

TEACHER'S EXPLAINING SKILLS IN THEMATIC LEARNING IN THE THIRD GRADE OF ELEMENTARY SCHOOL

Ahmad Ipmawan Kharisma

Department of Primary Education, State University of Muhammadiyah Lamongan, Surabaya, Indonesia

ipmawan.kharisma@gmail.com

Abstract

This research generally aims to describe Explaining skill in the thematic study on teachers in the third grade of elementary school. In particular, the purpose of this research is to describe the Explaining skills of teachers on pre, main, and post activities in thematic learning in the third grade of elementary school. This research was a qualitative research particularly descriptive qualitative research. Data collecting methods used consisted of observation, interview with principal, teachers, students, and photo or video collected from learning activities in the third grade of elementary school. It can be concluded that generally the teacher's Explaining skills in the third grade had been well mastered and in accordance with the Explaining components. The Explaining skills on the pre learning activities were not perfectly performed because the teacher forgot to convey learning goal and rarely gave an overview of the subjects which would be implemented at the time of opening the lesson. Skills of Explaining on the main learning activities had been suited with all indicators of Explaining skills. The post activities had also already been mastered well. Yet, the teacher rarely evaluated the learning activities which had been implemented previously and sometimes did not deliver the learning plan for the next meeting.

Keywords: Teacher's Explaining Skills, Thematic Learning in Elementary School

Abstrak

Penelitian ini umumnya bertujuan untuk mendeskripsikan keterampilan menjelaskan dalam pembelajaran tematik pada guru kelas tiga sekolah dasar. Secara khusus, tujuan dari penelitian ini adalah untuk menggambarkan keterampilan menjelaskan guru pada kegiatan awal, inti, dan penutup dalam pembelajaran tematik di kelas tiga sekolah dasar. Penelitian ini adalah penelitian kualitatif, khususnya penelitian kualitatif deskriptif. Metode pengumpulan data yang digunakan terdiri dari observasi, wawancara dengan kepala sekolah, guru, siswa, dan foto atau video yang dikumpulkan dari kegiatan pembelajaran di kelas tiga sekolah dasar. Dapat disimpulkan bahwa secara umum keterampilan menjelaskan guru di kelas tiga telah dikuasai dengan baik dan sesuai dengan komponen Menjelaskan. Keterampilan menjelaskan pada kegiatan awal belajar tidak dilakukan dengan sempurna karena guru lupa untuk menyampaikan tujuan pembelajaran dan jarang memberikan gambaran umum tentang mata pelajaran yang akan dilaksanakan pada saat membuka pelajaran. Keterampilan Menjelaskan tentang kegiatan pembelajaran inti telah disesuaikan dengan semua indikator keterampilan Menjelaskan. Kegiatan penutup juga sudah dikuasai dengan baik. Namun, guru mengevaluasi kegiatan belajar yang telah dilaksanakan sebelumnya dan adakalanya tidak memberikan rencana pembelajaran untuk pertemuan berikutnya.

Kata Kunci: Keterampilan Menjelaskan Guru, Pembelajaran Tematik di Sekolah Dasar

How to Cite: Kharisma, A.I (2020) Teacher's Explaining Skills In Thematic Learning In The Third Grade Of Elementary School. *Journal Of Education Expert (JEE)* 4 (1), 25-36.

INTRODUCTION

National Development in the field of developing better and quality Indonesian human resources through education is a serious effort made by the government to realize Indonesian people as a whole. Therefore, education is one of the sectors that receives more attention in development today. Minister of Finance Bambang Brodjonegoro states the education budget in the 2016 State Budget (APBN) has made history. Because the education budget in the next year's APBN is the biggest compared to previous years. The education budget in the 2016 APBN reaches Rp 419.2 trillion or 20 percent of the total state.

Education is a conscious and planned effort in a forum in which there is continuity between various parties, both the government, education, units, teachers and students in an effort to realize the goals of national education. Law Number 20 Year 2003 concerning the National Education System states that the national education system is an overall component of education that is interrelated in an integrated manner to achieve national education goals.

From some of these definitions clearly illustrated that national education aims to foster and depict national unity beginning with the provision of knowledge, attitudes and skills to students. One of the goals of education is to educate the nation's life.

