

Analysis of Basic Teaching Skills of Teachers in Cultural Arts Learning in Grade V of Mekarsari Public Elementary School



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ABSTRACT: Improving teachers' capacity to teach cultural arts is one of the main objectives of Basic Teaching Skills. This program has been implemented at Mekarsari State Elementary School, although it is not yet at its best level, especially for teachers working with fifth-grade students. Low student engagement, lack of adequate supporting resources, and inefficient teaching strategies are some of the identified challenges. The aim of this research is: 1) To analyze the basic teaching abilities of cultural arts instructors for fifth grade at Mekarsari State Elementary School. Observations, interviews, and documentation techniques are part of the qualitative descriptive research methodology. The research findings indicate that although the basic abilities of instructors to teach cultural arts to fifth-grade students are generally good, there are still several areas that need to be improved, particularly in the skills of opening, closing, and managing classes more interactively. With the improvement of basic teaching skills, it is hoped that the quality of Cultural Arts learning can be more optimal and capable of increasing students' interest and creativity in the arts.

KEYWORDS: basic teaching skills, teachers, Cultural Arts learning, elementary school

INTRODUCTION

Increasing teacher capacity in teaching arts and culture is one of the main objectives of Basic Teaching Skills. This program has been implemented at the Mekarsari State Elementary School, although it is not yet at the best level, especially for teachers who work with fifth grade students. Low student engagement, lack of adequate supporting resources, and inefficient teaching strategies are some of the challenges identified. The objectives of this research are: 1) Analyze the basic teaching abilities of fifth grade Cultural Arts teachers at the Mekarsari State Elementary School.

According to the interpretation mentioned above, the author comes to the conclusion that education is a process that aims to change the attitudes and behavior of individuals or groups to bring about desired changes. Current education is still not good enough in creating graduates who can meet the demands of the job market and society. Quality teachers are very important for good education, and to create future teacher candidates, they must have knowledge and understanding that is in line with the demands of society and the progress of the times. (Hakim, et al, 2020: 57)

Teachers have a strategic role in determining the success of learning in the classroom. Successful transfer of knowledge, character formation, and mastery of student skills The teacher's ability to use basic teaching techniques is very important. This ability includes the ability to prepare learning plans, manage classes, choose appropriate learning methods and media, and evaluate student learning outcomes.

According to Supriyadi (2021), some educators still have difficulty implementing creative and dynamic teaching methods that suit the needs of their students. In addition, teachers must continue to improve their competence due to rapid changes in the education sector, especially the application of technology. The lack of continuous professional development is another obstacle that prevents teachers from maximizing their proficiency in basic teaching techniques. The Ministry of Education and Culture (2021) emphasizes that improving sOne of the most important factors in improving the standard of education in the country is having basic teaching skills. Teachers with strong foundational knowledge will be able to produce things that are engaging, meaningful, and relevant to the needs of students in the 21st century.

Therefore, Rachmadtullah (2021) emphasized that structured guidance and training is very important to help educators meet today's educational demands, especially in integrating technology and competency-based approaches. Given the significance of basic teaching skills for learning, deliberate efforts are needed to improve teacher competency through effective training

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programs. To assist teachers in creating learning processes that are more innovative, effective and responsive to today's demands, this proposal was made to create a basic teaching skills development program. Knowledge and understanding must be in line with societal expectations and contemporary progress in order to produce the expected teaching candidates. Good education is of course supported by good teachers. (Hakim, et al, 2020:57) In teaching, teachers must be proficient in two main areas: (1) content or teaching materials to be taught to students, and (2) methodology or how to study it. Aspect number 2, or how to teach students, includes basic teaching skills. One type of talent that educators need to learn is the basics of teaching. Every teacher needs to master basic teaching techniques because teaching involves more than just transferring knowledge; it also involves developing students' attitudes, character, habits, and values. Every teacher must possess and demonstrate basic teaching abilities, which are essential and innate traits, in order to carry out their teaching responsibilities. Firmansyah and Habibi (2019:11).

