

The Role of Teachers in Simple Sentence Writing Learning for Primary School Students

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DOI: 10.35445/alishlah.v13i3.1045

Article Info

Keywords:
Elementary School;
Learning;
Sentence;
Teacher Role

Kata kunci:
Sekolah Dasar;
Pembelajaran;
Kalimat;
Peran Guru

Abstract

The purpose of this study was to determine the role of teachers in the development of primary school pupils' ability to compose basic phrases. The descriptive qualitative research approach was adopted in this study. The information was gathered through observation, interviews, and the review of records. Participants in the study were first-grade instructors at SDN 151 Pekanbaru, in the province of Riau. Data triangulation is used in the data credibility test because it allows researchers to double-check their findings by comparing them to other sources. According to the Miles and Huberman data analysis model, there are three steps: (1) data collection (data collection), (2) data presentation (data presentation), and (3) conclusion formulation and verification (conclusion drawing). The findings of the study indicate that the teacher's role in helping grade I students at SDN 151 Pekanbaru learn to write basic sentences has been going fairly well, with numerous stages, such as being a teacher, mentor, trainer, and learning manager, all of which have been quite successful. In addition to improving the quality of the teaching and learning process by providing adequate learning facilities, the findings of this study have broader ramifications.

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui peran guru dalam pembelajaran menulis kalimat sederhana bagi siswa Sekolah Dasar. Pendekatan penelitian yang digunakan adalah kualitatif deskriptif. Data dikumpulkan melalui observasi, wawancara, dan dokumen. Partisipan penelitian adalah guru kelas 1 di SDN 151 Pekanbaru, Riau. Uji kredibilitas data menggunakan triangulasi data karena peneliti dapat *merecheck* temuannya dengan jalan membandingkannya dengan sumber. Analisis data model Miles dan Huberman, yaitu; (1) reduksi data (*data reduction*); (2) paparan data (*data display*); dan (3) penarikan kesimpulan dan verifikasi (*conclusion drawing*). Temuan penelitian menunjukkan bahwa Peran guru dalam pembelajaran menulis kalimat sederhana siswa kelas I di SDN 151 Pekanbaru sudah berjalan cukup baik dengan diadakannya beberapa tahap seperti sebagai penagajar, pembimbing, pelatih, dan manajer belajar beberapa peranan ini sudah ada diterapkan dalam diri guru. Implikasi penelitian ini terlihat pada peningkatan kualitas cara melakukan proses pengajaran dan pembelajaran dengan fasilitas belajar yang memadai.

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INTRODUCTION

Teachers have a vital role in building the success of the teaching and learning process. Moreover, in the learning process in elementary school for grade 1 level, the teacher has a very big role. At this stage, students still need complete guidance from the teachers. The role of the teacher is as a facilitator in providing services to students to make it easier for students to receive learning materials. Teachers have many functions in the learning process. In the implementing role, the teacher carries out ready-made activities. In the redesign role, the teacher collaboratively redesigns an existing activity, and in the co-designer role, the teacher collaboratively designs a new activity. In each role, the teacher carries out learning activities (Cviko et al., 2014). Moreover, in the era of increasingly advanced technology and the Covid-19 pandemic, teachers are required to be able to manage online learning (Yengin et al., 2010), as well as to design the need for teaching materials for learning (Ananda & Ashadi, 2021; Bouckaert, 2019).

The teacher's role is significant in helping students develop independence in learning and other important functions, such as management and teaching (Bajrami, 2015). In this case, the teacher's role can also be said as a leader in the classroom in developing learning (Cheng & Szeto, 2016). Teachers bring an internal, external and collaborative orientation to their professional learning. The beliefs and practices associated with this orientation were also shown to have a moderate effect, via path analysis, on changes in teacher learning defined as the combined outcome of changes in beliefs, practices, and students (Opfer et al., 2011). Teachers facilitate the resilience process of at-risk students by building empowering teacher-student relationships (Mu et al., 2017). Thus, active involvement in learning, including setting meaningful goals, selecting appropriate and task-specific strategies, monitoring motivation levels, and adapting based on feedback, are positively related to learning outcomes (Moos & Ringdal, 2012). So, the role of the teacher as a facilitator in providing services to students is to make it easier for students to receive learning materials.

As in this study, some interesting problems studied more deeply are the teacher's role in writing for grade 1 students. Writing sentences for grade 1 students is not an easy thing. The results of interviews conducted with first-grade teachers at State Elementary School 151 Pekanbaru on February 19, 2021, stated that students still had difficulties in writing due to a lack of vocabulary and not mastering sentence structure properly. The results of observations in class from February to March 2021 have shown students' difficulties in understanding writing material. In addition, other problems that arise are seen in the online learning process, which makes students less than optimal in receiving the material and practising. Although group learning activities are carried out to assist students, these group learning activities are limited to teachers.

