

Teacher Skills in Teaching Small Groups and Individually for Students at SDN 13 Palangki from Skinner's Behaviorist Theory Viewpoint

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Abstract

These basic teaching skills are important to develop in the present era, especially in today's primary school, because if a child aged 5 to 15 is more interested in gadgets than lessons, then the teacher has his own technique to make his pupils focus on the lesson, and thus the teaching skill action should be done by the teacher. The purpose of writing this article is to find out how the teacher's skills in teaching small groups and individuals at SDN 13 Palangki. Data collection methods used are observations and interviews. In qualitative research, data analysis is done cyclically, starting with data reduction and ending with data presentation and conclusion. The social behavioral paradigm focuses on the individual's relationship with its environment, which consists of a variety of social and non-social objects that produce consequences or changes in environmental factors that cause behavior changes. The results of this study show that teachers form small groups or individuals based on student differences, small groups, or individuals formed to improve the quality of interaction between students, small group and individuals can be used to make learning more effective, and teachers provide interesting material for students.

Keywords: *Teacher Skills, Teaching, Small Groups and Individually, Skinner's Behaviorist Theory*

Introduction

Education plays a significant role in human life, influencing human development in all aspects of personality and life (Mesra, Umatermate, 2021). Education is the most important link in the formation of the nation's next generation (P. Mesra & Kuntarto, 2021). The higher the quality of education, the more sophisticated and advanced the country (Hamsah et al., 2023). School is a deliberate and appropriate energy harvest designed to

motivate, nurture, assist, and guide an individual in cultivating all of his inherent capacity for superior self-quality (Sabela, 2021).

According to Lusyanti (Lusyanti et al., 2021), education is a deliberate and planned effort to create an environment conducive to active learning. The essence of education is the endeavor to develop an individual integrally (both purely and intellectually), either with or without the assistance of others, In every



activity, students should be able to think, feel, speak, and act with certainty while being fully aware of the expectations of others. In addition, everyday behavior.

Learning exercises are essential in schools with both instructors and students (R. Mesra & Dolonseda, 2023). Associations between teachers and students in the field of teaching, particularly in schools, have a significant task of determining what learning can be said to be beneficial (R. Mesra & Santie, 2023). Educators and students collaborate in a variety of ways, one of which is in classroom learning activities. If educators perform their duties well, they can effectively direct students to acquire good information and skills (Pajar et al., 2023).

Education for all implies that education must be capable of serving and developing students based on their potential, interests, and talents (Salem & Mesra, 2023). Teachers and students here take an active role in monitoring and carrying out teaching and learning activities under joint supervision (Daniel et al., 2023). It also helps students understand a lesson in the classroom because the teachers have already prepared the engineering effort in front of the current students and have prepared themselves to follow this learning activity (Wereh et al., 2023).

B. F. Skinner developed social behavioral theory by borrowing behaviorist approaches from the psychological sciences. He was dissatisfied with the previous two paradigms because they were considered unscientific and had mystical nuances. The objects of the concrete-realistic study, according to him, are visible human behavior and the possibility of its recurrence. (Man's behavioral and reinforcement contingencies) (Ritzer, 2014).

Behaviorist approaches to social science have

long been known, particularly in psychology. Its modern revival in the field of social science can be found in the work of B.F. Skinner, who was also the paradigm's exemplary pioneer. Skinner attempted to translate the psychological principles of the flow of behaviorism into that work (Johnson, 1986).

Education and learning, on the one hand, should be able to bring people together, that is, to develop social life (Dolonseda et al., 2022). On the other hand, that every human being also has individual needs (Romi, 2023). One of the ways to facilitate the learning system required by students both classically and individually is to develop basic skills in teaching small groups and individuals (Romi Mesra, Theodorus Pangalila, Abzan Laebe, Risal, 2023). As a result, these skills must be trained and developed so that prospective teachers and teachers have a variety of options for serving students in the learning process (R. Mesra, Yandi, et al., 2023).

These basic teaching skills are important to develop in the current era, particularly in today's elementary schools, because if children aged 5 to 15 mostly pay attention to gadgets rather than lessons, then teachers have their own techniques to make their students focus on lessons, and thus the actions of the teaching skill are to be pursued by teachers (Santie & Mesra, 2022).

Based on this phenomenon, researchers were interested in doing research on teacher skills in teaching small groups and individually for students at SDN 13 Palangki from Skinner's Behaviorist Theory Viewpoint.

Research Method

We use qualitative methods in this case because we match those methods in our research, and these methods aim to answer research questions related to our title. Collect



and analyze text, images, and live observations using this method (Sugiyono, 2019).

An educator can produce failure concepts by using the experience of his failure in performing tasks to build his problem student. However, researchers should be cautious not to assume that other people's experiences are not similar, or even identical, to their own. Tolerance for an individual's various reactions to an event can be beneficial to the variation of the analysis carried out in the research. The analysis procedure also adds another source of theoretical sensitivity.

