

Teacher Skills in Improving Student Learning Abilities of SDN Bororejo

Lanjar Trisnani^{1*}, Feri Nur Alfian², Dian Saputra³

1 Universitas Tunas Pembangunan, Surakarta, Indonesia

2 Universitas Tunas Pembangunan, Surakarta, Indonesia

2 Universitas Tunas Pembangunan, Surakarta, Indonesia

*E-mail: lanjarsaja928@gmail.com

ABSTRACT

The role of teachers is crucial in determining the success of the learning process in schools. Teacher skills encompass not only mastery of the material but also the ability to manage the classroom, develop learning strategies, and create a fun and effective learning environment. This article aims to examine the various skills teachers must possess to improve student learning abilities at Bororejo Public Elementary School, such as communication skills, skills in selecting appropriate learning methods, and the ability to utilize learning media innovatively. The research was conducted qualitatively through observation, interviews, and documentation in the elementary school environment. The results of the study indicate that teachers who are able to apply a variety of learning methods and media appropriately can increase student motivation, participation, and understanding of the subject matter. Thus, teacher skills are a key factor in supporting overall student learning success.

KEYWORDS: teacher skills; learning abilities; elementary education; learning strategies; learning media

INTRODUCTION

Learning interest is a psychological aspect of a person that appears in several symptoms, such as: passion, desire, enthusiasm, feelings, liking to carry out the process of changing behavior through various activities that include seeking knowledge and experience, in other words, learning interest is the attention, liking, interest of a person (student) towards the learning process that he/she is undergoing and which is then shown through enthusiasm, participation and activeness in following the existing learning process (Fitri, 2025). An activity that is not in accordance with interest will result in less pleasant achievements. It can be said that by fulfilling one's interest, one will get pleasure and inner satisfaction that can cause motivation (Fitriyah et al., 2025). S.C. Utami Munandar (1995:11) states that interest can also be a motivational force. A person's achievement is always influenced by the type and intensity of their interest. A child tends to repeat actions that are based on interest and this interest can last throughout his/her life.

Thus, learning interest is a very important factor in student learning success. In addition, learning interest can also support and influence the teaching and learning process in schools. However, in practice, not a few teachers find obstacles in teaching in class due to the lack of student interest in the material presented. If this happens, the teaching and learning process will also experience obstacles in achieving learning objectives.

Learning and Instruction

Learning is an activity carried out in schools every day. For students, learning is considered a process. They are involved in thinking while studying the material being taught. Meanwhile, according to teachers, learning is an action that is seen when students learn new things (Dimiyati and Mudjiono, 2010).

Journal of Office Administration Education (JPAP) Volume 8, Number 2, 2020 263. According to Gagne (in Dimiyati and Mudjiono, 2010: 10), learning consists of a series of interrelated activities. The results of the learning process can be interpreted as abilities. After the learning process, students will gain knowledge, perspectives, skills, and values. Based on the various opinions that have been conveyed, it can be concluded that learning is a series of activities that go beyond just remembering, but also are interrelated processes or experiences.

According to the contents of Law No. 20 of 2003, the learning process is an interaction between students and teachers and teaching materials in a learning atmosphere. The components of learning include teachers, students, and curriculum (which includes material or lesson content, media, methods, objectives, and assessments). All of these components must be well coordinated and cannot be done separately, because cooperation is needed to achieve the desired educational goals (Rosy, 2013). Thus, it can be concluded that learning is a process of interaction between students, teachers, and teaching materials in a learning environment, where there is an active exchange of information (Zydzianaite et al., 2022).

Learning Media

According to Gagne (in Sadiman, et al., 2010), learning media consists of various elements that exist around students and can trigger learning activities. Meanwhile, Briggs (in Sadiman, et al., 2010) argues that learning media are concrete objects used to convey information and encourage students in learning activities, examples include videos, books, animations, and films. Learning media functions as a means to convey information from the sender to the recipient, which can stimulate students' feelings, attention, thoughts, and desires, thereby triggering the learning process (Lubis, et al., 2023).

