



Impact of Teaching Skills of IPS Teachers on Learning Activities in Aisiyiah MTs (Junior High School) Sumut Bandar Khalifah Sumut Bandar Khalifah

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Abstract

This research is to find out: social studies teacher teaching skills, social studies learning activities, and the influence of social studies teacher teaching skills on student learning activities at MTs (junior high school) Aisiyiah North Sumatra Bandar Khalifah. This study used the quantitative descriptive method. The population of this study was all MTs (junior high school) Aisiyiah Sumut Bandar Khalifah students, totaling 297 students. The sample for this study consisted of 75 grade VII students. The data collection tool is a questionnaire consisting of 32 statements. Where first tested the validity and reliability of research questionnaires on MTsN (junior high school) students in class VII-1, including outside the sample, the test instrument was used to determine the results of social studies teachers' teaching skills on learning activities using data analysis. The results of the t test stated that there was a significant influence of social studies teachers' teaching skills on learning activities at MTs Aisiyiah North Sumatra Bandar Khalifah. with a Tcount result of $3,388 > T_{table} 1,997$, then H_0 was rejected. The result of a simple linear regression test with a constant value () is 2.169. This means that if all variable X values are 0, then the learning activity value is 2.169. 3) The R square value is 0.749. Then the value of the coefficient of determination obtained is 74.9%. This states that variable Y has a contributing influence of 74.9% on variable X (learning activities). In addition, the value of R is a symbol of the correlation coefficient obtained by 86.5%.

Keywords: *Teaching Skills; Learning Activities; Social Teacher*

Introduction

Social studies subjects are in great need of educators who can manage and also be responsible for the responsibilities that are in their mandate. A teacher is one of the means to create better human resources. With the various mastery of economics, geography, history, sociology, anthropology and social problems that occur in society. (Jupriyanto & Nuridin, 2019: 123-126). Of course social studies education is highly expected by the government for the advancement of the nation. The progress of a country is seen in terms of both its education in general and its religious education. (Daryanto, 2015: 156).

With science to create a pattern of thinking students to be able to solve the problems that are faced well it surrounds the crowd around the house. Because the foundation of education in social science will create a constructive attitude to solve problems. According to Numan Somantri stated that "IPS

education is a simplification with other sciences including social sciences with the aim that leads to the environment around (Wicaksono, 2016: 145). From the point of view of education, according to Djamarah stated that "education is an effort made to acquire knowledge. It is also explained in the Law on the National Education System of 2003 No.2 section 1 paragraph 1 stating that: Education is an attempt to acquire good science formally in the hope of developing abilities such as intelligence, praised morality, even religion. So it could be a missionary or a student who will implement his knowledge in the future. This article is reaffirmed precisely in Article 37 of the Schools Act of 2003 stating that: The educational curriculum is required to include the science of social distortion in it. Therefore, the purpose of the social studies education is to cover parts of the behavior of human structures that exist in the surrounding environment (Zainal Arifin Ahmad, 2012: 45).

The knowledge given will have an impact in the future. Moreover, social sciences are just as important as other sciences, but IPS science can be used not only in the school environment but also in the community environment. (Chrisvianty, et al., 2020). As for the skills required by educators including social studies teachers is the psychology of children or students (Husain, 2012). According to Saud, the most important skill when doing teaching is when opening and closing the learning process. At the time of learning teaching education should also be able to give an opportunity to the student / I ask so that communications that in it there is information and also science channeled (Aziz & Asria, 2016). The knowledge that is channelled should be maximum so that the knowledge given can be understood well.