A person's basic teaching skills are attributes related to their knowledge and abilities demonstrated by their actions. To carry out learning tasks in a planned and professional manner, a teacher needs to demonstrate basic teaching skills, which are important and specific behaviors. 1357 (Bastian, 2019).

A teacher must master teaching skills in terms of: (1) asking skills, (2) explaining skills, (3) skills in using variations, (4) skills in providing reinforcement, (5) skills in opening and closing lessons, (6) skills in managing the class, (7) skills in teaching small groups and individuals, and (8) skills in guiding group discussions. (In Bastian, 2019)

Applying basic teaching techniques is very important for teachers to deliver learning material in a smooth, professional and efficient manner while also improving student discipline (Nurwahidah, 2020:23).

One of the educational institutions in Poso Regency, more precisely in East Lore subdistrict, is Mekarsari Elementary School, which has a total of 180 students, including 23 in fifth grade. Teachers must be able to teach in an interesting and enjoyable way if they want to improve the quality of their students; therefore, teaching awareness skills are necessary to create a productive and innovative learning environment. Findings from observations by researchers and fifth grade teachers at Mekarsari State Elementary School show that teachers have used basic teaching techniques during lessons. However, some teaching strategies are not used, which prevents students from being motivated to learn and makes them less enthusiastic. Complete implementation of basic teaching techniques is necessary to ensure that students are engaged and enthusiastic about learning. Based on the description Given the context described previously, researchers were eager to learn more about the title. related to "Analysis of Teachers' Basic Teaching Skills in Arts and Culture Learning in Class V of Mekarsari State Elementary School"

LITERATURE REVIEW

Analysis involves various processes, including breaking them down, distinguishing and ordering them, then looking for relationships and understanding their meaning (Darmawan, 2023). Analyzing data involves breaking it down into smaller components to identify trends and relationships between them, allowing for deeper understanding. Understanding the context and significance of the data collected is necessary for analysis in qualitative research (Moleng, 2004).

According to Khasanah (2020:2), basic teaching skills are certain talents or competencies that educators need to possess and use to facilitate the learning process. Based on the views mentioned above, basic teaching abilities are certain talents possessed by someone with a profession in a certain field, which allows them to guide others with their expertise. A teacher must master teaching skills in terms of: (1) asking skills, (2) explaining skills, (3) skills in using variations, (4) skills in providing reinforcement, (5) skills in opening and closing lessons, (6) skills in managing the class, (7) skills in teaching small groups and individuals, and (8) skills in guiding group discussions. (In Bastian, 2019). Arts and culture learning is an educational process that involves learning exercises that display beautiful, artistic and imaginative works of art that are based on the country's customs, principles, practices and arts and culture results. Developing students' imagination and creativity is the main goal of arts and culture education in schools. Students learn to think creatively, see the world differently, and convey ideas artistically and visually through arts and culture. Aesthetic and artistic sensitivity, as well as critical, appreciative and creative attitudes, are further goals of arts and culture education.

A teacher is a professional educator who educates, trains, teaches knowledge, guides, assesses and evaluates students. Basic teaching skills such as standard skills that must be possessed by every individual who works as a teacher are the main capital that every teacher must possess properly and correctly so that they are expected to produce quality students in all respects. For example, at Mekarsari State Elementary School, one of the educational institutions in Poso Regency, East Lore District, precisely in Mekarsari village.

