



## Implementation of Teacher Teaching Skills in Indonesian Language Learning at Grade IV Students of SDN 147 Pekanbaru

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### ABSTRACT

This research is motivated by the importance of mastering teaching skills as a determinant of the success of Indonesian language learning. Teachers are required to master adequate pedagogical competencies to be able to simplify complex literacy materials to make them easier for students to understand. This study aims to describe the implementation of eight teaching skills in Indonesian language learning for grade IV-C students at SDN 147 Pekanbaru. The method used is a qualitative approach with descriptive methods. The research subjects consisted of one homeroom teacher of grade IV-C and three grade IV-C students. Data were collected through non-participant observation, semi-structured interviews, and documentation studies. Data analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions. The results of the study indicate that the grade IV-C teacher of SDN 147 Pekanbaru has implemented the eight teaching skills well. The teacher is able to awaken students' mental readiness through prayer, ice breaking, and apperception activities. In explaining the material, the teacher uses simple language so that it is easy for students to understand. The use of questioning skills and providing reinforcement has been proven to be effective in increasing student self-confidence. Teachers also maintained student focus through varied stimuli, such as changing teaching positions, and facilitating group discussions using the deskmate method, while not neglecting individual attention for students requiring special guidance. However, closing skills during evaluation activities were not optimally implemented due to the limited time during the day. Overall, teachers have successfully supported the achievement of Indonesian language learning objectives according to the Merdeka Curriculum standards.

*Keywords: teaching skills, Indonesian language, student*

## Pelaksanaan Keterampilan Mengajar Guru dalam Pembelajaran Bahasa Indonesia di Kelas IV SDN 147 Pekanbaru

### ABSTRAK

Penelitian ini dilatarbelakangi oleh pentingnya penguasaan keterampilan mengajar sebagai penentu keberhasilan pembelajaran Bahasa Indonesia. Guru dituntut menguasai kompetensi pedagogik yang memadai agar mampu menyederhanakan materi literasi yang kompleks menjadi lebih mudah dipahami siswa. Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan delapan keterampilan mengajar guru dalam pembelajaran Bahasa Indonesia pada siswa kelas IV-C SDN 147 Pekanbaru. Metode yang digunakan adalah pendekatan kualitatif dengan metode deskriptif. Subjek penelitian terdiri dari satu orang guru wali kelas IV-C dan tiga orang siswa kelas IV-C. Data dikumpulkan melalui observasi non-partisipan, wawancara semi-terstruktur, dan studi dokumentasi. Analisis data dilakukan melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru kelas IV-C SDN 147 Pekanbaru telah mengimplementasikan delapan keterampilan mengajar dengan baik. Guru mampu membangkitkan kesiapan mental siswa melalui kegiatan doa, *ice breaking*, dan *apersepsi*. Dalam menjelaskan materi, guru menggunakan bahasa sederhana sehingga mudah dipahami siswa. Penggunaan keterampilan bertanya dan pemberian penguatan terbukti efektif meningkatkan kepercayaan diri siswa. Guru juga menjaga fokus siswa melalui variasi stimulus, seperti perpindahan posisi mengajar, serta memfasilitasi diskusi kelompok dengan metode teman sebangku tanpa mengabaikan perhatian individual bagi siswa yang memerlukan bimbingan khusus. Namun keterampilan menutup pelajaran pada kegiatan evaluasi belum terlaksana secara optimal karena keterbatasan waktu pembelajaran yang berlangsung di siang hari. Secara keseluruhan, guru telah berhasil mendukung tercapainya tujuan pembelajaran Bahasa Indonesia sesuai standar Kurikulum Merdeka.

*Kata kunci: keterampilan mengajar, bahasa Indonesia, siswa*

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## INTRODUCTION

Education is fundamentally inseparable from human life. Through education, humans gain knowledge. Education is a crucial aspect of the Indonesian nation's knowledge, creating knowledgeable and insightful individuals, thereby improving the quality of intelligent human resources (Wahyuni et al., 2023). This statement aligns with Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, Chapter 1, Article 1, which states that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state."

Learning is an educational activity in schools that is useful for fostering positive child development. Elementary school, as the first level of education, is expected to establish a strong foundation for future education (Febriyana et al., 2024). In learning, the primary task of educators is to condition the learning environment to support positive behavioral changes in students. To achieve this, educators can use various learning resources to support the process of behavioral change in students (Ali, 2020).

Indonesian language lessons in elementary schools essentially teach students to communicate in Indonesian. Indonesian language learning in elementary schools aims to improve students' ability to communicate in Indonesian, both orally and in writing (Stit et al., 2020). The success of Indonesian language learning is greatly influenced by the teaching skills of teachers as planners, implementers, and evaluators of learning.