A professional educator is able to give knowledge that is good and easy to understand, and also has a wide knowledge so that students do not quickly get bored and also the knowledge that can be easily understood. (Nuridin, et al., 2019). The knowledge that an educator has must always be up-to-date. Especially nowadays, the era is becoming more modern and sophisticated so that the information obtained is so easy to access. Skills must also be refined so that they are not outdated, teachers include heroes. Because teachers can fight stupidity. Social studies teachers must also be skilled in explaining the science that is taught. Must be able to choose and also sort which one fits to do. Therefore, education should also have a lot of ideas. Educators play a key role in student success in achieving the knowledge being taught. This requires a good relationship between teachers and students. social studies learning should also be focused on holistic. Holistic is the part where students should be able to be active in the learning process of teaching specific social studies subjects. (S.K.E., et al., 2018). Based on the above problems, the researchers suspect that the basic teaching skills of teachers influence the learning activity of social studies, because the teaching skill of a teacher influences many things in school learning, one of which is improved student performance and student learning seriousness. (Ristianey, et al., 2020). As for the teaching skill, it is the way in which teachers encourage students to learn the knowledge they possess. From this explanation it can be understood that teachers must be skilled at the time of learning teaching.

Information-shaped research on the influence of teaching skills of social studies teachers on learning activities. With the hope that the educators in the future or in the present time can be skilled in doing the learning process teaching well. So that the atmosphere of learning is created according to what is expected. And the knowledge that is given is easy to understand. Students also do not feel stressed during the teaching process. Students are courageous in making decisions and are not afraid to ask educators about teaching learning.

Method

This research was done using quantitative descriptives. A descriptive method is a way of studying an object of events at the present moment. (Ajat Rujakat, 2018). According to Borg and Gall in Sugiyono, a method is called a quantitative method because the research data is numbers using statistical (Sugiyono, 2016). The sampling method uses Simple Random Sampling (track) by lottery. In sugiyono (2019), the principle is that all individuals in the population are given equal opportunities to be elected as members of the sample. The formula used in sample determination is the Yamane formula with a precision of 10%, as follows:

$$n = \frac{N}{Nd^2 + 1}$$

Description:

n = Number of samples
 N= Number of populations
 d = Precision

The total student population used was 297 people spread out in 6 classes VIII1, VII2, VII3, VIII1, VIII2, VIII3, XI1, XI2 and XI3. Then the number of samples is calculated as follows:

$$n = \frac{297}{297(0,1)^2 + 1}$$

$$n = \frac{297}{297(0,01) + 1}$$

$$n = \frac{297}{3,97}$$

$$n = 75$$

After calculating using the Yamane formula, the number of samples to be taken from a population of 75 students is obtained. The research was conducted using questionnaire instruments and question guidelines. (interview guide). In this case the questionnaire uses the likert scale. As for data collection can use primary sources and also skunder. The meaning of primary is the data given to the data collector.

With the meaning of skunder is the data collected by the researchers at the time of the research undertaken by means of interviews, data collection and can also with answers to quizzes and so on. Then, the techniques used for data collection are: 1) Observation, which is the way of collecting data by performing direct observation of the situation in the field. 2) Questionnaire (angket), which is data collection using instruments such as questionnaire or question list. 3) Study of documents, can be said from respondents related to the research. (Nikolaus Duli, 2019).

Results and Discussion

Validity and reliability tests were conducted on respondents of MTsN Panyabungan (junior high school) who were included in the population and were outside the sample. The validity and reliability test results of the questionnaire are presented as follows:

Table (1). Validity test of questionnaires against learning activity variables (Y)

No.	Statement	R count	R table	Validitas	Reliable Cronbach's Alpha
1.	Statement 9	0,918	0,632	Valid	0,780
2.	Statement 10	0,853	0,632	Valid	
3.	Statement 11	0,885	0,632	Valid	
4.	Statement 12	0,949	0,632	Valid	
5.	Statement 13	-0,216	0,632	Tidak Valid	
6.	Statement 14	0,917	0,632	Valid	

Source: 2023 Primary Data Analysis

From Table 1, the Validity and Reliability Test results of the Learning Activity (Y) are stated as Valid when $r_{\text{count}} > r_{\text{table}}$, then it can be concluded from 8 statement items that there are six valid and reliable learning Activity(Y) variable statement items.

Table (2). Validity test of questionnaires against skill variables opening and closing lessons (X1).

