

Analysis of Teachers' Variation Skills in Teaching at Elementary School

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ARTICLE INFO

Keywords:

Teaching skills;
Variety of learning;
elementary school

Article history:

Received 2023-01-13

Revised 2023-02-15

Accepted 2023-11-30

ABSTRACT

This study aimed to determine the skills of teachers in applying learning variations. This study used qualitative descriptive research designs conducted at a public elementary school in Surakarta, Indonesia. The subjects in this study were class II, III, IV, and V teachers using a purposive sampling technique to select the research sample. The data were collected through observation, interview and documentation techniques. Validity in this study used source triangulation and engineering triangulation. Analysis techniques used by the researchers were interactive models in the form of data reduction, data presentation and drawing conclusions. The results in the study concluded that teachers have done a fairly good variety of learning. Variations of teachers in learning are like using icebreaking in lessons and using question-and-answer methods and discussions. This study found that the variety of learning media used by teachers included using picture books, using character cards in learning, and using LCDs and laptops as learning media. For a variety of interactions, the teacher is to use a clear, loud voice, and the interactions are carried out properly, as well as eye contact between the teacher and students. The obstacles faced by teachers are the lack of ice breakers mastered by the teacher, difficulties in focusing students' attention, and errors still often occur from the media used, such as laptops and LCDs. This study concludes that the teacher has implemented several variations in learning quite well, but there are still obstacles in its application.

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1. INTRODUCTION

Education is an important process in human life (Toquero, 2020). According to Annisa & Ade (2020), education as a need to be better, the progress of the nation also depends on how the education system has been achieved, In education itself there are two important things that must be considered, namely the taste aspect (affective), and the knowledge aspect (cognitive). Education is a key in every effort to improve the quality of human life, which there are roles and objects to humanize humans (Sartika, 2019). Education is focused on forming a superior personality in emphasizing the process of maturity of the qualities of logic, heart, character, and faith (Lazuardi, 2017). It can be concluded that education is very important for

human life to improve the quality of human life, besides that education is also important for the progress of a country.

Education is also one of the state's efforts in advancing the nation as stated in the Constitution of the Republic of Indonesia of 2003 Number 20 CHAPTER II Article 3 concerning National Education, it is explained that "National education functions to develop capabilities and shape dignified national character and civilization in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, Blessings so that they have noble character, are healthy, knowledgeable. competent, creative, independent, and become a democratic and responsible citizen." The purpose of education is to form intelligent students and develop their potential. To achieve these goals, one is certainly inseparable from a professional teacher.

Teachers are a profession that has the main duty of teaching and educating, the responsible of teachers in teaching is to transfer the knowledge that teachers have to students (Maskar & Dewi, 2021). According to Amhag et al (2019) a teacher must educate by developing the character of students with noble values and changing the character of students for the better. In line with the opinion of Toropova et al (2021) teachers must be able to develop their science and technology in accordance with developments in the current era. A teacher should have and develop skills. one of the basic teaching skills is the skill of conducting variations of learning (Pamela et al., 2019). Teaching variation skills are basic skills possessed by teachers to maintain an attention-grabbing learning climate so that students are active and participate in every step of learning (Aliffiani et al., 2018). In line with the opinion of Indragani et al (2021) teacher's skill in learning variations is the teacher's skill to make the learning process fun and effective in the learning process by using various media or methods. Professional teachers have the main task of teaching and developing character. In the teaching process, of course, the teacher must have the ability to vary learning because this will affect the learning process of students.

A teacher can influence students in the learning process, one example is the way the teacher teaches can affect student boredom. Teachers must have the skills to develop variations in the process of teaching and learning activities, to prevent boredom when students are carrying out learning. According to Pratiwi & Ediyono (2019) applying variations is one of the things that a teacher must do. The variations of learners are changes in teacher activities in the context of learning process interactions, interaction patterns with students, and simulations (Annisa & Ade, 2020). With the variety in learning, it is hoped that students will not be bored with learning (Aulia, 2018). The more variety the teacher does, the more students will feel that they have new experiences that will foster student interest in participating in learning (Rona, 2018). Teachers who can develop variations in the learning process will attract more students' attention so that students do not get bored quickly in the learning process.