Teachers' teaching skills need to be optimally applied so that the learning process can take place effectively and learning objectives can be achieved. However, in reality, teachers' teaching skills are not always optimally applied in the learning process. This is influenced by differences in teaching experience, pedagogical understanding, and the diverse characteristics of students in the

classroom. As a result, active student engagement in learning remains low, and an effective learning environment is not fully realized.

Based on initial observations conducted at SDN 147 Pekanbaru, it was found that the learning process was running in accordance with the applicable curriculum. However, teachers' teaching skills, such as how they open and close lessons, provide reinforcement, and manage the classroom, are not yet optimal. This variation has the potential to impact student engagement and the effectiveness of Indonesian language learning in the classroom.

Research conducted by Amelina et al. (2024) shows that teachers have implemented basic teaching skills in the learning process, although not all components of these skills have been implemented optimally. Another study by Wulan Pramudita Kurnia et al. (2020) also revealed that teachers' basic teaching skills are in the good category and contribute positively to the implementation of learning in elementary schools. Furthermore, research by Ningsih et al. (2023) concluded that teachers' teaching skills influence the creation of a conducive learning environment, although several aspects still need improvement.

Based on the above description, it can be concluded that teacher teaching skills are a crucial factor in supporting the success of Indonesian language learning in elementary schools. Therefore, research is needed specifically on how teachers implement their teaching skills in Indonesian language learning for fourth-grade students at SDN 147 Pekanbaru. This research is expected to provide a clear picture of how teachers' teaching skills are applied in the learning process and serve as material for evaluation and improvement to enhance the quality of Indonesian language learning in elementary schools.

## METHOD

The research method used is descriptive qualitative research. Abubakar (2021), Razak (2017) states that descriptive methods are commonly used in social research. This study aims



to describe the implementation of teachers' teaching skills in Indonesian language learning for fourth-grade students at SDN 147 Pekanbaru. The subjects of this study consisted of one homeroom teacher for grade IV-C and three students as supporting informants. The object of the study was the implementation of teachers' teaching skills in Indonesian language learning, encompassing several indicators: opening and closing lesson skills, explanation skills, questioning skills, reinforcement skills, stimulus variation skills, classroom management skills, small group discussion guidance skills, and small group and individual teaching skills.

Data was obtained through observations of teachers throughout the learning process, from the teacher's opening to the closing, and through semi-structured interviews with one homeroom teacher of grade IV-C and three grade IV-C students to strengthen the research findings. The primary data source came from all data obtained from classroom observations, while secondary data sources came from the teaching modules used by teachers in their teaching, as well as various relevant articles and publications.

The data collection technique used was non-participant observation, where the researcher observed the subjects without participating in the activities being observed. Observations were used to observe how teachers implemented their teaching skills in grade IV-C at SDN 147 Pekanbaru. Semi-structured interviews were conducted to obtain more in-depth answers, allowing the researcher to obtain additional information not readily apparent during the observations. The interviewees included one homeroom teacher of grade IV-C and three grade IV-C students. Documentation was used to supplement and strengthen the data from the observations and interviews, obtained through photographs, videos of teaching and learning activities, and Teaching Modules. The collected data is then summarized, presented, and described in detail regarding how the teaching skills are implemented by the teacher.

## RESULTS

This research was conducted at SDN 147 Pekanbaru, with one homeroom teacher of grade IV-C and three students as supporting informants. Data collection was conducted through non-participant observation during the Indonesian language learning process, semi-structured interviews, and documentation of the teaching modules used. The research results are presented based on indicators of teaching skills, which encompass eight skills. The following is a presentation of the results for each indicator:

### 1. Opening and Closing Lesson Skills

Based on observations, the grade IV-C teacher effectively implemented the components of opening lessons. The teacher prepared students mentally at the beginning by greeting them, asking how they were, checking attendance, and providing apperception, linking the previous material to the new material. At the end of the lesson, the teacher consistently guided students to summarize the main points before closing the class with a prayer and greeting. Observations showed that students responded positively to the teacher's opening activities. This indicates that the teacher's opening activities were effective in building students' learning readiness before entering the material.

### 2. Explanation Skills

In terms of explanation skills, the teacher is able to convey basic Indonesian language material in a coherent manner, from vocabulary introduction to effective sentence construction techniques. The teacher uses very simple language, making it easy for students to understand. The teacher also emphasizes important points through verbal repetition and writing on the whiteboard. Although during interviews, the teacher occasionally uses Smart TV for visual-based materials (such as poetry), observations showed that the teacher fully utilizes textbooks as the primary teaching material. Despite the dominant use of textbooks as learning resources, the material delivery process continues well because the teacher is able to explain the

material in stages and adapt the language to the students' level of understanding. During observations, students were seen able to follow the teacher's explanation and respond when the teacher asked questions related to the material being studied.