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RESEARCH METHODS

This type of study uses descriptive methodology and is qualitative in nature. The goal of descriptive qualitative research is to gain an in-depth understanding of social or cultural phenomena through the collection and analysis of qualitative data. A more accurate picture of the research object being studied can be obtained through qualitative research using a descriptive approach, which also allows researchers to understand social or cultural phenomena more thoroughly and in detail (Moleong, 2004). Based on the qualitative research design and data sources that will be used for this study, the author uses an approach that describes existing and ongoing phenomena or events. The basic teaching abilities of Class V teachers at Mekarsari State Elementary School in teaching arts and culture are being explained and examined in this study. Descriptive qualitative research is a type of study that aims to collect data about the problems expressed regarding the basic teaching abilities of educators in arts and culture education in schools. This research was carried out at the Mekarsari State Elementary School located in Tamadue Village, Lore Timur sub-district, Poso Regency, and in March the researchers began initial observations starting from research planning. This is done so that researchers know more deeply regarding the Basic Teaching Abilities of Mekarsari State Elementary School Teachers and get maximum results. To collect data for this study, observation, interviews and documentation were used: (1) Observation. Observation is a strategy for collecting data that involves noting important things about the state or behavior of the target object. In this case, the researcher made direct observations regarding Basic Teaching Skills in teaching arts and culture in class V of Mekarsari State Elementary School. (2). Interview. Direct questions (direct communication) are a technique used in interviews to collect data. In its most basic form, an interview is a direct communication process between the interviewer and the interview subject or source of information. (3). Recorded documentation can serve as a basis for confirming the correctness of data and is used to complement and improve the accuracy and correctness of data or information taken from documentation materials that already exist in the field. This approach is used to collect available data that supports and adds to the knowledge obtained through observations and interviews.

RESULTS

In this research, the results of this research show the results of interviews, observations, documentation Basic Teaching Skills Techniques for Arts and Culture learning in Class V State Elementary Schools Mekarsari is quite good, the following discussion is presented clearly. In the learning process activities, teachers often encounter obstacles both from internal factors or within the teacher himself and external factors, namely from students or the school environment. Obstacles faced by teachers in applying basic teaching skills as teachers open and close cultural arts learning.

This was revealed by Mrs. Yesie Y, S.Pd :

"If you face obstacles or obstacles in applying the basic skills of opening and closing learning when studying Arts and Culture, the problem is that the study time is only 2 hours, so I usually just give them material so that there is enough time. And there are also students who are not enthusiastic about learning. Mother has provided motivational encouragement and given advice but still doesn't want to take an active part in learning. Sometimes I don't pay attention when mother explains that she prefers to be quiet and daydreaming, even though during break time, I see that the student is very active. When she enters class, mother sees that she is weak and doesn't have the usual enthusiasm for studying. just the obstacles that mothers face when teaching."

DISCUSSION

a. Opening and Closing Learning Skills

In order to make learning successful, the important thing that needs to be implemented is the basic teaching skills that teachers must have when learning Arts and Culture in class. Mekarsari State Elementary School applies basic teaching skills, namely opening and closing learning skills and class management skills applied by the teacher. Based on the observation results sheet on teachers' basic teaching skills in opening and closing skills for Arts and Culture learning at Mekarsari State Elementary School, there are components observed:

1. Skills to Open Learning

(1) Attracting students' attention. This has been implemented effectively during the Arts and Culture learning process, as proven by the observation results sheet, where the teacher uses various teaching methods to attract students' attention and interest. This includes moving around the classroom when explaining material, using teaching aids such as textbooks and whiteboards, and changing the way students interact by asking questions to get their attention. This supports the statement that 'a well- chosen opening to a lesson can arouse students' interest and focus their attention, leaving them better prepared to absorb the material being taught.' (Supriadi, 2021),

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(2) Generating motivation, The observation sheet shows that teachers at SD Negeri Mekarsari have succeeded in doing this during Arts and Culture lessons. When delivering material, the teacher engages the class with interest and enthusiasm, and every student can clearly hear what the teacher is saying. The instructor may interest students by asking questions related to the lesson. This supports the statement that "the main factor influencing the quality and outcomes of student learning is motivation." Extrinsic motivation encourages students through external elements such as competitions or prizes, while intrinsic motivation inspires them to learn out of curiosity and personal fulfillment.