Learning currently uses thematic activities that are interrelated between subjects in one theme (Hesti et al., 2022). According to Perdana & Suswandari (2021), thematic learning makes learning fun for students. Thematic learning integrates the dimensions of attitudes, knowledge, and skills into one unit, combining several competencies of several basic subjects to be linked to each other so as to strengthen each other, combining each core competency of each competency so that it has its own competence and connecting with the surrounding environment (Sari et al., 2018). The virtue of thematic learning is the creation of friendly, fun and meaningful learning (Yolanda, 2018). According to Saragih et al. (2022) the characteristics of thematic learning are in each student, there is no subject separator and it can develop students' talents and interests, in order to bring students' creativity and social abilities to life. Thematic learning is fun learning for students, and it can develop students' interests and talents as well as their creativity and social skills.

According to the researchers' observation in learning activities, the condition obtained is that schools that are close to the main road make students feel disturbed if the sound of motorized vehicle traffic is heard so that the material delivered by the teacher is also poorly understood by students and teachers, this is a school environmental factor that students and teachers do not want. In addition, the observation results show that class II and class IV teachers in the implementation of learning still often use blackboard learning media and rarely use visual aids in learning. Schools have also provided LCDs to support

learning, but are not being used by teachers. The method used by the teacher still uses lectures, discussions and questions and answers. This is due to the limited use of media in schools and the teacher's lack of control over the use of instructional media. Nursaida (2019) shows that the implementation of several aspects of skills in carrying out variations in the use of media, the use of learning models, and learning methods need to be optimized in the framework of the planning and implementation processes to improve student learning outcomes. Teacher skills in using learning media during the learning process and varying learning models when in class can affect student learning outcomes.

Research conducted by Pratiwi & Ediyono (2019) obtained the results that the variations that have been used in learning activities by teachers are variations in the use of learning methods and variations in providing examples and illustrations. Bastian's research (2019) shows that teachers' skills in conducting variations include how to teach, the use of learning tools or media and interaction patterns in learning are good. Strengthened by the research of Seran & Subekti, (2021) The results show that the teacher is skilled at applying learning variations, namely variations in teaching styles, variations in the use of learning resources and learning media, variations in interaction patterns, and variations in learning. Variations of teachers in teaching can be in the form of variations in teaching methods, use of instructional media, interactions with students.

From the results of this research, there is still very little that explains the teacher's skills in carrying out learning variations and the obstacles faced by teachers in carrying out learning variations. Indicators of learning variations according to Mahandayani et al (2022) are variations in teaching styles (variations in voice, gesture, change of position, contact of view, giving time, emphasis), variations in interaction (variations in activities), variations in learning media (audio media, visual media, and audio-visual media). Professional teachers are teachers who have the ability to vary the learning process well (Saleh, 2019). According to Gunawan et al (2020) a teacher who is skilled in varied learning will make learning fun and students will be passionate about learning. Teachers who are good at varying learning can create a fun learning atmosphere.

Based on the description above, it can be seen that learning variations are very important in learning. Because there is still little research that examines teacher skills in varying the learning process, the purpose of this research is to determine teacher skills in applying variations in learning. What distinguishes this research from previous research is that in this study the variations in teaching styles, the ways in which teachers interact with students, and variations in teachers' use of instructional media differ.

2. METHODS

The type of research used in this research is descriptive descriptive research. The current research is designed with a preliminary study design, data collection and data analysis. The object of this research is the analysis of the teacher's teaching skills in carrying out various thematic learning. The subjects in this study were five people, namely teachers who became homeroom teachers in grades II, III, IV and V in the framework of low-class and upper-class research, as well as the principal as a supporting informant.