No.	Statement	R count	R table	Validitas	Reliable Cronbach's Alpha
1.	Statement 9	0,918	0,632	Valid	0,780
2.	Statement 10	0,853	0,632	Valid	
3.	Statement 11	0,885	0,632	Valid	
4.	Statement 12	0,949	0,632	Valid	
5.	Statement 13	-0,216	0,632	Tidak Valid	
6.	Statement 14	0,917	0,632	Valid	

Source: 2023 Primary Data Analysis

From table 2, the validity and reliability test results of the skill opening and closing variable (X1) are stated as valid when $r_{\text{count}} > r_{\text{table}}$, then it can be concluded from 6 statements items there are five valid statements and 1 invalid statements. So there are 5 valid and reliable statements of skill variables (X1).

Table (3). Validity test for questionnaire versus skill variable explaining (X2)

No.	Statement	R count	R table	Validitas	Reliable Cronbach's Alpha
1.	Statement 15	0,939**	0,632	Valid	0,854
2.	Statement 16	0,672*	0,632	Valid	
3.	Statement 17	0,976**	0,632	Valid	

Source: 2023 Primary Data Analysis

From table 3, the validity and rehabilitation test results of the skill variable explained (X2) are stated to be valid when $r_{\text{count}} > r_{\text{table}}$, then can be concluded from the three statements of the third statements the statements are declared valid and reliable.

Table (4). Validity test of the questionnaire against the skill variable of the question (X3)

No.	Statement	R count	R table	Validitas	Reliable Cronbach's Alpha
1.	Statement 18	0,874**	0,632	Valid	0,869
2.	Statement 19	0,964**	0,632	Valid	
3.	Statement 20	0,927**	0,632	Valid	

Source: 2023 Primary Data Analysis

From table 4, the validity and rehabilitation test results of the skill variable ask (X3) are declared valid when $r_{\text{count}} > r_{\text{table}}$, then it can be concluded from the 3 items of skill statement ask three such statements are stated valid and reliable.

Table 4.5. Validity test of questionnaires against strengthening skill variables (X4)

No.	Statement	R count	R table	Validitas	Reliable Cronbach's Alpha
1.	Statement 21	0,815**	0,632	Valid	0,829
2.	Statement 22	0,821**	0,632	Valid	
3.	Statement 23	0,809**	0,632	Valid	

Source: 2023 Primary Data Analysis

From table 5, the validity and rehabilitation test results of the reinforcement skill variable (X4) are declared valid when $r_{\text{count}} > r_{\text{table}}$, then it can be concluded from 3 items of reinforcing skill statement the third statement is declared as valid and reliable.

Table 4.6. Validity test of questionnaires against variables of skill holding variations (X5)

No.	Statement	R count	R table	Validitas	Reliable Cronbach's Alpha
1.	Statement 24	0,904**	0,632	Valid	0,821
2.	Statement 25	0,813**	0,632	Valid	
3.	Statement 26	0,743*	0,632	Valid	
4.	Statement 27	0,813**	0,632	Valid	

Source: 2023 Primary Data Analysis

From table 6, the validity and rehabilitation test results of the skill variable holding variation (X5) are declared valid when $r_{\text{count}} > r_{\text{table}}$, then can be concluded from 4 items of skill statement holding the variation of four such statements are stated valid and reliable.

Table 4.7. Validity test of questionnaires against class management skills variables (X6)

No.	Statement	R count	R table	Validitas	Reliable Cronbach's Alpha
1.	Statement 28	0,830**	0,632	Valid	0,842
2.	Statement 29	0,837**	0,632	Valid	
3.	Statement 30	0,851*	0,632	Valid	

Source: 2023 Primary Data Analysis

From table 7, the validity and rehabilitation test results of the skill management variable class (X6) are declared valid when $r_{\text{count}} > r_{\text{table}}$, then it can be concluded from 3 items of skill management declaration of the third class that the statement is stated valid and reliable.