To obtain optimal results, improving the quality of education must be pursued continuously, seriously, and planned. One effort that has been carried out in this direction is the development of teacher competencies in learning activities. The teacher has a very important and strategic role, in addition to other elements such as methods, tools / media and learning resources used. According to Minister of Education Regulation number 69 of 2009, Regarding BOS funds for the provision of funding for non-personnel operating costs of basic education units as implementing programs for compulsory.

Of course, in the implementation of education needed educational staff who have the obligation to educate the nation's children. According to Law No. 14 of 2005 concerning teachers and lecturers, the teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education through formal education, basic education, and secondary education. The position of the teacher as a professional in Article 4 serves to improve the dignity and the role of the teacher as a learning agent function to improve.

Many problems faced by the government at this time, especially in the field of education, namely the low competence and professional attitude of teachers in Indonesia makes efforts to improve the competence and professional attitude of teachers becomes a necessity so that teachers get the same rights and are equal to other professions. According to Law No. 14 of 2005 concerning Teachers and Lecturers, in Chapter VI article 3 it is stressed that the competencies that must be possessed by a teacher include pedagogical competencies, personality competencies, professional competencies, and social competencies. It is hoped that the government's efforts to improve the skills and professional attitudes of teachers today can produce qualified and competent graduates later in life in the future.

In accordance with the above problems, of course the government is obliged to address the problems of education in Indonesia to the maximum. The government has a difficult task with the problem of how aspects of supporting education can be implemented and achieved to the

fullest. One aspect of supporting education is how the function and role of teachers in the learning process, then this is not separated from the problem of the teacher's task in developing educational tasks in accordance with his profession. (Yusuf & Mubarok, 2020) One of the success factors in learning is students get increased results. But in reality, many obstacles are found in the field.

Efforts to improve teacher professionalism, the government took various ways. Considering education consists of various interrelated and interrelated components, where the teacher component has a very important role and is a key to the success of improving student learning achievement. For this reason, the professionalism, skills of teachers need to be improved and developed with various efforts, including through education, training and technical guidance that is carried out on an ongoing basis in schools and managed by professional guidance such as the Teacher Working Group, School Principal Working Groups, and School Supervisory Working Groups.

According to Law No. 14 of 2005 concerning Teachers and Lecturers, in Chapter VI article 3 it is stressed that the competencies that must be possessed by a teacher include pedagogical competencies, personality competencies, professional competencies, and social competencies. In these competencies includes basic teaching skills. Basic teaching skills that teachers must have and are considered to have an important role in determining the success of learning. According to (Sri Anita W, 2008) The skills in question are basic and advanced questioning skills, explaining skills, reinforcement skills, using variations, opening and closing learning skills, small and individual, group teaching skills, classroom management skills, and guiding group discussion skills small. From these 8 skills, explaining skills are one of the skills that need to be mastered by a teacher because not all students can explore their own knowledge from books or other sources. The lack of resources that can be used by students in the learning process causes the teacher to help students by providing oral information in the form of an explanation that matches the material needed, so that the implementation of learning can run effectively and fun.

Explaining skills are needed on almost all topics contained in the Indonesian education curriculum. Explaining what is done by the teacher must be able to answer the question "why" and the answer is such that it raises understanding for students who are listening. Explaining is not just conveying what is contained in the syllabus and lesson plans, but must be more than that. The teacher teaches by explaining that students think logically, aesthetically, and morally. In explaining, differences of opinion about the good use of deductive and inductive teaching can be ignored. This view is put forward because teachers are often asked by students and need answers that are verbal, direct, and if necessary long. Explaining skills dominate the verbal presentation of teaching by the teacher.

As stated by (Syafi'i., 2014) explaining skill is a skill in presenting learning material that is systematically organized as a meaningful whole, so that it is easy for students to understand. In contrast to Shafi'i's opinion, (Frasetyana et al., 2015) argues that explaining skills are a teacher's ability to convey material to students so that concepts in learning materials can be understood by students as well. In line with Frasetyana's opinion, according to (Dara, Renanti W., Nazaruddin Wahab., 2015) explaining skills are competencies in teaching skills which are important factors in learning, because the success of teachers in explaining is also determined by the level of understanding determined by students. Meanwhile, according to (Diah Ayu, 2013) explaining skills are the ability to deliver the subject matter by providing examples of

illustrations that relate to the material so that students become understood and learning runs effectively.

Based on some of the opinions above, it can be concluded that the explaining skill is a skill in presenting subject matter verbally and systematically accompanied by giving examples or media so that it is easily understood by students.