The data used is primary data which is direct data obtained through the results of interviews conducted with low class teachers, namely class II and III and high class IV and V regarding the analysis of teacher teaching skills in variations of thematic learning at SDN Badran, and secondary data is used as supporting data in the form of pre-existing information such as pre-existing research studies.

The research was carried out in SDN Badran Surakarta, Indonesia. The research was undertaken throughout the 2022/2023 academic year, namely in November 2022. The supporting data utilised in this study encompass school profiles, instructor statistics, and other research-related data. The data for this study were sourced from the instructors of classes II, III, IV, and V, as well as the principal. The research methods employed in this study encompassed observation, interviews, and documentation.

Observation techniques were used to collect primary data in the form of observing teachers' teaching skills in variations of thematic learning by observing lower-grade teachers, namely grades II

and III as well as grades IV and V. The interview process was conducted by asking both of them. side. teachers and principals as direct supporting informants. The interview technique for collecting primary data aims to collect information related to planning, implementation, constraints and supporting factors in the skills to carry out thematic teaching variations. Data analysis techniques in this qualitative research data analysis are data collection, data reduction, data presentation, and drawing conclusions (Sugiyono, 2018). Indicators of teacher skills in teaching are presented in table 1 below.

Table 1. Indicators Teachers' Variation Skills

Component	Indicators
a. Variety of teaching styles	1) Voice Variations 2) Mimic and Gesture Variations 3) Change of position 4) Contact View 5) TimeGiving 6) Emphasis
b. Interaction variations	1) Variety of activities
c. Variety of learning media	1) Visual variations 2) Audio variations 3) Audio visual variations

3. FINDINGS AND DISCUSSION

In this section, the researcher will describe and explain the discussion and completeness obtained from the results of observations, interviews and documentation conducted at SD Badran Surakarta. Researchers will discuss the skills and constraints of teachers in carrying out learning variations. Research procedures before conducting interviews with research subjects, researchers made direct observations by looking at the learning process in class. Then, interviews with research subjects to determine the validity of the research data. The next process, namely data from observations and interviews, was analyzed, and data regarding the skills and constraints of the teacher in carrying out variations in learning was obtained, which will be explained as follows.

3.1 Teacher's Skills in Conducting Variations

Based on the results of research related to teacher skills in carrying out learning variations at Badran Elementary School, it can be concluded that teachers have done a fairly good variety of learning, this can be seen from the results of observations and interviews with research subjects. Starting from the voice and contact of the eyes of the students is well done. The method used by them when the class is no longer conducive is by giving ice breaking by playing a game of applause or simply singing the national anthem. The learning media used by the teacher consist of books, picture cards and learning videos using the help of a projector/LCD. They also said that the interaction between teacher and students was very good and very close, because students understood what the teacher said when the teacher was delivering material or just giving assignments. The teacher's skills in conducting variations of learning are presented in table 2.

Based on the results of research regarding teacher skills in varying learning at Badran Elementary School, it can be concluded that teachers have varied learning quite well. Starting from the student's voice and eye contact, it is done well. The way they do it when the class is no longer conducive is to provide an ice breaker by playing with applause or just singing the national anthem. The learning media used by teachers consists of books, picture cards and learning videos with the help of a projector/LCD. They also said that the interaction between teachers and students was very good and very close, because students understood what the teacher was saying when the teacher was delivering

material or just giving assignments. Teacher skills in implementing learning variations are presented in table 2.

Table 2. Teacher skills in learning variations

Class	Teaching Variations	Variations in Media Use	Interaction Variations
Grade 2	Play While Learning, using <i>ice breaking</i> in learning.	Use picture books, picture Study Cards	The sound is clear, loud, makes eye contact, the interaction is well established.
Grade 3	Motivating learning, using the lecture method	Using character cards in learning	The sound is clear, loud, make eye contact, interaction is good.
Grade 4	Learning while singing, question and answer learning method	Using LCD and Laptop as learning media.	Loud voice, good interaction, mastering the class.
Grade 5	Learn while singing the national song. Discussion Methods	Using LCD and Laptop as a means of learning and picture cards.	The sound is clear, loud and the interaction is good.

