

Analysis of Teaching Teachers of High School Private Vocational School, Districtpanai Hulu District, Labuhanbatu

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Abstract:- This study is a study that examines more deeply how the teaching and learning process carried out by teachers based on the curriculum developed and the basic education assessment system that has been implemented professionally. The basic teaching skills that teachers are required to know are: 1) Opening and closing skills, 2) Questioning skills, 3) Strengthening Skills, 4) Variation Skills, 5) Explaining Skills, 6) Leading Small Group Discussion Skills, 7) Managing Skills Classes and 8) Individual Teaching Skills. Based on this, researchers provide an understanding of basic teaching skills for teachers. The type of research used is qualitative - descriptive research. The research data obtained from the value of basic teaching skills of Biology Teachers of Private High Schools in Panai Hulu Subdistrict based on the results of research on basic teaching skills of the average Biology Teachers of Private High Schools in Panai Hulu Subdistricts not yet skilled in applying basic teaching skills to learning including the skills of opening and closing lessons with an average value (4.8%), giving reinforcement (5.9%), giving variation skills (5.78), leading small group discussion skills (5.62), class managing skills (5.42) and individual teaching skills (5.48%). Whereas the questioning skills (6.25%) and the explaining skills (7.24) were categorized as Skilled.

Keywords:- Basic Teaching Skills, Biology Teachers in Private High Schools, Panai Hulu.

I. INTRODUCTION

Learning is a process of interaction that occurs in all situations that are around students. The atmosphere that occurs during the teaching and learning process can be either a physical environment or a non-physical environment. Then in conducting the teaching and learning process required teaching skills, not only mastery of the material but must master the skills so that the teaching and learning process carried out runs more effectively.

Basic teaching skills are a number of skills possessed by teachers to fulfill teaching tasks that are carried out professionally (Kunandar, 2011). Professional skills that must be possessed by teachers there are eight skills

according to Soewito, (in Kartini, et al, 2018) namely 1) opening skills and 2) questioning skills, 3) reinforcement skills, 4) variation skills, 5) explaining skills, 6) small group discussion skills, 7) classroom management skills and 8) individual teaching skills. It turns out that these skills are very difficult to do by teachers, this is in line with research conducted by (Frasetyana, Sujadi, Kusmayadi 2015) basic teaching skills are still very difficult to implement in the learning process. The teacher still does not pay attention to the elements / components in every basic teaching skill. Likewise with research conducted by (Barus, Z. et al, 2017) about efforts to improve teacher learning outcomes through clinical supervision, where teachers in conducting teaching and learning activities should be able to master skills not just material and classroom management. And supported by research (Maryance, 2017) which states the implementation of teaching skills is not optimal, so that learning perceived by students is only limited to knowledge not yet to an understanding of the values of subjects taught by teachers.

Based on observations made at schools in the Panai Hulu Subdistrict, there are still many teachers who are unable to carry out teaching skills well, and there are also teachers teaching not in the same field as the education they traveled when the teacher gained knowledge in higher education so that the teaching and learning process was not optimal This statement is supported by research (Jakaria, Y.2014) which states that the teacher's inadequacy in teaching is not without cause, many factors affect, for example, a mismatch in educational background (non-educational or educational background is not appropriate to the subjects being taught), the number of subjects lessons learned, busyness, not being able to design and implement and evaluate learning, and so on. Then from the submission done by the teacher while carrying out question activities, the questions carried out are still general in nature, this is in line with research conducted by (Gandhi Ermasaari et al, 2014) showing that the teacher's questioning ability is not optimal. This is indicated from the types of teacher questions that are dominated by low-level cognitive questions and teacher questioning techniques that have not been effective.

Then in the teaching and learning process carried out by the teacher that must be able to create a comfortable and warm atmosphere between fellow teachers and students, it is supported by research (vina puspitaningrum 2016) where the observed component of skills is the principle of warm and enthusiastic, giving challenges, varying , flexibility, emphasis on positive things, and inculcation of discipline in different ways.

The problems and studies presented inspire the author to conduct in-depth research on how to teach the basic skills of private high school teachers in Panai Hulu Sub-district, where the sub-district is still very limited and belongs to the suburbs of Labuhanabatu Regency, therefore the authors appoint title "Analysis of Teaching Skills for Private High School Teachers in Panai Hulu District.