Variation Learning Using Technology

Technology plays a very important role in today's digital-based learning. This role can be felt through the use of technology in the learning process. Technology plays a major role in the implementation of digital-based learning through media, applications, and devices. (Nurhayati, et al., 2024). Its use increasingly opens up digital learning spaces that are not limited by space and time so that they can be accessed anytime and anywhere. For this reason, digital-based learning will not be separated from the use of technology that is increasingly numerous, sophisticated, and easily accessible (Swandi et al., 2024). So, what are the forms of technology utilization in digital-based learning?

In addition, there is also the use of interactive media a powerpoint presentation containing a video about learning. This learning media is a choice that is widely used by educators in delivering material, exercises, or homework. The use of this media is considered effective and efficient because of its attractive appearance and features and its ease of access, both via gadgets and laptops/computers (Famularsih, 2020). In addition to providing material and questions with an attractive appearance, educators can also easily see responses, learning graphs, and student grades. Likewise, students can also access it independently so that there are no limitations or obstacles to continuing to learn so that learning objectives are still achieved (Suaib, 2020).

It can be concluded that the use of technology is an important thing that cannot be separated from digital-based learning. Technology plays a major role in supporting the success of learning through

the applications, platforms, and media used. Ease of access and sophisticated features continue to be utilized to facilitate communication, start learning, deliver materials to provide evaluations in this digital-based learning (Kalyani, 2024). Technology continues to show its role through the success of distance learning today which is not hindered by reasons of distance, space, and time (Dhawan, 2020).

METHODOLOGY

This research was conducted at Bororejo Public Elementary School, located in Jebres District, Surakarta City. This location was chosen because the researchers wanted to explore teachers' teaching skills practices in the context of elementary education, particularly in public schools. The research began on May 23, 2025.

The subjects in this study included fifth-grade teachers at Bororejo Public Elementary School. Teachers were chosen as the primary informants because they are the direct implementers of the learning process.

Data collection was conducted using three techniques: observation, in-depth interviews, and documentation. Observations and interviews were conducted simultaneously to assess teachers' skills and to obtain data on their perspectives on the learning process. Documentation was used to collect supporting documents, such as teaching materials and teaching aids.

Data obtained from the field were analyzed using the Miles and Huberman model, which includes three stages: data reduction, data presentation, and conclusion drawing. Data reduction was carried out by sorting and organizing data according to the research focus. The reduced data was then presented in descriptive narrative form and tables for easier understanding. Afterward, the researcher drew conclusions and verified findings by comparing findings from various data sources.

With this approach and method, the research is expected to provide a comprehensive picture of how teacher skills contribute to improving student learning abilities at Bororejo Public Elementary School.

RESULTS AND DISCUSSION

This study aims to determine the extent to which teacher skills contribute to improving student learning abilities at Bororejo State Elementary School. Data were obtained through interviews with fifth-grade teachers.

The results indicate that teacher skills significantly influence student learning improvement. Fifth-grade teachers at Bororejo State Elementary School demonstrated mastery of various teaching skills, including communication, classroom management, the use of varied methods, and providing ongoing evaluation and feedback.

First, in terms of communication skills, teachers are able to foster good interactions with students. They use simple, expressive, and enthusiastic language, making it easier for students to understand the subject matter and feel less afraid to ask questions. These skills build student confidence and encourage them to be more active in the learning process.

Second, the use of varied learning methods such as group discussions, educational games, hands-on practice, and the use of digital media has been shown to increase student participation. When teachers teach science lessons, for example, the use of instructional videos and visual aids helps students better understand the concept of body organ function in a concrete way.

“Kalau saya menggunakan video-video yang menarik jadi sewaktu saya melaksanakan pembelajaran itu tidak hanya secara teori saja juga menggunakan praktek yang mampu meningkatkan minat belajar siswa, pertama teori lalu praktek kalau tidak lewat video dulu lalu saya menganalisa dari siswa apakah paham apa inti dari video ini seperti merefleksikan jika sudah memahami silahkan dijelaskan salah satu sebisa mungkin ya bisa dibilang evaluasi awal nanti setelah sudah selesai pembelajaran saya evaluasi lagi karena itu bisa meningkatkan rasa percaya diri supaya tidak malu-malu” 07/GK/23.5.25.