Table 4.8. Validity test of questionnaires against small group and individual teaching skills variables (X7)

No.	Statement	R count	R table	Validitas	Reliable Cronbach's Alpha
1.	Statement 31	0,815**	0,632	Valid	0,786
2.	Statement 32	0,667*	0,632	Valid	

Source: 2023 Primary Data Analysis

From table 8, the validity and rehabilitation test results for small group and individual teaching skills variables (X7) are stated valid when $r_{\text{count}} > r_{\text{table}}$, then can be concluded from 2 items of small group teaching skill statements and individuals both such statements are declared valid and reliable.

Table 4.9. Validity test of questionnaires versus skill variables guiding small group discussions (X8)

No.	Statement	R count	R table	Validitas	Reliable Cronbach's Alpha
1.	Statement 33	0,911**	0,632	Valid	0,869
2.	Statement 34	0,963**	0,632	Valid	
3.	Statement 35	0,925**	0,632	Valid	

Source: 2023 Primary Data Analysis

From table 9, the validity and rehabilitation test results of the small group guidance skill variable (X8) are declared valid when $r_{\text{count}} > r_{\text{table}}$, then can be concluded from 3 items of the guidance skills statement of small group three such statements are stated valid and reliable.

Hypothesis Test

The test of the hypothesis aims to answer the question that the researchers are asking whether there is an influence or not. Used double linear regression tests using the IBM SPSS 21 program with a 95% ($\alpha = 0.05$) and 100% ($\alpha = 0.01$) confidence rate. The results of the analysis are seen from table 10.

Table 4.10. Double linear regression analysis affecting teaching skills.

No	Variabel	Koefisien Regresi	T hitung	Sig.
1	Ability to open and close lessons	0,246	3,388	0,001
2	Explaining Skills	0,391	5,353	0,000
3	Questioning Skills	0,201	2,391	0,020
4	Strengthening skills	0,147	2,245	0,028
5	Skills holding variation	0,249	3,409	0,001
6	Classroom management skills	0,163	2,176	0,033
7	Small group and individual teaching skills	0,296	3,731	0,000
8	Small group discussion guidance skills	0,167	2,378	0,020
	R	0,865		
	R Square	0,749		
	F count	24,612		
	F table	2,08		
	T table 5%	1,997		
	T table 1%	2,653		
	Constant	2,169		

** very significant at the error rate of 1%
* significant at a 5% error rate

Source: 2023 Primary Data Analysis

Based on table 10, the regression model can be explained using the determination coefficient value (KD = R Square x 100%). The larger the value, the better the model. Based upon table 10 above, the R Square value is 0.749. Then the determination coefficient value obtained is 74.9%. It states that the X variable (open and close lesson skills, explanatory skills, asking skills, reinforcing skills, holding variation skills, class management skills, small group and individual teaching skills and small group discussion guidance skills) has an influence of 74.9% on the variable Y (learning activity). Furthermore, the R value is a symbol of the correlation factor acquired at 86.5%. This value is interpreted as the relationship between the variables X and the Variable Y in this study is categorized as Strong.

As for the equation of value, it can be explained that the values referred to in the double linear regression equation are as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \beta_8 X_8$$

$$Y = 2,169 + (0,246)X_1 + (0,391)X_2 + (0,201)X_3 + (0,147)X_4 + (0,249)X_5 + (0,163)X_6 + (0,296)X_7 + (0,167)X_8$$

Description:

X_{1-8} = dependent variable prediction value (learning activity) independent variable (Opening and closing skills, explanatory skills, asking skill, strengthening skills, giving skills of variation, classroom management skills, teaching skills of small group and individual discussions, small group discussion guidance skills).

B_{1-8} = regression coefficient, i.e. the value of the increase and decrease of the X_{1-8} variable based on the Y variable

Y = prediction value variable dependency (Learning Activity)

The result of the above equation can be explained in detail as follows:

1. The constant value (y) is 2,169. This means that if all Y variables have a value of 0 then the Learning Activity value is 2,169.
2. The return coefficient of the opening and closing skill variable (β_1) is a positive value of 0,246 meaning that the teaching skills open and close the lesson increases by 1 point, then the learning skills will increase by 0,246 assuming the other independent variables are constant. The positive value coefficient means that there is a negative influence between the teachers' skills variables opening and ending the lessons with the learning activity, the higher the teacher's skills opening and close lessons, the greater the influence of the learning activities in the classroom.
3. The regression coefficient value of the variable teaching skills explained (β_2) is a positive value of 0,391 which means that the teaching skill explained increased by 1 point, then the teacher's ability to teach explained will increase by 0,391, assuming other independent variables are fixed.
4. The return coefficient of the variable skill asking lesson (β_3) is positive 0,201 meaning teaching skills ask increases 1 point, then the skill ask will increase by 0,201 assuming other independent variables are constant. The positive value of the factor means there is a positive influence between the skill variable teaching asking with learning activity, the higher the skill teaching questions then the greater the influence of learning activity in the classroom.
5. The value of the regression coefficient of the skill yielding reinforcement variable (β_4) is a positive value of 0,147 meaning that the teaching ability yields reinforcements increases by 1 point, then the skill gives reinforcing will increase by 0,147, assuming the other independent variables are fixed. The positive value means that there is a negative influence between the skill of teaching enforcing variables and the learning activity, the higher the skill in teaching and enforcement, the greater the influence of learning activity in the classroom.
6. The value of the variable regression coefficient of skill holding variation (β_5) is a positive value of 0,147 which means that the skill of teaching holding a variation increases by 1 point, then the skill to hold variation will increase by 0,147 assuming other independent variables are constant.
7. The variable regression coefficient of class management skills (β_6) is a positive value of 0,163 which means that the teaching skill of the class manager increases by 1 point, then the class management skill will increase by 0,163 assuming the other independent variables are constant. The positive value coefficient means that there is positive influence between the teacher management skill variable and the learning activity, the higher the teacher's management skill, the greater the influence of learning activity in the classroom.
8. The value of the variable regression coefficient of small group and individual teaching skills (β_7) is positive 0,296 meaning that small group teaching skill and individual increases 1 point, then small group skills and individual skills will increase by 0,296 assuming other independent variables remain. A positive value means that there is a positive influence between the small group teacher skills variables and individuals with learning activity, the higher the teaching ability of small groups and individuals, the greater the influence of learning activity in the classroom.
9. The variable regression coefficient for small group discussion guidance skills (β_8) is a positive value of 0,167 which means that the teaching skills guiding small group discussions increases by 1 point, then the small group conversation guidance skill will increase by 0,167 assuming other independent variables are constant. The positive value coefficient means that there is positive influence between the skill variables guiding a small group debate with learning activity, the higher the learning skills of small groups and individuals, the greater the influence of learning activity in the classroom.

Discussion

Teaching skills are something that an educator must have, so that students do not get tired of the knowledge to be channelled. Having this ability becomes a responsibility that equips a teacher in carrying out his duties as a teacher. In other words, teaching is defined as a complex process, which is more than

just the transmission of information from the teacher to the student, especially towards better learning outcomes for the student.

In accordance with the Law No. 14 of 2005 on Teachers and Lecturers, section 1, it is stated that: The professional teacher's primary role is to give knowledge to students who are not independent of directions and also guidance is education from elementary school to college. Thus, the educator is a profession that begins with the existence of educators students will be able to develop the knowledge that they possess from technology to devotion to society.

Teaching is a system in which there is a transfer of knowledge from the educator. In other words, teaching is not only about giving knowledge but also about teaching students how to be sensitive to the environment so that they can solve the problems they are facing. The constructivist states that teaching is not a transfer of science from teacher to student, but rather an activity that builds the potential of the student to think that the student is knowledge within himself, makes meaning, seeks clarity, and is critical. So teaching is a form of self-learning.

The teaching skill is a skill that is possessed by an educator who has been organized so that with the presence of the skills of the educator at the time of the learning process teaching well then the knowledge that will be given can be easily understood by the student. Not only that, it is reinforced by (Kusnadi, 2008) stating that educators must master such things because professionally an educator will be seen how he can be skilled in teaching. A generic teaching skill is a generic skill that a teacher must master over class-level subjects taught by a teacher.