Based on the results of the teacher meeting in cluster 04 Sekaran District, Lamongan Regency, one of the results of the meeting showed that all teachers applied basic teaching skills, one of which was explaining. But in reality, there are still some components of explaining skills that have not been applied well by the teacher. This is indicated by the existence of several problems, namely inadequate facilities and infrastructure, the teacher does not explain in general about the lessons to be learned, the teacher has not been able to use the environment as a source of learning so that learning is only done in the classroom, the teacher lacks examples of realistic illustrations on students, and teachers do not use media and teaching aids in the learning process. From the problems above, it seems that the teacher only conveyed or just copied the syllabus and lesson plans and made the teacher not creative in managing the class. The effect that is caused is that students become less active and arise lazy in participating in learning. This study aims to illustrate how the teacher's explained skills in thematic learning in grade III elementary school.

Based on the background description above, the researcher is interested in conducting research with the title "Teachers' explaining skills in thematic learning in class III Elementary School".

METHOD

Based on the whole of the previous explanation, this study uses qualitative research. Qualitative research is a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior. This research is able to describe a state of learning that occurs in the field (Moleong, 2007). (Sugiyono, 2011) qualitative research is a research method based on the philosophy of postpositivism, used to examine the natural conditions of objects where the researcher is a key instrument, data source sampling is done purposefully, collecting techniques with triangulation, data analysis is inductive / qualitative, and qualitative research results emphasize more meaning than generalization. Qualitative research relies on a natural background holistically, positioning humans as research tools, conducting data analysis inductively, prioritizing the process rather than the results and the results of research conducted agreed upon by researchers and research subjects.

The qualitative research instrument is the researcher himself. To be an instrument, the researcher must possess a broad set of theories and insights so that he is able to ask questions, analyze, photograph, and construct the social situation under study in a clearer and more meaningful way. This research is a qualitative descriptive study.

(Sukmadinata, 2013) states that descriptive research aims to define a situation or phenomenon as it is. Based on the description above, it can be concluded that this type of research uses qualitative research because the analysis of the data is in the form of written or oral words and takes into consideration the opinions of others which can be referred to as the resource persons.

The choice of the descriptive qualitative approach in this study was based on the reason that the problem examined in this study was how the teacher's explained skills in thematic learning in grade III elementary schools. In addition, according to (Moleong, 2007) the qualitative approach is more sensitive and more adaptable to the many sharpening of the joint influence on the patterns of values encountered and changing situations during the study.

RESULTS AND DISCUSSION

Results

This chapter will describe the results of research on the implementation of activities explaining teachers in one elementary school in the area of Sekaran District, Lamongan Regency. Data collection was carried out on 27 March to 27 April 2017. The results of the study were transcripts of interviews and observations. The data are described in order to be more easily understood, then the data is analyzed to answer the research problem formulation.

Teacher Explaining Skills in Thematic Learning in class III Elementary School

The primary school used in this study is located in one of the villages in the Sekaran Sub-district area, which is one of the main destinations for parents to send their children to school. The principal, teachers, and elementary school committee every year strive to improve the facilities and teaching systems applied at the school. This is indicated by the better facilities available, such as repairs to classrooms, bathrooms and some learning tools such as electronic devices, teaching aids, and learning media.

In addition to making improvements in the provision of infrastructure and learning facilities, the elementary school also seeks to improve learning activities such as improving basic teaching skills of teachers. Learning activities must be well structured so that learning objectives themselves are also carried out to the maximum. This was also expressed by the Principal himself.

"In general, learning that has been carried out by grade III teachers is good, well structured. Because it is in accordance with the learning plan which includes pre-learning activities, preliminary activities, core activities, and closing activities." (W-KS-25042017).

In this learning activity the teacher is required to be able to convey the information / subject matter well. The teacher conveys information / subject matter by way of explaining so that students more easily understand. The teacher must have good explaining skills, because explaining is considered very important in learning activities. This was revealed by the Principal himself in an interview conducted by researchers on March 25, 2017:

"The teacher must have good explaining skills, because this explaining skill is very important. With explaining skills students will better understand concepts, laws, principles / procedures, guiding students to answer questions "Why, " reasoning, engages students to think, helps students to appreciate the various processes of reasoning, etc. That is the importance of explaining skills that must be possessed by the teacher in every teaching in class." (W-KS-25042017).