Table 2 reveals that the teaching approaches employed vary among teachers. Some teachers utilise ice-breaking techniques, e-learning activities, question and answer methods, and discussion methods. Teachers employ a range of learning tools, such as picture books, character cards, LCDs, and laptops, to facilitate learning. Teachers employ a range of interactions, including speaking with a distinct and audible voice, ensuring appropriate execution of the interaction, and maintaining eye contact with students.

The study findings indicate that the teacher effectively employed a loud and clear speaking style to ensure students' comprehension of the learning material. Furthermore, during the learning process, the teacher actively engages in interactions with students. Nevertheless, just a minority of teachers include learning media into their classroom instruction, while the majority do not. Furthermore, researchers employed interview data collection approaches to ascertain the intricacies of learning variances and the challenges encountered. According to the research conducted by Putri & Citra (2019), it has been found that a significant number of teachers do not utilise instructional media during the learning process. Conversely, Icen (2020) argues that the use of learning media can facilitate teachers in effectively conveying educational content to attain desired learning outcomes. In order to develop proficient students, a teacher must also possess mastery in teaching abilities. Effective teaching skills encompass more than just superficial qualities; they necessitate a comprehensive and sophisticated approach in order to attain optimal educational objectives. (Nur'asia, 2019). (Putri & Citra, 2019)

From the results of the interviews, it was found that one of the methods used by the teacher in teaching skills is to raise the voice, this aims to make the voice heard clearly by students. The educator's voice can vary in tone intonation, volume and speed. Changes in sound pressure in words can dramatize according to their purpose. According to Djamarah in Nursaida (2019) said that when explaining subject matter, it should vary both in volume, tone, intonation and speed of intonation. Emphasis To focus attention on students is an important aspect, educators can apply sound pressure to focus students' attention (Arianti, 2018).

There are several ways that the teacher does to get or focus the attention of students. The method used by the resource person is by playing while learning, and clapping their hands to create fun learning for students, then there is also a way for the teacher to provide motivation to students. Furthermore, the teachers also gave affirmation to listen to all the material. Similar to the research finding of Saumi et al. (2021), teachers provide motivation to students in the learning process so that students are more enthusiastic about learning. Some teachers implement the principle of incorporating play into the learning process, which enhances student engagement in the classroom (Fitroturrohman et al., 2021). The interview results also indicate that teachers employ several strategies to capture students' attention, tailoring their approach according to the specific circumstances of the classroom they are instructing. From the interview analysis, it is evident that the teacher utilises facial expressions to enhance student engagement during classroom instruction. The teacher's account reveals that using appropriate facial expressions while explaining helps capture the students' attention during teaching. A teacher's facial expression serves as a means for conveying their emotions, while their eye contact contributes to the teacher-student interpersonal relationship (Saumi, Murtono, & Ismaya, 2021; Fitroturrohman, Robbi, & ..., 2021; Hanina et al., 2021). Teaching skills refer to the specialised knowledge and abilities that a teacher possesses in a certain subject area. Setyaningsih (2020) identifies 8 fundamental skills that instructors possess, which are questioning, reinforcing, variations holding, explaining, opening and closing classes, conducting small group discussions, classroom management, and individual teaching abilities.

The results of the interviews in this study also show that the teacher always changes positions when carrying out learning in class, whether it's giving assignments or delivering material. In addition, they also make contact with students in class. This is intended so that students pay more attention to the teacher when equating the material or assignments to be given. And it is successfully used to be closer to students. The variety of viewing contacts can be carried out evenly not just one point. The teacher must reprimand or just look at students who interfere with the learning process to create a conducive learning atmosphere (Susanti, 2020). The contact point of view can be used to convey information or to find out students' understanding and comprehension (Hilmi, 2019).