(3) Providing a reference or structure, This is proven by the teacher's observation sheet at the Mekarsari State Elementary School, which shows that the Arts and Culture learning process has not been fully implemented because the teacher only offers guiding questions regarding the subject and learning objectives that will be discussed. Teachers should detail Core Competencies (KD) and implementation procedures in this section. According to this, an effective lesson introduction begins with a summary of the content, an explanation of the learning objectives, and a breakdown of the procedures involved in the activity. It aims to interest students and prepare them to focus on the next lesson. Sutarto (2020:52),

(4) make connections, The teacher observation results sheet at Mekarsari State Elementary School shows that implementation has been carried out effectively. Relating the Arts and Culture material taught to the students' environment and connecting learning with students' experiences or knowledge are two ways teachers use to create connections. This supports the statement that "it is critical in education to build connections between new learning material and content students have already mastered." This makes it easier for students to absorb new information and broadens their understanding by helping them see how new information relates to what they already know. Suparno (2022)

2. Closing Learning Skills

(1) Review, As the teacher evaluates students' understanding of the information they have learned, help them to summarize the material and then take turns giving your opinion about it. Reviewing the teachings at the end of each learning session is a crucial step, the statement claims. This involves emphasizing the most important ideas from the content that has been covered and focusing students' attention on key issues so that the knowledge they gain will increase their understanding and enthusiasm for the material being studied.

(2) Evaluate, According to the findings of the teacher observation sheet at Mekarsari Elementary School, which was used to evaluate implementation, teachers asked questions both written and verbally, and students were required to present their work in front of the class to measure their level of understanding of the material and to determine whether they were involved in Arts and Culture lessons. According to the statement, "Evaluation can be carried out in various ways, for example through written tests or oral interviews, asking students to express their opinions openly, as well as observing the skills they demonstrate in practical situations" (Sundari, et al., 2020, p. 31),

(3) Follow-up, The observation results sheet shows how effectively the teachers at Mekarsari Elementary School have carried out follow-up activities by forming study groups and giving homework to children to do at home. This is done to ensure that students' understanding can develop throughout their Arts and Culture education and to help them broaden their knowledge of topics they may not yet fully understand. Asmil & Hasrul (2020) state that "follow-up to learning evaluation involves providing remedial assignments for students who have not achieved completeness, as well as providing enrichment assignments for students who have mastered the material and require further development." This is in line with their statement.

Considering the results sheet discussion Seven components of open and closed learning skills have been identified based on observations; Six of these components have been successfully implemented, while one has not. As a result, the fifth grade teacher at SD Negeri Mekarsari has effectively implemented opening and closing learning strategies for teaching arts and culture.

b. Class Management Skills

(1) warmth and enthusiasm, As proven by the observation results sheet, this has been implemented effectively throughout the Arts and Culture learning process. Teachers consistently use clear language, smile when explaining material, maintain eye contact with students, and encourage them to engage in learning activities. In terms of basic teaching skills, classroom management skills are the teacher's capacity to build and maintain an ideal learning environment and return it to ideal conditions if disruption occurs through remedial or disciplinary activities Mulyaningsih, S. A., & Wisesa, P. M. (2024).

(2) Challenge, This has been used well during the Arts and Culture learning process, as seen in the teacher observation sheet, where the teacher asks students to review what they have learned and then challenges them with written and oral projects. The use of demanding activities and resources, along with inspiring statements, will encourage students to focus more on their

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studies, claim Sundari et al. (2020:45). Additionally, it prevents deviant behavior from developing in the classroom.

(3) **Varies**, As can be observed from the teacher observation form at Mekarsari Primary School, this has not been implemented successfully during Arts and Culture teaching. Without adopting different learning strategies, teachers always apply the same teaching approach, explaining the content either through lectures or simply by reading from textbooks which should be used during classroom teaching, lecture and discussion techniques, as well as the use of various learning resources by teachers such as textbooks, blackboards, and visual illustrations. This supports the claim made by Mulyasa (2017) that a creative teacher can use a variety of teaching methods, including various approaches in delivering material, using learning resources, and interacting with students. This is very important to prevent boredom and increase students' motivation to learn.