Illustration 10 Indicator Skills for Explaining Teachers in Thematic Learning in class III Elementary School

Preliminary / Early Learning Activities
Indicators Opening Lessons

Table 1. Indicator Opening Lessons

Indicator	Discriptor	Ability Level			
		1	2	3	4
Opening lesson	a. Invite to pray and validate students b. Deliver learning objectives c. Give a glimpse of the learning activities to be carried out d. Gives aperception				

Note: 1) Not Good, 2) Not Good, 3) Good, 4) Very Good

In connection with the elaboration on indicators for opening lessons, this is explained by the class III teacher.

"Usually when at the beginning of learning I give a perception and ask questions about yesterday's lessons or ask about the child's condition." (W-GK-25042017)

So that in the preliminary activity / initial student response is good at accepting the teacher's explanation. The students' responses to the preliminary / initial activities are happy, active, and confident.

Core activities
Indicator Explains the Material

Table 2. Indicator Explains the Material

Indicator	Discriptor	Ability Level			
		1	2	3	4
Explain the Material	a. Provide a general explanation of the learning to be conveyed b. Use sentences that are easy to understand and clear c. Mastering material from various sources d. Explain according to learning indicators				

Note: 1) Not Good, 2) Not Good, 3) Good, 4) Very Good

Based on table 2, it can be obtained data that the third grade teacher at SDN has a good level of ability in each description. Can be seen from each ability level assessment on the indicator explaining the material. The obstacle experienced when the teacher explains the material is the teacher has not fully mastered the material from various sources. sometimes the learning objectives are not conveyed by the teacher and sometimes they are delivered, but do not match the results due to the condition of the students when learning. Most teachers only explain the material with one source or the teacher only uses sources from the teacher's handbook.

Indicator of Illustration

Table 3. Indicator of Illustration

Indicator	Discriptor	Ability Level			
		1	2	3	4
Giving Illustration	a. The teacher uses examples of real objects b. Bring real objects c. The teacher invites students to the environment d. Teachers are creative and not fixated on books				

Note: 1) Not Good, 2) Not Good, 3) Good, 4) Very Good

To support learning activities so that learning objectives can be achieved, teachers must be able to use the environment outside the classroom so that students do not feel tired of learning in the classroom. As stated by the Principal.

"Class III teachers sometimes teach outside the classroom for certain material. The things that the teacher has done are good, because to make the learning atmosphere more interesting and not just to learn in the classroom." (W-KS-25042017).

The purpose of the illustration is to make the learning conditions more enjoyable, by providing examples around students, inviting students to see firsthand the conditions that existed at the time, etc. Give examples and illustrations in each explanation of the class can be sure the learning conditions will be more fun than students just listening to the teacher's explanation. As stated by the Principal.

"Class III teachers have used examples and illustrations in class explanations. It was intended to make learning more enjoyable and learning objectives can be achieved." (W-KS-25042017).

Indicator of Organizing Material

Table 4. Indicator of Organizing Material

Indicator	Discriptor	Ability Level			
		1	2	3	4
Organizing Material	a. Arrange logical and systematic ordering b. Associate with other				

- material / subjects
- c. Simplify what can be done by limiting the use of unfamiliar words and terms
- d. Increases examples and illustrations that are more realistic, simple, and close to student life

Note: 1) Not Good, 2) Not Good, 3) Good, 4) Very Good

Indicator Of Emphasis On Voice Intonation

Table 5. Indicator Of Emphasis On Voice Intonation

Indicator	Discriptor	Ability Level			
		1	2	3	4
Emphasis On Voice Intonation	<ul style="list-style-type: none"> a. Clear voice b. Loud noise c. All students can hear the teacher's voice d. The voice can adjust when the question is asked, exciting and when telling stories. 				

Note: 1) Not Good, 2) Not Good, 3) Good, 4) Very Good

Indicators of Emphasis on Motion, Mimic, and Other Signs

Table 6. Indicator Of Emphasis on Motion, Mimic, and Other Signs

Indicator	Discriptor	Ability Level			
		1	2	3	4
Emphasis on Motion, Mimic, and Other Signs	<ul style="list-style-type: none"> a. The teacher is not centered in front of the class b. Attractive teaching style c. Making a serving structure (pointing direction) d. Focusing student attention. 				