The results of the interview above can be stated that in grade 2 and 3 teachers they do not use projector / LCD media in the learning process. They stated that children in the lower grades (grades 2 and 3) still preferred picture books. Sometimes they also use picture cards in explaining the material or in the question and answer process. According to Mirnawati's research (2020)(Mirnawati, 2020)(Mirnawati, 2020) concluded that the use of image media can increase students' interest in reading. Unlike the second and third grade teachers, the 4th and 5th grade teachers use projectors/LCDs in their learning process. They said that grades 4 and 5 liked the learning videos. But occasionally they also use picture books or cards in the discussion or debriefing process. According to Firmadani (2020) media variations are divided into three, namely visual, audio and visual audio. Based on the opinions of media experts, it is divided into three, namely visual media is one of the learning media in the form of images or symbols that inform about learning materials, audio media is an auditory media. Audio visual media is a combined media between being seen and heard. (Firmadani, 2020)(Firmadani, 2020)

The interview results above show that the interaction between students and teachers has been very well established. Even student responses during learning are well known. The teacher also stated that his students understood the material presented. Pratiwi & Ediyono's study (2019) revealed that using variations in interaction patterns, namely teacher variations when interacting with students. The aim is to have a variety of interactions so that students don't feel bored in class. Besides that, it can liven up the atmosphere in the class and help achieve learning goals. Variety of interactions is very important for teachers to master to make learning diverse and not boring, as well as to liven up the atmosphere in the classroom in order to achieve learning goals (Sukriadi et al., 2022).

3.2. Teacher Obstacles in Holding Variations in Learning

Based on the results of research related to the obstacles faced by teachers in carrying out learning variations at Badran Elementary School, teachers still have difficulty explaining this because the class conditions can be said to be sometimes still very crowded. In addition, the teacher also said that it was still difficult to focus on students, this was because students were still engrossed in themselves and chatting with their friends. There are still some students who like to be sleepy and lazy to study. Furthermore, the obstacles faced by teachers related to media and learning methods are that teachers still lack references to make interesting lesson plans, besides that errors often occur in the use of projectors/LCDs. The teacher's constraints in carrying out learning variations are presented in table 3 obtained through interviews with research subjects.

Table 3. Teacher Obstacles in Conducting Learning Variations

Constraints			
Class	Teaching Variations	Variations in Media Use	Interaction Variation
Grade 2	Difficulty in getting students' attention, Lack of <i>ice breaking</i>	Difficulty in varying RPP	The atmosphere is not conducive
Grade 3	Disadvantages of <i>ice breaking</i> . Difficulty in getting the attention of students, confused in choosing the right method of study.	Finding the right learning media for children is still struggling	The atmosphere of the classroom is crowded and not conducive
Grade 4	Difficulties in getting students' attention	Difficulty overcoming LCD/Laptop Errors	The atmosphere of the classroom is not conducive, the children's voices are louder
Grade 5	If the student is already drowsy the focus becomes reduced	Difficulty overcoming LCD/Laptop Errors	There are still students who broach themselves

Table 3 illustrates that instructors encounter problems with icebreakers, attention-grabbing activities, and student uncertainty when using ineffective learning strategies while implementing changes in the classroom. Problems with LCD or laptop experiences, identifying the correct media for the learning process, and teachers' inability to alter the implementation of learning plans are all barriers to media variety. Among the challenges faced by educators in their contacts with pupils is the fact that some students are uncooperative and others simply do not pay attention in class.

Every learning process carried out by the teacher certainly does not escape the obstacles that are certainly faced by the teacher. Teacher constraints in carrying out learning variations at Badran Elementary School were also experienced, but this did not always occur. The results of the interview above can be seen that the obstacle that teachers face in doing voice variations is when the student's voice is louder than the teacher's voice. If the child is busy or not conducive, the teacher's voice will not be heard by the child. but this is up to the teacher to react to. Based on the results of an interview with the grade 5 teacher he stated that he found no problems. The educator's voice can vary in tone intonation, volume and speed. Changes in sound pressure in words can dramatize according to their purpose. According to Djamarah in Nursaida (2019) said that when explaining the subject matter should vary both in intonation in volume, tone, intonation and speed.