(4) **flexibility**, When learning Arts and Culture, this has been done, it can be seen from the observation results sheet that the teacher has implemented it well. namely where the teacher's self-adjustment when students make noise in class, the teacher can handle it well by reprimanding the student and also giving mild sanctions so that the student does not repeat the mistake, the teacher's self-adjustment when there are students who do not do their homework, the teacher will give sanctions that have been determined and agreed to by all students and teachers, the teacher's self-adjustment when students do not pay attention to the teacher's explanation by giving the student the opportunity to find out and explain the learning material that is taking place. statement that constructive criticism needs to be firm and aimed at each student individually, avoiding harsh language, insults and ridicule

(5) **Emphasis on positive things**, Observation reports show that teachers successfully implement this during Arts and Culture lessons. The instructor suggested that for learning to run smoothly, students must be calm and behave well when the lesson begins. To ensure that each student feels appreciated for their efforts during the session, applause should be given to those who dare to solve problems or answer questions. Sundari et al. (2020:45) believe that to foster students' optimal development in a supportive atmosphere, "teachers should always provide positive examples and focus on students' strengths rather than magnifying their mistakes,

(6) **Cultivating self-discipline**, and This important element has been implemented, as evidenced by the observation results sheet, which shows that the fifth grade teacher at Mekarsari Elementary School has done a good job in teaching students about self-discipline by arriving early or on time so that students can use this as an example when practicing self-discipline. When students arrive late and fail to complete the assigned homework, the teacher gives consequences. As stated by Sundari et al. (2020:45), "teachers must teach and encourage students to have self-discipline in order to fulfill their role as role models in classroom management." The goal is for children to manage their own behavior responsibly.

(7) **Questioning Skills**, When learning Arts and Culture, this has been implemented well by the teacher asking questions that can help students find out more about ways to appreciate art from various cultures and the teacher asking questions to increase students' confidence in showing ideas or opinions about their works of art.

(8) **Explaining Skills**, When learning Arts and Culture, this has not been implemented well, where the teacher's way of explaining Arts and Culture material still uses one method, namely the teacher's lecture only explains but does not pay attention to things that may not be understood, making students indifferent to learning, which also reduces students' motivation and curiosity when learning Arts and Culture.

Based on the discussion of the observation results sheet, it can be concluded that of the 6 components and 2 teaching skills used when managing the class, 6 components have been implemented well while 2 components have not been implemented well. Thus, teachers in class V of SD Negeri Mekarsari have properly implemented classroom management skills.

moment Teachers apply basic teaching skills, such as how to start and end a class and how to manage a class, after they are implemented at Mekarsari Elementary School. Teachers still face challenges, such as a lack of teaching time, which makes it difficult for them to implement all elements regularly. In addition, despite receiving inspiration or support, some students still lack enthusiasm in learning. Students find studying boring or uninteresting because teachers are still finding ways to use entertainment and icebreakers effectively in the classroom.

CONCLUSION

Based on the results of research at SD Negeri Mekarsari regarding Analysis of Teachers' Basic Teaching Skills in Arts and Culture Learning in Class V at SD Negeri Mekarsari, it can be concluded that the two basic teaching skills of teachers (opening and closing learning skills and class management skills) have been implemented well and the results of the research show that the basic teaching skills of teachers in learning Arts and Culture in class V are quite good, but there are still several aspects that need to be improved, especially in the skills of opening, closing and managing the classroom more interactively. Thus, teachers in class V of

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SD Negeri Mekarsari have properly implemented the basic teaching skills of teachers in Arts and Culture learning, namely opening and closing lessons and managing the class and The obstacles faced by teachers in applying basic teaching skills, teachers' skills in opening and closing learning and class management skills in Arts and Culture learning in class V of SD Negeri Mekarsari, namely limited teaching time, with the existence of obstacles. At that time the teacher admitted that it was difficult to determine several activities that were part of the teacher's teaching skills component.

CONFESSION

I am very grateful to finally be able to finish this article. A big thank you to everyone who has helped and supported me throughout this process. To the supervisors, thank you for your valuable guidance and input. To the family, thank you for your prayers and unwavering support. Also to friends who always give encouragement, thank you for being part of this journey. Hopefully this article can be useful for readers and contribute to the development of science.

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