In qualitative research, the primary sources of data are words and actions, while supporting data are documents that support research findings. The information in this study was gathered using three methods (Afrizal, 2008):

1. Observation

Activities have been carried out from the beginning of the information collection on the research problems, and this technique is also used during the research activities to see the relativities related to local wisdom of the community at the research site.

2. Interview

In this study, the interview technique is an in-depth interview with the introduction of open questions about the reality of stunting by leveraging the local wisdom of rural communities.

Miles and Huberman's (Miles, M. B. & Huberman, 1992) method of qualitative data analysis is used in this study. In qualitative research, data analysis is done in a cyclical manner, starting with data reduction and ending with data presentation and conclusion.

Result and Discussion

Teacher Skills in Teaching Small Groups

and Individually for Students at SDN 13 Palangki from Skinner's Behaviorist Theory Viewpoint

1. Teachers Form Small groups or individuals based on student differences

Skill understanding is the ability to use reason, ideas, and creativity in working, changing or making something more meaningful so that it produces a value of the result of the work, the interaction and motivation of learning teaching (R. Mesra, Tuerah, et al., 2023).

In order to obtain accurate data related to the formula of the problem in this study, the researchers collected data from several members of the group and based on the results of group interviews that we had conducted in the field on Monday 29 October 2023 at the school, namely small group teaching skills group and individual group SDN 13 Palangki.

Some examples of question-and-answer activities performed by teachers to students in small-group counselling activities are as follows,

Question: How about did you start your group tasks until they were completed?

Answer the student: Before we begin, we follow the guidance or instructions of the leader of our group, and we will begin to work on the task that has been assigned to members to find answers.

Question: What steps do you take to do your job?

Answer: The first step is to find answers related to our task. Question: Who will represent your group to explain the outcome of your discussions?

Answer: Sure the leader of our group. Question: Why don't you guys use the notebook to find answers?

Answer: Because we're accustomed to looking for all the tasks and trainees. Other on the internet Question: what is the usual time to



collect your duties?

Answer: Usually we are assigned a group assignment and a time limit of two to three days depending on the assignment.

Question: Where do you usually make it, and are all your group members active?

Answer: We only make it at school because if you do it at our house, our house is far away. And our parents't allow.

If the members of our group all have to be active because we're all doing our job. Learning is based on individual differences. The characteristics of SD children are very varied and varied, whether it's thinking ability, emotional level, talent, interest, or distinction of captivity. For example, a rather aggressive student can be made into a group with somewhat aggressive students or students who have a slightly smaller capability can also be made to a group of students who also have a little less capability.

Small group and individual teaching skills refer to teachers'/instructors'/widyaiswara's ability to develop healthy and close interpersonal relationships between teachers and students, as well as between students and pupils, both in small groups and individually (Tama et al., 2023).

2. Small groups or individuals formed to improve the quality of inter-student interaction

Pay attention and serve the needs of students. Basically, students have different backgrounds, both family, school, and community. For example, if there is a student who can't afford to buy a book package, the teacher should ask the other students to be willing together.

Question: What is your group's topics?

Students: we made the job of the Indonesian bhs to make a dialogue about in the school

Question: What gives the task?

Student: Teacher's mother Question: When was the task gathered?

Students: After group discussion Question: why did you take that topic?

Students: skalian tells about the activities at school in the morning until school comes home Question: Where are you presenting the results of the group?

Students: in front of the classroom with group friends Question: how do you respond to questions from other groups?

Students: seeking answers to other group questions.

Researcher HB Opinion:

The results of my opinion from interviewing students and teachers are:

Students are not very active in asking questions in group discussions And still hesitant in giving an answer. In my opinion, teachers must be more active and strict with children so that when teachers give assignments they only focus on the task.

Students' roles in dealing with small group or individual tasks.

- a. When students are assigned to group projects and have guidance or instructions from their teachers, they will be able to complete them successfully.

- b. As well as with small groups and their individuals, the heads of their respective groups will coordinate and divide the tasks per member that their group heads have arranged.

Thus, small group and individual teaching skills refer to the ability to impart knowledge to both groups and individuals (Muhidin, 2011).

3. Small groups and individuals can be used to make learning more effective



To pursue an active and effective teaching learning process. A way to make learning active and effective teachers should strive as actively as possible in providing learning guidance. For example, after the teacher gives the task discussion group teachers should always monitor the course of the discussion and also help / guide students who need help when in difficulty.

What are the benefits of group learning?

Students: The task feels lighter because of the development of attitudes and cooperation in a community or team.

Who forms the group team?

Students: Teacher

When did you gather it?

Shiva: one day

My opinion regarding this skills teaching group, I see from the results of my interviews with students, all their questions are simple but clear and in accordance with what they are doing and the teachers here are also very good and care about their participants and their students very firmly so that Students and students quickly know and understand what has been mandated to them. Their level of politeness is very good, and they are smart too.

Basic teaching skills (teaching skills) are special abilities or skills (most specific instructional behaviors) that must be possessed by teachers, lecturers, instructors or lecturers in order to carry out teaching tasks effectively, efficiently and professionally (Glickman, 1991).

