factor is the teacher's ability to determine visual media in the teacher's expression subject can optimize the selection of other learning media such as, LCD, computer, audio visual, so that the teacher's role in delivering material to students can fulfill learning objectives, and students are able to absorb the content of the material being taught optimally. Visual media as a visual aid owned by the teacher is in the form of 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, hlm. 208).

1. 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 dan Lusiana Rahmatiani, 2018, hlm. 69) 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, hlm. 123). 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 dkk., 2021, hlm. 5).

**4. Conclusion**

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

Supporting factors in teaching are some simple media such as infrastructure (projectors, cards/pictures, blackboards, cipher quizzes, audio) that support student learning in class. While the inhibiting factors in teaching there are several obstacles from the lack of infrastructure, and the condition of some students being slow in accepting learning and some children who like to disturb their friends so they make noise.

# Reference

Achdiani, dan Dwi Ayu Rusliyani, Y. (2017). Pengetahuan Keterampilan Dasar Mengajar dalam Menyiapkan Guru Sekolah Menengah Kejuruan. *Teknobuga*, *Vol 5*, h. 200.

Annisa, C. (2021). Analisis Keterampilan Mengelola Kelas Pada Pembelajaran Micro Mahasiswa Pgsd Semester VI. *Jurnal Dharma PGSD*, *Vol. 1*, h. 200.

Damanik, R., Rakhmat Wahyudin Sagala, & Tri Indah Rezeki. (2021). *Keterampilan Dasar Mengajar Guru*. UMSU Press.

Dwi L, N. D., Muslimin Ibrahim, Siti Maghfirotun Amin, & Suharmono Kasiyun. (2021). Analisis Faktor-Faktor yang Menghambat Belajar Membaca Permulaan pada Siswa Sekolah Dasar. *Jurnal Basicedu*, *Vol. 5*, h. 400.

Indonesia, R. (2013). *Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. Sinar Grafika.

Irawati, H. (2020). Analisis Keterampilan Dasar Mengajar Mahasiswa Calon Guru Biologi Di Pendidikan Biologi Fkip Uad. *Inkuiri: Jurnal Pendidikan IPA*, *Vol. 9*, h. 34. https://doi.org/10.20961/inkuiri.v9i1.41378.

Jaya, H. N. (2017). Keterampilan Dasar Guru Untuk Menciptakan Suasana Belajar Yang Menyenangkan. *Didaktis: Jurnal Pendidikan dan Ilmu Pengetahuan*, *Vol. 17*, h. 250.

Jayanti, Zulkardi, Ilma Indra Putri, R., & Hartono, Y. (2023). *Numerasi Pembelajaran Matematika SD Berbasis E-Learning*. Bening media Publishing.

Jundi, M., & Zohra Yasin. (2020). Penilaian Sejawat dalam Pembelajaran Keterampilan Dasar Mengajar bagi Mahasiswa Pendidikan Bahasa Arab pada Mata Kuliah Pembelajaran Mikro. *Maharaat: Jurnal Pendidikan Bahasa Arab*, *Vol. 2*, h. 200. https://doi.org/10.18196/mht.2217

Kristiana, D., & A. Muhibbin. (2018). Keterampilan Dasar Mengajar dalam Pembelajaran Matematika di SMP. *Jurnal Managemen Pendidikan*, *Vol. 13*, h. 300. https://doi.org/10.23917/jmp.v13i2.7488.

Lubis dan Nashran Azizan, M. A. (2020). *Pembelajaran Tematik SD/M*. Kencana.

Madjid, A. (2019). Kompetensi Profesional Guru: Keterampilan Dasar Mengajar. *Journal Peqguruang: Conference Series*, *Vol. 1*, h.200.

Malawi, I., Kadarwati, A., & Permatasari Kusuma Dayu, D. (2019). *Teori dan Aplikasi Pembelajaran Terpadu*. CV. AE Media Grafika.

Mansyur. (2017). *Keterampilan Dasar Mengajar dan Penguasaan Kompetensi Guru (Suatu Proses Pembelajaran Micro)*. *Vol. XII*, h. 132.

Megasari, R. (2014). *Peningkatan Pengelolaan Sarana Dan Prasarana Pendidikan Untuk Meningkatan Kualitas Pembelajaran Di SMPN 5 Bukit Tinggi*. *2 Nomor 1*, 636–831.

Menteri Agama Republik Indonesia. (2011). *Keputusan Menteri Agama Republik Indonesia Nomor 211 Tahun 2011 Tentang Pedoman Pengembangan Standar Nasional Pendidikan Agama Islam Pada Sekolah*.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (Third edition). SAGE Publications, Inc.

Ni Luh Rai Asri Arsini. (2016). *Et.al., Keterampilan Pengelolaan Kelas Guru Bahasa Indonesia dalam Pembelajaran Materi Teks Eksplanasi pada Siswa Kelas XI TKJ SMK Negeri Se- Kabupaten Tabanan*. *Vol. 4*, h. 7.