Note: 1) Not Good, 2) Not Good, 3) Good, 4) Very Good

Indicators of Emphasis on Pictures and Other Media

Table 7. Indicator Of Emphasis on Pictures and Other Media

Indicator	Discriptor	Ability Level			
		1	2	3	4
Emphasis on Pictures and Other Media	<ul style="list-style-type: none"> a. The teacher uses pictures when 				

- explaining
- b. The teacher uses the media
- c. Images printed clearly
- d. The media used can attract students' attention.

Note: 1) Not Good, 2) Not Good, 3) Good, 4) Very Good

Indicators of Get Feedback

Table 8. Indicator Of Get Feedback

Indicator	Discriptor	Ability Level			
		1	2	3	4
Get Feedback	<ul style="list-style-type: none"> a. Give students questions b. Ask students for opinions c. Students are active in asking questions / opinions d. The teacher explains the opinions put forward by students 				

Note: 1) Not Good, 2) Not Good, 3) Good, 4) Very Good

Indicators on the use of Feedback

Table 9. Indicator on the use of Feedback

Indicator	Discriptor	Ability Level			
		1	2	3	4
Use of Feedback	<ul style="list-style-type: none"> a. The teacher gives students the opportunity to ask questions b. The teacher responds to the opinions expressed by students c. The teacher answers questions raised by students d. Students repeat the explanation of learning that has been learned. 				

Note: 1) Not Good, 2) Not Good, 3) Good, 4) Very Good

Closing activities

Indicator Closing Activities

Table 10. Indicator Closing Activities

Indicator	Discriptor	Ability Level			
		1	2	3	4
Closing Activities	a. Draw a conclusion b. Conduct an evaluation / evaluation of the activities that have been carried out c. Give follow up d. Give a message and invite students to pray				

Note: 1) Not Good, 2) Not Good, 3) Good, 4) Very Good

Based on table 10 can be obtained data that class III teachers who have a good level of ability in each description on the indicator closes the lesson. The problem experienced is that the teacher does not evaluate the learning activities that have been carried out after carrying out the learning activities and sometimes does not convey the learning plan for the next meeting.

So that the closing / end of learning activities, student response is good at accepting the teacher's explanation. The students' responses to the closing / ending activities of learning are happy, active, enthusiastic learning, and confident.

Discussion

Opening Activities

The skill to explain the teacher is very important to do in every learning activity, especially thematic learning in the preliminary / initial learning activities. According to (Sri Anita W, 2008) thematic learning is a learning strategy to provide meaningful experiences to students by involving several subjects. Thematic learning if done well by the teacher, then learning activities will be interesting for students. To attract students' attention and create comfortable learning conditions, teachers must open lessons well and pleasantly. When the preliminary / initial learning activities are already interesting, then for further learning activities the learning conditions will be more interesting and enjoyable for students. This was discovered by researchers that the skills of explaining grade III elementary school teachers in the preliminary / early learning activities were not good because teachers rarely convey learning objectives and rarely give a glimpse of learning to be carried out by students.

Core Activities

All teachers must have the skills they have, whether they are seen or not. This is explained by (Maryati, Tri., Elmunsyah, Hakkun., 2016) skill is an ability or competency possessed by someone in the form of knowledge, understanding, and attitude that can be applied truly in everyday life. From the above understanding it can be explained that a person's / teacher's skills are of several forms that make a valuable person. Skills in the form of knowledge, understanding, and attitude are skills that must be possessed by everyone, especially by the teacher. The teacher must have a very advanced level of communication skills to become a successful professional. In thematic learning activities the teacher's explaining skills are very important, especially in the core learning activities. In this core learning activity the teacher must master a number of indicators, including: (1) explaining the material, (2) providing

illustrations, (3) organizing the material, (4) emphasizing the sound, intonation, (5) emphasizing the motion, expression, and cues others, (6) emphasis on images and other media, (7) attempts to get feedback, and (8) attempts to use feedback.

All indicators on the core activities above have been done well by grade III teachers in thematic learning, there is one indicator that is considered the best among all the indicators on the core activities namely the emphasis on sound intonation indicators. Skills for explaining grade III teachers on indicators of emphasis on voice intonation have been mastered and done well and to the maximum extent possible so that the results achieved are also maximum in learning activities. The skill of explaining or communicating grade 3 elementary school teachers in one of the schools in the Sekaran District region also does this to get better learning conditions during the learning process. Almost all skills on each indicator in the preliminary, core, and closing activities, especially in the core activities have been done well, communication between teachers and students runs well and smoothly. It aims to make thematic learning activities run smoothly, effectively, efficiently, and learning objectives can be implemented well.