It can be concluded from these issues that several issues became the impetus for conducting this research, including (1) students' inability to write simple sentences when the teacher dictated them; (2) students' inability to understand and distinguish the letters b and d when the teacher dictated them; and (3) students' inability to understand and distinguish the letters b and d when the teacher dictated them. Students' learning outcomes can be negatively affected if the teacher's attention is not focused on teaching them to write simple sentences; (3) Students continue to have a lot of writing that goes up and down and are unable to create simple phrases. It is possible to observe many different aspects in children's changes and behaviour, such as children who are having difficulty learning to write simple sentences. With the difficulties that students experienced during their first year at Pekanbaru's State Elementary School 151, it appears that their ability to write simple sentences remains low. This difficulty could be caused by teachers who did not deliver their lessons correctly or who did not know how to teach students to write appropriate sentences in the first place. When pupils are writing simple sentences, the majority of teachers do not provide any guidance. Students are only given assignments to teach practice questions from the book by their teachers. Teachers never use acceptable and appropriate media when they are instructing.

The teacher is less cautious when dictating simple sentences such that the sentences created by students do not appear to be their own words but rather are copies of what is in the text book instead.

The problems that have been described, this research is oriented to the study of the teacher's role in learning to write simple sentences because the success of each lesson is related to the way the teacher plays a role in guiding students in the classroom. Moreover, for grade 1 students, it is known that the teacher has a huge influence on the implementation of learning activities in the classroom. Therefore, this study shows a gap in studies related to its role in writing simple sentences for grade 1 students. This is in line with the results of observations in February 2021 which showed that grade 1 students still had many difficulties making simple sentences. Although many previous studies related to the role of the teacher. However, each teacher has a different way of managing the classroom in each school and in each role, the teacher carries out learning activities (Cviko et al., 2014). Teachers, architectural figures who can shape the soul and character of students and build students' personalities (Supardi, 2013). Teachers are human resources in the implementation of the 2013 Curriculum. The human resources used will determine the implementation and success of the policy (Krissandi et al., 2015). So, the basic skills of teachers in teaching in the classroom are demands that must be mastered and carried out by teachers, with the aim that learning in the classroom can realize good and fun learning. This shows the uniqueness of the research conducted.

Thus, the purpose of this study was to determine the teacher's role in learning to write simple sentences in grade 1 at SDN 151 Pekanbaru. Thus, the research results are expected to impact increasing the role of teachers in elementary schools in various lessons that school principals can develop through various training activities or seminars related to the class management model. In addition, this research can also be a recommendation for grade 1 teachers in guiding grade 1 students to make easy and simple sentences.

METHOD

The research approach used descriptive qualitative research. In this case, research is carried out to understand what phenomena are experienced by research subjects, such as behaviour, perceptions, motivations, actions, etc., holistically, and by describing them in the form of words and language, in a special context that is natural and natural. By utilizing various natural methods (Creswell & Creswell, 2018). This study explores the teacher's role in the learning process of writing simple sentences in elementary schools. The research was conducted at State Elementary School 151 Pekanbaru, Riau. The class involved in this study is class 1 because grade 1 students at State Elementary School 151 Pekanbaru have a variety of backgrounds. Students need teacher guidance assistance in learning so that this research can determine the extent of the teacher's role in the learning process in the classroom. The study was conducted from April – June 2021.

The data collection technique used the purposive sampling technique. Data were collected using observation, interviews and documentation. The source of the data is the grade 1 teacher. In this study, the validity of the data was obtained from the credibility test, which was carried out using data triangulation because the researcher could recheck the findings by comparing them with the source. This study uses the data analysis model Miles and Huberman (Miles & Huberman, 1994), namely; (1) data reduction; (2) data display; and (3) conclusion drawing and verification.

FINDINGS AND DISCUSSIONS

The results of data analysis showed that the first-grade teachers at SDN 151 Pekanbaru had very good roles as instructors, mentors, coaches, and learning managers in the classroom. The results of interviews and observations in the field it is illustrated in the following table.

Table 1. Findings of the Teacher's Role in Learning Simple Sentences in Grade 1

	Teacher's Role	Implementation of the Teacher's Role	Result
1	Teacher	<ol style="list-style-type: none"> 1. Be a role model for students 2. Having the professional ability to teach as an educator. 	<ol style="list-style-type: none"> 1. The teacher has mastered and knows the students' ability in writing. 2. The teacher has behaved professionally through the critical nature and thinking skills that are manifested in the teaching and learning process.
2	Trainer	<ol style="list-style-type: none"> 1. Fostering students in Learning Activities 2. Able to master the skills developed 	<ol style="list-style-type: none"> 1. The teacher has made efforts to provide guidance, direction, stabilization, improvement and direction on the patterns, attitudes and mentality of students in learning 2. The teacher carries out learning activities in the classroom in stages according to the lesson plan that has been made.
3	Advisor	<ol style="list-style-type: none"> 1. Help and develop the classroom atmosphere 2. Helping students grow student self-confidence 	<ol style="list-style-type: none"> 1. The teacher always builds a fun class by involving students in every learning activity, so that students have interest and confidence during learning. 2. The teacher fosters students' self-confidence through the use of language that contains the meaning of enthusiasm and encouragement to learn.
4	Manager	<ol style="list-style-type: none"> 1. Planning learning activities that are done in class 2. Plan and determine class management 	<ol style="list-style-type: none"> 1. The teacher prepares the theme book, lesson plans, and syllabus, as support in teaching, and the teacher also prepares a teaching material that will be used as an example for learning materials 2. Class management is carried out through student seating placement, division of discussion group teams.