4. Teachers provide interesting material for students

Providing material and learning opportunities for students. Teachers must also provide lesson materials to be taught/learned by students in small group teaching or individual Participants of the activity who have the same rights and obligations as other students This

means teachers contribute their opinions to solving problems or finding agreement as other students do.

Question: how do you do your job with this group of individuals?

Answer: I made it myself Question: why don't you ask for help from others or friends or parents?

Answer: Because I have many ways to find answers to the question: when do you usually collect or how long do you collect tasks?

Answer: Usually I collect four to one weeks because I make myself the question: where and who are you doing this job?

Answer: I work from home, because I spend much of my time at home, and I work by myself.

The results of the observation from the researcher AR,

First start with coming to the school and meeting the concerned namely the honourable head of the school SDN 13 Palangki, meet in the school office room and ask for permission to confirm that where we will open our assistance activities in this school to fulfill the islamic based individual counseling course assignment. And after we explained our intentions, the mother-in-law immediately agreed and immediately opened and started it tomorrow Thursday, April 13, 2023.

Why are we entering midnight? Our group had previously followed our Assistance actually at SD Inpres Eleleko but at that time we had a little trouble with the headmaster who was in our suitcase. Going to the campus and asking for confirmation from the head of study program that we were no longer allowed in the school because his mother-in-law may not be happy with our friends who were a bunch with us, so that the mother passed on to us all and we were there feeling uncomfortable and not



appreciated at all, then Head of Study Programan responded to our complaint and agreed that we could be allowed to move the school.

And researchers chose the SDN 13 Palangki which was the place for our assistance. On Thursday researchers started our activities and started introducing our names one by one to the students and teachers, after that we divided one individual into one class, and in each class researchers started teaching activities as teacher assistants, indeed At first I didn't know what to understand, especially when it came to teaching elementary school children, but the teachers here were very supportive in embracing me to be able to teach students.

The next day, as usual, researchers felt more comfortable and started to get used to the act of teaching, and researchers very grateful for this experience which is very beneficial for researchers. The next day researchers started to feel like a teacher by gaining knowledge on how to make children "be diligent and like us so that they can be more enthusiastic about doing their assignments, researchers also learned how to attract attention to make them smarter and more diligent in following and listening our rules as a teacher will be and researchers use this mode of approach to children so that it is easier for us to apply the materials to them.

The next day they held the 6th grade exam and we had 4 days off. The following day and so on and up to now it is still the same as a normal day as a teacher's assistant, the students here are very friendly, polite and there are some who are not so good because maybe they are brought from home with less education from their parents and that is only a few students. .

And the teachers here are very friendly, get to know each other quickly, really care, the

children's minds are easy, more fun, polite, the level of togetherness is very high and the focus is orderly, wise and fair, and that is what makes us assistant researchers feel very comfortable and we feel It is really appreciated here because the teachers here often give us food every break and call us all to always join them in sitting together sharing or working together.

Next week they will hold a class promotion exam and we will first listen to the announcement from the principal whether we will participate as supervisors or not. And until now researchers still taking part in school assistance activities because this week and next week will be our last day here, and researchers feel that here researchers have really made my mental, thoughts and feelings stronger than before and researchers grateful for this.

Teachers' roles in teaching small groups and individuals are as follows:

- a. Those in charge of organizing teaching and learning activities. The most important thing in this organization is to organize the student and give him responsibility to perform the tasks assigned by the teacher, regardless of how the student performs.
- b. The teacher is one of the students' primary sources of information, providing both information about task performance steps and other information as needed.
- c. Motivating students to learn. Teachers inspire their students to learn. Teachers should create classroom environments that encourage students to engage in small group and individual learning activities.
- d. The teacher has a diagnostic role in the learning process, which includes



knowing the child individually about his or her learning progress or difficulties.

- e. Providers of student materials and learning opportunities. Teachers must also provide lesson metrics for students to teach/learn in small groups or individually.

As explained by Skinner in the theory of social behavior, this means that when a teacher guides a student in the form of small group or individual discussions, it will be seen that the student's behaviour also depends on how directed by a teacher at the time of guidance by a small group, or individual.

Skinner considers the paradigms of social fact and social definition to be mystical in the sense that they contain a puzzle that cannot be rationally explained. This critique of Skinner focuses on the core issue of the two paradigms, namely the existence of his own object of study. The social behavioral paradigm focuses on the individual's relationship with his environment, which consists of a variety of social and non-social objects that produce consequences or changes in environmental factors that cause behavioral changes (Mustaqim, 2005).

Conclusion

A lot of our experience at SDN 13 Palangki school with good yang results we get to feel mental, physical and our science of opinion for that we start and end our Assistance with all good, there are obstacles and shortcomings in our performance of duty Our Assistance it has become our experience and knowledge in this activity, and we are very grateful for what you get from this school, the essence of this school that we get is very good and means teachers, students-students as well as their parents are also very nice and good all.

Based on the results and discussions that the

researchers have previously made, it can be concluded that teachers form small groups or individuals based on student differences, small groups or individuals formed to improve the quality of inter-student interaction, small groups and individuals can be used to make learning more effective, and teachers provide interesting material for students.

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