The results of the interview above can be stated that the obstacles faced by teachers when focusing students' attention are those where most students do not want to pay attention. This is caused by a number of things, including students not wanting to listen because they are still engrossed in chatting

with their friends, there are also those who really need special attention because they are sleepy and lazy to study. Variations of sight contact can be made evenly, not just one point. The teacher must look at students without hesitation looking at students who according to the teacher interfere with the learning process.

Furthermore, the obstacle faced by the teacher when changing facial expressions is that sometimes children do not see the teacher's expression so they pay less attention. And from the four sources stated that the obstacle was not getting the attention of students. Mimic variations and gestures of fundamental changes of a teacher are made to dilute the atmosphere or emphasize the atmosphere. The variety of mimics or gestures is useful to attract attention and to express the meaning of oral messages addressed to students. The next obstacles faced by teachers when the class adjusts where there is still a lack of ice breaking ideas or games that can grab students' attention, besides that students who are still cool chatting with their friends are also an obstacle for the teacher in carrying out the learning process. The teacher stated that there were no special problems when changing positions while teaching. They said it was just difficult to get students' attention because there were students chatting in class during the learning process. In line with the research of Madul et al. (2022) the obstacle that teachers often experience is that there are students chatting with their friends in class, this will result in students' lack of attention to the material described by the teacher. One of the teachers also said that the large room alone made them quite far away when circling the room when explaining. The transfer of positions in the classroom is very important to put pressure on sensitivity to students, can help attract attention to learners attracting attention to learners, improving the personality of learners (Arianti, 2018).

Teachers' interviews revealed limitations in learning methods, learning media, and projectors/LCDs; specifically, some educators report a lack of guidance when it comes to implementing these tools. They complained that coming up with engaging lessons was still a challenge. Furthermore, problems or malfunctions can still occur when using a projector or LCD, which might occasionally delay learning hours by a few minutes. The reason behind this is that in order to get support, the teacher must first go out. As a result, getting kids involved is easy, since they all contribute when given the opportunity to do so. Students may perceive this shift in approach as an opportunity to experience something new and exciting, as stated by Arianti (2018). For pupils, this is the key to engaging and entertaining learning. Consequently, educators must persistently seek out learning references. Anienti (2018) Anienti (2018)

The results of the interview above can be seen that teachers did not have certain obstacles in establishing interactions with students. However, one of the teachers, namely the second grade teacher, stated that the problem was the students were still inactive when asked by the teacher, they are mostly silent. This may be possible because the children were still in low grades and ~~do~~ did not really understand what the teacher was saying. Low-grade students tend to remain silent if they do not understand what the teacher is conveying (Sururi et al., 2022). According to Seran & Subekti study (2021), it is revealed that variations in interaction patterns are more depressing to teachers and students such as teachers asking questions to students.

4. CONCLUSION

The research and conversation show that the teacher provided a decent diversity of learning. The teacher uses sound and contact display modifications. Teacher starts with voice and looks at students well done. When class isn't going well, they break the ice with clapping games or national songs. The teacher uses books, picture cards, and projector/LCD-based instructional movies. Good teacher interaction patterns suggest that students grasp what the teacher is saying whether presenting material or issuing homework. At Badran Elementary School, teachers had trouble explaining learning variations because the class was still quite full. The teacher also noted that kids were still preoccupied with themselves and conversing with friends, making it hard to focus. Some lethargic pupils prefer to study while asleep. Teachers also struggle with media and learning approaches since they lack

references to create engaging lesson plans and projector/LCD errors. This study can be utilised to improve teacher abilities in learning variants and evaluate material restrictions in class. This study only included grades 2, 3, 4, and 5 at elementary school, but the research area was much broader, so adding teacher indicators to conduct variances in learning, the class utilised for research, and the research area could enhance future research.

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