Table 1 shows that the teacher's role in learning to write simple sentences is very good. However, the interview results found that the first-grade teacher also had a unique way of acting as a teacher. The teacher carries out activities that involve students' motor skills in making simple sentences. Overall, all roles have been carried out according to procedures in the learning and teaching process designed in the State Elementary School 151 Pekanbaru curriculum. Nowadays, the ability to write must be had by everyone. Being able and skilled at writing well and correctly is one of the learning objectives in schools, both formal and informal. By writing, students can read back the letters they wrote. In addition, students will be faster and longer-lasting to remember. In particular, at State Elementary School 151 Pekanbaru, grade I students are still very low in writing simple sentences in the early stages of learning. While sitting in class I

Writing activities can provide many benefits for students. Writing can train students' creativity and can also pour ideas into written form. One of the benefits of writing is a complex activity that involves all students' abilities. The complexity of writing lies in the demands of the ability to harmonize various aspects. This aspect includes knowledge of the topic to be written, which is adjusted to the reader's ability, and the presentation is by conventions or rules. Seeing the problems that occurred in class I at State Elementary School 151 Pekanbaru, in terms of learning to

write simple sentences, it still seemed low. This difficulty could be caused by teachers who did not deliver correctly or did not know how to learn to make appropriate sentences.

The findings also show that most teachers do not guide their students when writing simple sentences. Teachers only give assignments to students when writing simple sentences. Teachers only give assignments to students to teach practice questions in the book. They were often teaching teachers never to use the right and appropriate media. So that the sentences made by students do not arise from their own words but only copy what is in the book, and the teacher is less careful in dictating simple sentences. So, Grade I elementary school students still need continuous practice and are guided by the teacher so that writing simple sentences can come from the results of students' thinking processes.

In general, the teacher's role as an educator includes a teacher, a coach, a mentor, and a learning manager. A teacher also plays a role in assisting students in developing students' skills and knowledge. The teacher's development of teaching and learning has consequences for the teacher to increase his role. Because the role of the teacher largely determines the teaching and learning process and student learning outcomes. Competent teachers will be better able to manage their classes so that student learning results are at an optimal level. The teacher's role as a teacher is to convey subject matter to students. In this position, the teacher actively places himself as an actor, namely pouring teaching materials to students in the class. The teacher becomes a role model for his students in class by increasing discipline to work well and educating students with a good heart. Sincere, the attitude that teachers must have as educators to be a good role model for their students by giving the attitude that teachers must have, firmly authoritative, confident, consistent and understanding the activities of students in each class, one of the efforts possessed by the ability of professional teachers to teach. As an educator teaching students in class, the task of a teacher is to educate, teach, guide, direct, train, assess and evaluate students. The way the teacher does in class when teaching as an educator is by being closer to students and going around to find out the situation of the class and students when they are learning and giving more attention to all students.

So, each teacher's role is not only as an implementer, redesigner, co-designer and contributes to the effectiveness of learning activities that can be utilized with technology (Cviko et al., 2014). The teacher also acts as a motivator who must build student motivation so that students have the desire to learn and improve skills (Rianawati et al., 2020). Thus, teachers and students have an alignment of roles to achieve learning goals (Kirom, 2017). Especially in the era of technological and knowledge advancement, the teacher's role is very large in the process of providing education (Juhji, 2016). So, the teacher is one of the main factors for achieving successful learning in the classroom, as stated in the Law on Teachers and Lecturers Number 14 of 2005 (Darmadi, 2016).

CONCLUSION

From the findings, it can be concluded that the first-grade teacher at State Elementary School 151 Pekanbaru has four main roles in learning to write simple sentences in grade 1, namely as a teacher, supervisor, coach, and learning manager. These four roles are carried out very well, but the teacher can improvise in various learning activities in the classroom during teaching and learning activities. Thus, the four roles function in tandem in every activity carried out as we know that grade 1 still needs the teacher who dominates the class. However, from the results of this study, the teacher still tries to involve students so that they are active in every learning process to write simple sentences.

This research is also limited to analysing the teacher's role in the classroom during the learning process. Therefore, this research can still be developed to determine the relationship between the role of teachers with learning outcomes or student achievement. So, future researchers can still develop the results of this study by linking it to other aspects. This study also recommends that schools facilitate the quality of teacher professionalism through various training activities and

seminars. Thus, teachers can maximize their role in the classroom. In addition, the principal can also evaluate the teacher's role as a form of teacher performance in schools.

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