II. METHOD

The type of research used is the type of qualitative research with a descriptive research design. The qualitative research method is called naturalistic research because the research is conducted in a natural condition (Sugiyono, 2014). The subjects in this study were the Biology Teachers of Private High Schools in the Panai Hulu Subdistrict, amounting to 7 teachers based on the education department data in the Panai Hulu Subdistrict consisting of 2 Biology Teachers teaching at the Karyatani Private School, 1 teacher teaching at the Private School Al-Azhar, 3 teachers who teach at YPKK Private Schools and 1 teacher who teaches at Independent Private Schools.

The instruments used in this study to retrieve data are assessment sheets, observations, interviews and documentation. This research instrument will be filled by researchers based on basic teaching skills of teachers at Panai Hulu Private High School. The data analysis technique used in this study uses qualitative and quantitative data analysis techniques as a support. Analysis

of all research findings in the field is to find out the teaching skills that have been carried out by Biology Teachers in Panai Hulu District by using a formula.

The percentage descriptive analysis formula according to Arikunto (2006) is:

$$A = \frac{n}{N} \times 100\%$$

Analyze research data using percentage analysis. Qualitative data obtained from describing the findings, through video recording observations of all teacher behavior that occurs during the learning process which is then analyzed. Quantitative data is a percentage of the results of data collection skills from observation sheets of teachers' basic teaching skills. And the percentage results will be formulated through the following data:

Category Value Range

value range	Category
0 ≤ p < 21	Very less Skilled
21 ≤ p < 41	Less skilled
41 ≤ p < 61	Quite skilled
61 ≤ p < 81	Skilled
81 ≤ p ≤ 100	Very skilled

(Ridwan, 2011)

Table 1

III. RESULTS AND DISCUSSION

Teachers' teaching skills consist of 8 skills, namely 1) Opening and closing skills, 2) Questioning skills, 3) Strengthening skills, 4) Variation skills, 5) Variation skills, 6) Lead small group discussion skills, 7) Small group discussion skills, 7) Manage Classes and 8) Individual Teaching Skills. This research was conducted at a private high school in Panai Hulu District Labuhanabatu District.

No	Teaching skills	High school teacher Private Karyatani		Al Azhar Private High School Teacher	Private high school teacher YPKK			Private high school teacher YPKK	Percentage	Criteria
		Thecher Ia	Thecher Ib	Thecher I	Thecher Ia	Thecher Ib	Thecher Ic	Thecher I		
1	Open and close skills	38	40	50	30	50	62	70	4,8	quite skilled
2	Questioning Skills	42	60	73	61	60	70	72	6,25	skilled
3	Strengthening Skills	40	40	60	73	60	70	70	59	quite skilled
4	Skill of Variation	43	45	55	60	67	62	73	5,78	quite skilled
5	Explaining Skills	70	77	70	71	72	73	74	7,24	skilled
6	Leadership Skills in Small Group	50	43	58	50	68	60	65	5,62	quite skilled

	Discussion									
7	Classroom Management Skills	40	52	43	53	60	62	70	5,42	quite skilled
8	Individual Teaching Skills	60	50	48	60	61	52	53	5,48	quite skilled

Table 2

Based on the value of the recapitulation of the assessment sheet in the table above, it can be seen describe as follows:

