

TEACHING TECHNIQUES THAT ARE APPROPRIATE DURING THE PANDEMIC FOR CLASS 2 ELEMENTARY SCHOOL TEACHERS

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ABSTRACT

Abstract This study aims to analyze the level of appropriateness of learning seen from the teaching style of grade 2 teachers during the pandemic in elementary schools. The technique of opening and closing lessons is an essential teaching skill that teachers need to master to make learning effective by mentally preparing students and guiding students to summarize the material being studied. This research includes qualitative research using descriptive methods, data collection techniques used in observation, and reinforced by interviews and documentation studies. The results showed that the grade 2 teacher had implemented the opening and closing of the lesson by fulfilling the existing components. The teacher carries out the opening and closing lessons activities by adjusting the characteristics and abilities of grade 2 students.

Keywords: *Technique, Teaching, Pandemic, Teacher. Primary school*

1. INTRODUCTION

One of the abilities that teachers as educators must possess is professional ability. Professional ability is related to the completion of teacher assignments to master the educational foundation, understanding of educational psychology midwives, mastery of material, use of teaching media, and carrying out learning evaluations. Professional competence is the teacher's ability to master learning materials broadly and deeply in implementing the teaching and learning process to master academic problems [1]. So that teachers must own this competence in carrying out their duties as educators and teachers. At the same time, a statement says that professional teachers are people who have special abilities and expertise in teaching [2]. So that he can carry out his duties and functions as a teacher with maximum ability, it can be said that the teacher is a facilitator, the teacher is involved in the implementation of direct learning, which requires basic skills in teaching. These basic teaching skills are several skills that teachers have to fulfill teaching tasks carried out professionally [3]. In the learning process, teachers and students are dual and cannot be separated, and it is an educator's responsibility to become capable and practical moral adults [4].

Education is a continuous process and is an essential part of the educational process. Education is part of the process of state life [5]. The quality of a country can be seen from the quality of its human resources. Learning activities consist of several components. These components include learning objectives, materials, teachers and students, types of activities, facilities, and infrastructure, and assessment [6]. Each of these components influences the other and is related to the learning process. Learning success depends on student factors and the way teachers teach in terms of the stages of learning design, starting from opening activities, core activities, and closing activities [7]. Teachers in managing learning must fulfill didactic principles, namely apperception, demonstration, motivation, active learning,

cooperation, independence, correlation, and regular evaluation [8]. However, many teachers still do not understand the essence of opening and closing lessons by only carrying them out at the beginning and end of learning.

Teachers who always carry out opening lessons can have carried out an activity that can help create effective learning in the classroom [9]—the need to carry out opening lessons to introduce things that students will learn. The activity of opening lessons is carried out every time you switch to something new, for example, when you are about to start a question-and-answer activity or when you want to introduce a new concept [10]. In addition, the activities that the teacher can do when opening the lesson are in four ways: attracting the attention of students, generating motivation, providing references, and conveying connections. These four components become a reference for carrying out opening lessons. Based on this statement, the activity of opening lessons is deemed necessary, given the importance of first impressions in stimulating student interest in learning.

To create a quality learning process, teachers often find difficulties in providing learning materials [11]. Essential teaching skills are essential to be mastered by teachers, especially to create a dynamic learning atmosphere, so educators must plan things that can make students interested and mentally prepared to participate in the learning process. It has a positive effect on learning activities. Teachers must master basic teaching skills, especially the opening and closing lessons [12]. Closing the lesson is also one of the skills that need to be implemented and skills that support the delivery of material. When closing the lesson, there are activities to repeat the material learned and the reinforcement delivered by the teacher. This activity requires students to build a picture of the overall material that has been studied so that it is easier to remember. Some views say that the teacher needs to close the lesson to emphasize the essential things of learning [13]. The emphasis given by the teacher can be carried out with the existing components in closing the lesson. The components of closing the lesson are reviewing, evaluating, and following up [14]. Based on these statements, it can be said that closing the lesson needs to be carried out to help students remember the material that has been studied.

Based on the explanation of the need to open and close lessons, it can be stated that the implementation of these skills can support the teaching and learning process as a whole. However, the importance of opening and closing lessons requires activities in the classroom by looking at the conditions during the Covid-19 pandemic in Indonesia. Of course, this is a problem that occurs in school institutions, including the Integrated Islamic Elementary School Permata Bunda Lampung. Lower-grade teachers, mainly grade 2, must interact with new students online in the learning process. The researchers' observations are known that the teacher opens learning by using the Google Meet application, including greetings, praying, muroja'ah together, and checking the present students. When closing the lesson, the teacher invites students to repeat the lesson and remind them of the tasks that need to be done. However, not all students can attend when closing the lesson due to various obstacles, such as networks and parental assistance who cannot facilitate students in participating in this activity.

In previous studies, when opening lessons, the teacher showed routine and monotonous, such as greeting, seeing the presence of students, conveying the title of the material, and starting learning [15]. Closing the lesson is also something that the teacher pays less attention to because closing the lesson is not optimal and is caused by improper time management. The time that should be used to close the lesson has been used for core activities [16].

Based on the above background, the researcher carried out this research to see the activities carried out by the teacher when opening and closing class 2 lessons online. Grade 2 teachers were chosen because they were based on grade 2 students who needed direct teacher guidance. During a pandemic, students could only meet through online learning activities. So it is hoped that the teacher's activities in opening and closing lessons will be visible and imitated.