- a) Ability to ask one of the processes of teaching learning activities. Because for a teacher teaching skills is one of the skills required to have, with the skills of the teacher then will create a better learning atmosphere than those who do not have the skills in teaching. According to the son's winata in (wahyudin Nur, 2016) stated that questions are all questions that want verbal responses. Bertaya is one of the most important points. Because, if there are questions, they will attract attention and secligus can arouse the enthusiasm to learn.
- (b) The ability to give reinforcements, reinforcement is a good response with the aim of reinforcing something that is considered good. If there is a response like a praise given by an educator in the classroom or during the learning process of teaching will make the student/I will feel happy. Because in this way the student will feel he will be more enthusiastic to get more praise from his teacher. But, at this time, it is rare to see an educator to give an appreciation to a student who is brave to perform and also dares to ask. With the presence of reinforcement at the time of the learning process or giving a good impact to the student in the hope that the student will become even better. And student behavior can be better and daring to make a point.
- c) Skills holding variation, Variation stimulus is with the aim of being able to invite students to the attention of students and not feel bored at the time of teaching learning process. A number of educators can also implement what's called the KBK or criculum that falls within the student's competence.
- d) The ability to explain is included in the variation in teaching with the purpose of communicating information to others or students. Part of the oral skill is to plan and also present an explanation. With the existence of an explication then can be associated with the use of laws and also formulas using clarity such as illustration. At the time of transmission of the information planned can have a good impact especially on the student's.
- e) Opening lessons is something that must be done or obliged to be done by the teacher. With the aim of being able to bring attention to the students. In fact, in the student's mind, there's already a line with the campus that each student owns. Let's take the example of our teacher opening the lesson well, that's where the student's enthusiasm for learning begins. If it is good to open the lesson, then it will be good until the end. So from that, he really needed an opening at the beginning of learning. So that a good learning atmosphere can be on the way to what is expected.

- (f) Small group discussion guidance skills, small groups are also included in the learning model with the aim of enabling students to solve problems given by teachers to students or materials being studied. Then there's a small group discussion. Before doing so, the teacher will explain how the learning process will be conducted. In one convoy can be five to six people.
- g) Class Management Skills, Class Management is part of the learning process, such as student behavior that distracts class attention, rewards students who complete their assignments on time or quickly, and sets group rules that create a productive atmosphere.
- h) Teaching skills Small groups and individuals, small groups of individuals can be categorized 3 to 8 people. With the aim of being able to solve the discussion by way of discussion with friends of one group then after completion can be discussed with the friends of the one group. Interpersonal and social relationships, and organizing is successfully teaching small groups and individuals to be important points in the learning-learning process. Therefore, teachers are expected to be skilled in interpersonal relations in applying small group and individual skills.

Activity is an activity that is not independent of the learning process. At the time of learning teaching if there is no activity in it then learning process can be said to be not running smoothly. But the activity in it is like listening, reading with the hope that the learning process of teaching can go as expected.

Conclusions

Based on the results and discussions on the evaluation of teaching skills of IPS teachers with learning activities at MTs (junior high school) Aisyiyah Sumut Bandar Khalifah then it can be concluded that:

1. The results of the test stated that there was a significant influence of the teaching skills of social studies teachers with learning activity in Aisyiyah MTs (junior high school) Sumut Bandar Khalifah. with the result of T count of 3,388 > T table 1,997 then Ho rejected.
2. The result of a simple linear regression test with a constant value (α) is 2,169. This means that if all Y variables have a value of 0 then the Learning Activity value is 2.169.
3. The value of R Square is 0.749. Then the value of the determination coefficient is obtained 74.9%. It states that the variable X (Open and close lesson skills, explanatory skills, asking skills, strengthening skills, holding variation skills, classroom management skills, small group and individual teaching skills and small group discussion guidance skills) has a contribution effect of 74.9% on the variable Y (learning activity). Besides, the value R is a symbol of the correlation coefficient obtained at 86.5%. This value is interpreted as the relationship between the variables X and Y in this study is categorized as Strong.

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