- The open and closing skills that are carried out by private high school teachers in Panai Hulu Subdistrict get quite skilled results with an average rating of 4.8%. it can be seen from the observation that Biology Teachers in Private High Schools are able to choose good positions in opening and closing lessons, are able to use teaching aids in accordance with learning planning, but are less able to master the class. This is supported by research (Armayanti, R 2014) where teachers must give enthusiasm and enthusiasm to students while learning, teachers must arouse curiosity to students, teachers overcome students' conflicting opinions, teachers compare new knowledge with those already known to students. In carrying out the skills of opening and closing lessons must be done well so that what has been conveyed can be understood by students, and supported by research (Khakim, U et al, 2016) states that "for teachers are expected to further enhance the ability to open and close the overall lesson ". Then (Supriatna, E et al, 2015) in opening and closing the lesson it is necessary to summarize or outline issues that have just been discussed or studied, so that students get a clear picture of the problems just learned.
- The results of a private high school research in Panai Hulu Subdistrict on Biology Teachers' questioning skills an average score of 6.25% with a good category. The results of the observation that biology teachers in private high schools in Panai Hulu Subdistrict are able to do well in questioning skills. In this case (Yuliani, 2014) explains that the factors that influence questioning skills, namely factors originating from within and from outside themselves students, then naturally the teacher must be able to provoke questions from within students. Then the teacher is able to do questioning skills by spreading questions to students, and giving time to answer students, but not being able to respond to students to give questions to what they don't know. This is supported by (Ayudhityasari, 2018) stating that questioning skills are an important thing that students must have to support competency achievement. This is in line with the opinion (Sukerni 2018) that enhances students' questioning skills through appropriate learning steps, is expected to create a pleasant atmosphere and without the slightest feeling of tension when learning takes place. Teachers in giving questions to students both oral and written questions more to questions with low cognitive levels. This is in line with research conducted by Tania, et al. (2014) Questioning skills are an inseparable part in order to

improve the quality of learning processes and outcomes, which are also part of success in managing learning and classroom management. This is in line with research (Yusmanah 2012) argues that questioning skills are a way of delivering a lesson through two-way interaction namely from the teacher to students and from students to teachers in order to obtain answers to the certainty of the material through the teacher's or student's verbal answers. (Zulfa, N. 2016) The skill to ask questions not only aims to obtain information, but also increases the interaction between teachers and students.

- The results of private high school research in the Panai Hulu Subdistrict. On the skills of giving reinforcement, an average score of 59% was obtained with the category of skilled enough. The skill of giving reinforcement is very important to apply because it can develop student motivation in learning. This is supported by the opinion put forward by Sumiah (2013) saying that "the skill of providing teacher strengthening has a contribution to improving student learning outcomes because by giving reinforcement students feel motivated again to be better so they can develop learning outcomes ". Slavin argues that learning motivation is an important factor in learning as well as determining learning activities carried out, so that learning motivation can be observed from the activities and learning outcomes (Zulhafizh, 2013: 15) and supported by statements (Elly Manizar, 2015) where the role of a teacher is not only merely transferring subject matter knowledge, but also the teacher as a motivator for students to have achievements in learning. So that teachers are required to be able to provide stimulation, motivation and reinforcement to develop student potential and foster student activity and creativity. Then (Dukalang, H. 2018) suggested that motivation is a process that gives enthusiasm, direction, and persistence in behavior. Then followed by a statement (Idzhar, A 2016) In the motivation contained the desire, har.
- Research Results of Private High Schools in Panai Hulu Subdistrict on the skills of variation variation in Swata Karyatani High School get a score of 43% - 45% in Teachers He and Ib are categorized quite skilled in holding variation skills, this is supported by the results of observations where when performing variations in Teacher Biology is able to provide variations in teaching, but unable to provide variations in intonation in delivery, but is able to provide variations in the use of teaching aids. The skills to provide variations are very important to apply because they can reduce student boredom and make learning more interesting. This is consistent with what was expressed by Sumiah (2013) saying that "holding variations by the teacher can improve student learning outcomes. In line with this

opinion (Rhamayanti, Y.2018) Suggesting the ability to hold variations is a skill that must be mastered by teachers in learning, to overcome the boredom of students so that they are always enthusiastic, diligent, and full of participation. In Teachers at Al-Azhar Private High School biology teachers are able variation with a score of 55% is quite skilled category, where the teacher is able to hold variations in terms of teaching, able to hold variations on teaching intonation, but unable to hold variations on the use of assistive devices. At YPKK High School Teachers consisting of 3 biology teachers on the skills to hold variations get a score of 60% - 67% with the Good category, it is seen from the observation that the teachers at YPKK Private High Schools are able to hold variations skills by doing variations in teaching, variations in the use of intonation, variations in the use of tools, but are less able to hold variations in the emphasis of important items on a material. In the Independent Private Biology Teacher High School in terms of holding skills to hold variations get a score of 73% with a good category, it is supported from the results of observations that the biology teacher is able to hold variations in teaching, able to use variations in the use of assistive devices, able to emphasize intonation in material that is considered important, but is less able to make changes in facial expressions.