2. METHOD

This type of research includes qualitative research using descriptive methods, and qualitative research is a multiple-focused method, which involves an interpretive and reasonable approach to each subject matter. A descriptive method is a form of research that describes existing phenomena, both natural and artificial phenomena [17]. This research was carried out three months during the Covid-19 pandemic, namely from September to November in the 2020/2021 academic year. The subjects studied were grade 2 teachers at the Permata Bunda Lampung Islamic Elementary School, with four teachers in grades 2A, 2B, 2C., and 2D. The data collection technique was used in the form of observations related to opening and closing lessons by grade 2 teachers who were strengthened by

interviews and documentation studies. Test the validity of the data in the form of triangulation of sources after the authors compare the data obtained from different sources. While the data analysis techniques used, include data reduction, data presentation, and concluding.

3. RESULTS AND DISCUSSION

The interviews and observations conducted at the Islamic Elementary School Terpadu Permata Bunda Lampung regarding the implementation of opening and closing lessons by grade 2 teachers during the pandemic fulfilled the components of attracting students' attention and generating student engagement motivation, providing references, and conveying connections. This statement agrees with Isabelle [10], which says that the components that must be met to open the lesson are attracting students' attention, generating motivation, providing references, and conveying connections. These four components become a reference for carrying out opening lessons.

Learning at the Elementary School of Islamic Integrated starts at 07.15 AM to 11.30 AM every Monday to Friday. The opening and closing activities of learning are carried out by the teacher using the Google Meet application. The initial activity starts at 07.15 AM to 07.30 AM and the last activity is from 11.00 AM to 11.30 AM. The initial activity of learning begins with the teacher praying and muroja'ah activities together. Through these activities, it is expected to be able to repeat and strengthen the memorization of students.

After praying and muroja'ah together, Class 2A, 2B, 2C, and 2D teachers opened learning activities by motivating students. This motivation is a form of willingness to learn from students. As seen at the time of observation, students showed activeness in learning and were not afraid to ask questions when there were explanations that were difficult for students to understand. Motivation is essential because it can determine student learning outcomes [18]. Motivation is one of the factors that encourage students to want to learn. Learning motivation can be classified into two, namely intrinsic motivation (a condition that comes from within the student himself that can encourage him to take action to learn) and extrinsic motivation (a condition that comes from outside the individual student that encourages him to carry out learning activities) [19]. This motivational activity can be through warm and enthusiastic interaction communication, creating curiosity, and paying attention to students' interests. Naturally, student motivation is closely related to the desire of students to be involved in the learning process. Motivation is needed to create an effective learning process in the classroom.

When opening the lesson, the teacher conveys an outline of the learning that students will follow to have an overview of the material to be studied. This is carried out by grade 2 teachers by providing references through activities suggesting steps to be studied by reminding the main problems of the material and providing related questions. The success of learning depends on the factors of students and the way teachers teach in terms of the stages of learning design that start with opening activities [14]. By providing references to students, teachers can convey things related to the material and learning process that can help students get an idea of the learning material to be studied and the steps taken to learn the material.

Furthermore, before entering the learning material, the teacher explains to the students and compares the ancient knowledge with the new one. The teacher also conceptualizes relevant aspects of learning material so that it can be conveyed to students. The material is not separated but still has links with previous or other material. Utama [11] states that if there is a link between the knowledge students already have with the learning to be followed, it can affect the learning outcomes of subsequent students well.

Activities carried out by teachers to fulfill the components in opening lessons can help students to get guidance and have readiness in learning, especially the mental readiness of students. Teachers are said to have opened lessons if they have succeeded in opening psychological conflicts in students. While closing, the learning activity is used to see the learning outcomes that students have learned. The components that the grade 2 teacher does to close the lesson are reviewing, evaluating, and following up.

Reviewing the material studied and mastered by students based on the learning that has been carried out, the grade 2 teacher guides students by concluding the learning material. The teacher asks students to convey conclusions orally in turn. After that, the teacher gives emphasis based on student statements. Conclusions are needed at the end of each lesson to reinforce essential things in learning to make it more meaningful for students [20]. So it can be stated that reviewing by conveying conclusions needs to be carried out by the teacher to impact students positively.

In addition to reviewing, the grade 2 teacher closed the lesson by evaluating. This activity is to see the abilities possessed by students as a whole. The grade 2 teacher carries this out by delivering oral questions to students. Each student is asked to answer oral questions in turn. The teacher also asks students to express their opinions about the teaching and learning process followed in terms of material and learning activities. This activity is in line with Talanquer's opinion [21] that evaluating activities is one way to determine the level of knowledge that students have mastered about the material taught.

After knowing the evaluation results, the teacher can carry out a follow-up, namely giving homework as material for further training so that students better understand the material. The main benefit of evaluation is to improve the quality of learning [22]. In addition, teachers can also implement remedies for students who get poor evaluation results. This remedial plan was not delivered directly by the teachers of grades 2A, 2B, 2C, and 2D to anticipate that students would not feel inferior. However, the teacher still knows the students who need remedies and implements the remedies without realizing it.

4. CONCLUSIONS

Based on the results of research and discussion, it can be concluded that the activities of opening and closing lessons carried out by teachers using the Google Meet application have fulfilled the components contained in opening and closing lessons. The teacher carries out the opening and closing lessons activities by adjusting the characteristics and abilities of grade 2 students. Activities carried out by the teacher also provide explanations and objectives to students in a straightforward and easy-to-understand manner.

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