Fitriani (2021) dalam penelitiannya berjudul “Peran Keterampilan Guru dalam Meningkatkan Hasil Belajar Siswa di Sekolah Dasar” menemukan bahwa guru yang mampu menerapkan metode aktif dan interaktif memiliki dampak signifikan terhadap peningkatan motivasi dan hasil belajar siswa.



Third, in terms of classroom management, teachers at SDN Bororejo successfully created a conducive learning environment. They were able to handle classroom disruptions with a humanistic approach and maintain student attention by establishing clear and fair rules.

Fourth, teachers provided ongoing evaluation through quizzes, project assignments, and learning reflections. Furthermore, the feedback provided focused not only on the final results but also on the students' learning process, which significantly helped students correct mistakes and improve their learning abilities.

These results align with constructivist learning theory, where students construct their knowledge through experience and social interaction. In this context, teachers acted as facilitators, guiding students in the process of critical thinking and problem-solving

CONCLUSION

According to the results and discussion above, it can be concluded that varied learning can improve student learning outcomes, in addition, varied learning methods can also be another option after the lecture learning method. This varied learning method can improve critical thinking skills in students. By using this technology learning media, it increases students' enthusiasm for learning, which previously made students feel bored and become enthusiastic again.

REFERENCES

- Dhawan, S. 2020. Online learning: A panacea in the time of COVID-19 crisis. *Journal of educational technology systems*, 49(1), 5–22.
- Dimiyati & Mudjiono. 2010. *Belajar dan Pembelajaran*. Jakarta: PT Rineka Cipta.
- Famularsih, S. 2020. Students' experiences in using online learning applications due to COVID-19 in English classroom. *Studies in Learning and Teaching*, 1(2), 112–121.
- Fitri, S. 2025. Improving Student Learning Activities in Islamic Education Learning Using the Modeling The Way Learning Strategy at SD Negeri 11 Bandar Dua. *Indonesian Journal of Education and Social Humanities*, 2(1), 310–321.
- Fitriani 2021. Peran Keterampilan Guru dalam Meningkatkan Hasil Belajar Siswa di Sekolah Dasar.
- Fitriyah, S. N. M., Sutadji, E., & Dewi, R. S. I. 2025. Professionalism and technological pedagogical and content knowledge skills of primary school teacher. *Research and Development in Education (RaDEn)*, 5(1), 209–227.
- Kalyani, L. K. 2024. The role of technology in education: Enhancing learning outcomes and 21st century skills. *International journal of scientific research in modern science and technology*, 3(4), 5–10.
- Lubis, L. H., Febriani, B., Yana, R. F., Azhar, A., & Darajat, M. 2023. The use of learning media and its effect on improving the quality of student learning outcomes. *International Journal Of Education, Social Studies, And Management (IJESSM)*, 3(2), 7–14.
- Nurhayati, S., Fitri, A., Amir, R., & Zalisman, Z. 2024. Analysis of the implementation of training on digital-based learning media to enhance teachers' digital literacy. *Al-Ishlah: Jurnal Pendidikan*, 16(1), 545–557.
- Rosy, B. 2013. School Based Management; Keefektifan Kurikulum Pembelajaran Ekonomi Di SMA Negeri 3 Madiun. *Jurnal Pendidikan Ekonomi*, 3(1), 92–102.
- Sadiman, A. S., Rahardjo A, Haryono A, & Rahardjito. 2010. *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*. Cetakan ke-13. Jakarta: PT. Raja Grafindo Persada.
- Suaib, F. R. 2020. Development of interactive video based powerpoint media in mathematics learning. *Journal of Educational Science and Technology*, 6(2), 167–177.
- Swandi, A., Fauzan, A., Arsyad, S. N., & Rahmadhanningsih, S. 2024. Digital-Based Learning in Lagging Area: Students' Problems and Expectations. *AL-ISHLAH: Jurnal Pendidikan*, 16(3), 3227–3236.
- Utami Munandar. 1995. *Pengembangan Kreativitas Anak Berbakat*. Jakarta: PT Rineka Cipta.

Zydzianaite, V., Kaminskiene, L. I. N. A., Jurgile, V. A. I. D. A., & Jezukeviciene, E. D. I. T. A. 2022. Learning to learn'characteristics in educational interactions between teacher and student in the classroom. *European Journal of Contemporary Education*, 11(1), 213–240.