The Discussion should be an interpretation of the results rather than a repetition of the Results. The Discussion should be an interpretation of the results rather than a repetition of the Results. The Discussion should be an interpretation of the results rather than a repetition of the Results. The Discussion should be an interpretation of the results rather than a repetition of the Results. The Discussion should be an interpretation of the results rather than a repetition of the Results.

Closing Activities

The closing / ending activity has been carried out well by grade III teachers. However, there are deficiencies in the descriptor to deliver the lesson plan for the next meeting, sometimes the teacher is confused with the condition at the end of the lesson so the teacher forgets to submit the lesson plan for the next meeting. This is often considered not important for teachers, but is considered very important for students. By submitting a learning plan for the next meeting, students can learn in advance the learning material that will be held the next day.

Teachers' explaining skills, play an important role in student behavior in daily activities. The teacher explains not merely conveying what is in the syllabus and lesson plans, but rather conveying knowledge and advice to students so that it can be applied to everyday life. As explained on thematic learning objectives namely: improve understanding of concepts learned more meaningfully, develop skills in finding, processing, and utilizing information, fostering positive attitudes, good habits, and noble values needed in life, fostering social skills such as cooperation, tolerance, communication, and respect for opinions others, increase interest in learning, choose activities that suit their interests and needs.

Thus, it can be said the teacher's explaining skill is a skill in presenting subject matter systematically accompanied by providing examples or media so that it is easily understood and can be applied by students in daily life.

Based on this understanding, it can be stressed that the teacher's explaining skills can help students' thinking abilities to think logically, aesthetically, and morally. With the teacher's explaining skills, it is hoped that the third grade teachers of SDN Kembangan must further enhance their explaining skills to achieve learning objectives. Teachers' explaining skills in

class III thematic learning in elementary schools in the Sekaran district of Lamongan Regency have been well mastered and in accordance with the components explained, among others: opening lessons, explaining the material, providing illustrations, organizing the material, emphasizing the sound, intonation, emphasis on gestures and other cues, emphasis on images and other media, efforts to get feedback, attempt to use feedback, and close the lesson.

CONCLUSION

Explaining skills must be mastered well by the teacher so that activities are more interesting and enjoyable, especially so that the thematic learning objectives can be achieved. Teachers' explaining skills can be applied to preliminary / initial activities, core activities, and closing / final activities. The skill of explaining the teacher in the third class thematic learning of Elementary Schools in Sekaran district is well mastered and in accordance with the components explained.

REFERENCES

- Dara, Renanti W., Nazaruddin Wahab., & E. M. (2015). Hubungan Antara Keterampilan Menjelaskan Dan Bertanya Guru Dengan Prestasi Belajar Siswa. *Jurnal FKIP*, 3(2). <http://download.portalgaruda.org/article.php?article=328161&val=7239&title>.
- Diah Ayu. (2013). *Economic Education Analysis Journal*. 2(1), 18–23.
- Frasetyana, A. D., Sujadi, I., & Kusmayadi, T. A. (2015). Analisis keterampilan dasar mengajar mahasiswa pendidikan matematika (Studi Kasus pada Mahasiswa Pendidikan Matematika FKIP UNS Tahun Akademik 2012 / 2013). *Jurnal Elektronik Pembelajaran Matematika*, 3(4), 383–394.
- Maryati, Tri., Elmunsyah, Hakkun., & E. S. (2016). The Contribution of Teaching Skill and Learning Skill To The Competence Achievement of Computer Assembly in Public Vocational High School of Malang. *Journal of Education and Vocational Research*, 7(3).
- Moleong, L. (2007). *Metodologi Penelitian Kualitatif*.
- Sri Anita W. (2008). *Materi Pokok Strategi Pembelajaran SD*.
- Sugiyono. (2011). *Metode Penelitian Pendidikan*.
- Sukmadinata, N. S. (2013). *Metode Penelitian Pendidikan*.
- Syafi'i., M. (2014). Implikasi pembelajaran mikro dalam pengembangan kompetensi keguruan. *Jurnal Studi Islam*, 5(1978-306X), 228–250.
- Yusuf, A., & Mubarak, R. (2020). Improving Mathematics Learning Outcomes of Class Ix Middle School Students in the Major Area and Flat Building Using Realistic Approaches. *Journal Of Educational Experts (JEE)*, 3(1), 19. <https://doi.org/10.30740/jee.v3i1p19-24>