Nugraha dan Lusiana Rahmatiani, Y. (2018). Faktor-faktor pendukung dan penghambat pelaksanaan kegiatan ekstrakurikuler dalam pembinaan karakter disiplin siswa. *Jurnal Moral Kemasyarakatan*, *Vol. 3*, h. 100.

Nuswowati, M. (2021). *Keterampilan Mengajar Offline dan Online dalam Pemebelajaran Micro*. Wawasan Ilmu.

Permadi, A., & Muhajir. (2015). Faktor Pendukung Dan Penghambat Media Pembelajaran Seni Budaya Di Smpn 1 Tegalsari Banyuwangi. *Jurnal Pendidikan Seni Rupa*, *Vo. 3*.

Pianda, D., & Jon Darmawan. (2018). *Karya Guru Inovatif yang Inspiratif (Menarik perhatian Peserta Didik)*. CV Jejak.

Pratiwi, C. P., & Suryo Ediyono. (2019). *Analisis Keterampilan Guru Sekolah Dasar Dalam Menerapkan Variasi Pembelajaran*. *Vol. 4*, h. 200. https://doi.org/10.24114/js.v4i1.16065.

Purnomo, D. (2019). *Keterampilan guru dalam berprofesi*. Media Nusa Creative.

Putri, B. M. A., Mudzanatun, & Anggun Dwi Setya Putri. (2020). Analisis Kompetensi Pedagogik Guru Dalam Pelaksanaan Keterampilan Dasar Mengajar Pada Pembelajaran Tematik. *Indonesian Journal Of Educational Research and Review*, *Vol. 3*, h. 136. https://doi.org/10.23887/ijerr.v3i1.25183.

Resdiono. (2022). *Upaya meningkatkan Keterampilan Siswa dalam Mengembangkan Diri Melalui Pendidikan*. Guepedia.

Rhamayanti, Y. (2018). Pentingnya Keterampilan Dasar Mengajar Bagi Mahasiswa Praktek Pengalaman Lapangan (Ppl) Prodi Pendidikan Matematika. *Eksakta Jurnal Penelitian dan Pembelajaran MIPA*, *Vol. 3*, h. 200.

Rohmad, M. A. (2022). *Menjadi Guru Berwibawa di Era Merdeka Belajar*. CV. Literasi Nusantara Abadi.

Suherti, H. (2023). *Mcro Teaching Sistematika Keterampilan Dasar Mengajar*. CV. Bayfa Cendikia Indonesia.

Sukadari. (2020). Pembelajaran Tematik Bagi Anak Berkebutuhan Khusus di Sekolah Luar Biasa Kelas Rendah. *Jurnal Bimbingan dan Konseling*, *Vol. 4*, h. 345.

Sundari, F. S., Elly Sukmanasa, Lina Novita, & Yuli Mulyawati. (2020). *Keterampilan Dasar Mengajar*. Program Studi Pendidikan Guru Sekolah Dasar Universitas Pakuan.

Sundari, F. S., & Yuli Muliyawati. (2017). Analisis Keterampilan Dasar Mengajar Mahasiswa PGSD. *Jurnal Ilmiah Pendidikan*, *Vol 1*, h. 26-36. https://doi.org/10.33751/pedagog.v1i1.225.

Supriyadi. (2015). *Strategi Belajar dan Mengajar*. Cakrawala Ilmu.

Sutisnawati, A. (2017). *Analisis Keterampilan dasar mengajar Mahasiswa Calon Guru Sekolah Dasar*. *Vol. 8*, h.300.

Syaefudin, U. (2017). *Pengembangan Profesi Guru*. CV. Alfabeta.

*Undang – Undang Republik Indonesia Nomor 20 Tahun 2003: Tentang Sistem Pendidikan Nasional Bab 1 Pasal (1)*. (t.t.).

Wahyuni, N. (2022). *Mengembangkan Keterampilan Dasar Mengajar Guru Pada Sekolah Dasar Di Kelas Rendah*. *Vol. 6*, h. 430. https://doi.org/10.24114/jgk.v6i4.37125.

Wiyana, N. A. (2013). *Manajemen Kelas*. Ar-Ruzz Media.

Yonisa Kurniawan, R. (2016). *Identifikasi Permasalahan Pendidikan Di Indonesia Untuk Meningkatkan Mutu Dan Profesionalisme Guru*. Konvensi Nasional Pendidikan Indonesia (KONASPI).

Yusuf, A. (2020). *Pesantren Multikultural: Model Pendidikan Karakter Humanus Religius di Pesantren Ngalah Pasuruan* (Ed. I, Cet. I). Rajawali Pres.

Zahroh, A. (2021). *Pentingnya Pendidikan Karakter Bagi Anak Usia Dini, , Prodi PIAUD, Sekolah Tinggi Agama Islam Syekh H Abdul. Halim Hasan Al-Ishlahiyah*. *Volume 7 No.2*, h. 49.

Zulfanidar, Alfiati Syafrina, & M. Yamin. (2016). Keterampilan Guru Membimbing Diskusi Kelompok Kecil Di Sd Negeri Garot Aceh Besar. *Jurnal Ilmiah Mahasiswa Pendidikan Guru Sekolah Dasar*, *Vol. 1*, h. 200.