- Research Results of Private High Schools in Panai Hulu Subdistrict about explaining skills get a score of 70% - 77% with a good category, where private schools in Panai Hulu Subdistrict are able to practice their explaining skills well it can be seen from the observation that teachers Private Biology High School teachers in Panai Hulu Subdistrict are skilled in explaining so that they make students understand what they have been taught. This is consistent with the statement Sukirman (2010) said that "not all subject matter is explained verbally, but can be done through writing and cues. So as to make it easier for students to capture, understand and master the teaching material provided, it is necessary to provide examples / illustrations that can clarify the material. "
- The results of private high school research in Panai Hulu Subdistrict about the skills of leading small group discussions on Karyatani High School teachers scored 43% -50% with the category of skilled enough, then on high school teachers in Al-Azhar Private Schools scored 58% with the same category namely skilled enough, in YPKK Private High School all three teachers get a score of 50% - 68% with the category of quite skilled. In Mandiri Private High School the teacher gets a score of 65% with a skilled category. (Ermi, N.2015) By using the discussion method in the learning process students freely communicate ideas and opinions (Hadjjah, et al. 2016) The discussion method is a tool that is used in the learning process and as teaching materials and a foundation for achieving learning objectives. The skills of guiding small group discussions must be emphasized and implemented by the teacher. This is in line with the opinions raised by (Zulfanidar, 2016) speak ". Then (Mulyani, T. 2006)

suggests the use of discussion methods that are guided directly by the teacher in greater depth can provide broader understanding and events for students.

- The results of a private high school research in Panai Hulu Subdistrict about class management skills namely in Karyatani Private High School Teachers get 40% - 52% score with the category of moderately skilled, in Al-Azhar Private High School the score obtained by the teacher is 43% with the category of quite skilled , in the YPKK Private High School the scores obtained from the three Biology teachers on classroom management skills were 53% -62% with a fairly skilled category. Whereas in the Private High School the Biology Teacher scores 70% in the highly skilled category. In the classroom the teacher is demanded to be able to produce intact learners, in accordance with the function of education in the national education system law, which is to develop abilities and shape character and civilization A dignified nation in the context of educating the nation's life, aims to develop the potential of students to become human beings who believe in and fear God Almighty, have good morality, be healthy, skilled, creative, independent, and become citizens who are democratic and responsible (Euis) , et al. 2014). Then (Azizah and Estiastuti 2017) said that "warriors in managing classes play a very important role in creating optimal classroom conditions, teacher mastery of basic teaching skills, especially classroom management skills, is needed in the teaching-learning process so learning can take place effectively, interestingly and pleasantly. (Mahrifatun.N, 2018) states that class management is important because it can make students comfortable and at ease in the process of learning activities. So it is expected to increase and enhance student enthusiasm for learning. In classroom management activities, creating comfortable and enjoyable learning conditions, applying varied learning models and being a teacher who can establish good communication with students it can increase student motivation.
- The results of private high school research in Panai Hulu Subdistrict on individual teaching skills, in Karyatani Private High School scored 50% -60% in the category of moderately skilled, in the Al-Azhar Private High School the Biology teacher got a score of 48% in the category of skilled enough, in the YPKK Private High Schools The three teachers holding individual teaching skills scored between 52% -61% in the quite skilled category, while in the Private High School the Biology Teachers scored 53% in the quite skilled category. Individual teaching skills are important to do in learning this is revealed by Hidayati (2013) saying that "each student has the opportunity to meet face-to-face with the teacher and obtain teacher assistance and guidance individually. Thus, the teacher can assess students' abilities in the most appropriate way for each different student.

IV. CONCLUSION

Basic teaching skills of teachers must be one of the factors that must be considered in teaching and learning. The results of the study of basic teaching skills of teachers stated that the average Biology Private High School teacher in Panai Hulu Subdistrict was not skilled in applying teaching and learning skills to lessons including opening and closing lessons, asking, Strengthening Skills, variation skills, explaining skills, leading small group discussion skills, managing class skills and individual teaching skills.

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