### 3. Questioning Skills

The teacher implements questioning skills interactively during the material explanation. The teacher consistently asks provocative questions to test students' concentration and stimulate their thinking. After asking a question, the teacher provides a pause for thought before students answer. This approach has proven effective because the teacher is able to transform the communication pattern from one-way to two-way. Through probing questions, students in grades IV-C are positioned not merely as listeners but actively engaged in the Indonesian language they are learning. The questions the teacher asks not only serve to determine students' level of understanding but also to maintain their concentration throughout the lesson. By asking questions periodically, students are encouraged to pay attention to the teacher's explanations because they have the opportunity to directly participate in the learning process.

### 4. Reinforcement Skills

Field findings indicate that teachers predominantly use non-verbal reinforcement during the learning process. Responses given to students who successfully answer questions include nodding and smiling. Conversely, verbal reinforcement takes the form of verbal praise (such as "good," "great," or "smart"). Based on interviews, teachers explained that verbal reinforcement is usually given when a student is brave enough to come to the front of the class to present their work. In the future, teachers are expected to provide verbal reinforcement more evenly to students without having to wait for the opportunity to come forward. During observations, non-verbal reinforcement was provided

spontaneously by teachers when students answered questions correctly. Reinforcement was evident through nodding, smiling, and appreciative glances at the student's answer. These responses made students appear more confident in participating in the learning process.

### 5. Stimulus Variation Skills

To prevent student boredom, teachers adjusted their intonation, speech tempo, facial expressions, and shifted their teaching position from the front to the middle or back of the class. Teachers combined lecture methods, question-and-answer sessions, and assignments. In addition to varying teaching methods, teachers also varied their interactions with students. They occasionally changed teaching positions and approached students at the back of the class. This approach ensured that all students felt cared for and helped the teacher monitor student engagement during the learning process.

### 6. Classroom Management Skills

In terms of classroom management skills, the teacher demonstrated a high level of sensitivity to student behavior. When students began to make noise or chat with their classmates, the teacher immediately reprimanded them and separated them to refocus the learning. During the observation, the classroom atmosphere was generally conducive. Most students participated well in the lesson and were able to complete the tasks assigned by the teacher. When disruptions arose during the learning process, the teacher was able to quickly resolve them so that learning activities could resume normally.

### 7. Small Group Discussion Guidance Skills

The teacher facilitated brainstorming activities using small group discussions in pairs. During this process, the teacher actively monitored the discussion and provided guidance if any pairs encountered difficulties. Based on the interview results, the teacher emphasized that the choice of discussions with classmates was deliberate to



ensure all students were actively involved in working together and to eliminate the possibility of students simply joining in without participating, as often occurs in large groups. During the discussion, most students were seen actively exchanging opinions with their partners. The teacher also provided opportunities for students to present their discussion results in front of the class so that students could practice their speaking skills and express their opinions verbally.

### 8. Small Group and Individual Teaching Skills

These skills are demonstrated by teachers through special attention to students with slower learning abilities. After assigning an assignment to all students, the teacher will walk to the desk of the student who is still experiencing difficulties. The teacher then provides guidance and re-explains the material using much simpler language for easier comprehension. The guidance is provided directly at the student's seat so as not to disrupt other students' learning activities. Through this approach, teachers can identify specific difficulties experienced by students and provide assistance tailored to their needs. This demonstrates the teacher's attention to the differences in learning abilities of each student in the classroom.

## DISCUSSION

Based on the results of the study, the fourth-grade teachers at SDN 147 Pekanbaru can be said to have met the teaching skills indicators. In opening and closing lessons, teachers begin by creating a readiness for learning through greetings, asking how students are, and checking attendance. Apperception activities are carried out by connecting previous material with new material. In the closing section, teachers guide students in a collective summary of the material to solidify their understanding. According to Sudewiputri et al. (2023), the opening component of a lesson serves to create conditions for students' mental focus and attention on the material, while the closing section serves to provide a comprehensive overview of student learning achievement.

However, when compared to the teaching Module documents used by teachers, there are significant discrepancies regarding the implementation of evaluation activities. Based on observations and reinforced by interviews, evaluation activities are rarely carried out in the field due to limited class time, resulting in less than optimal teacher performance. Teachers tend to jump straight to prayer and closing greetings in order to make time to go home. This is a critical note that the evaluation design in the teaching module has not been consistently implemented in practice.

In explaining skills, teachers convey material using simple and coherent language, from vocabulary introduction to effective sentence formation. Emphasis on key points was done through verbal repetition to ensure student focus. Interviews revealed that teachers sometimes use Smart TVs as supporting media for specific materials, such as poetry, to provide students with a clear visual image. However, during observations, teachers optimized the use of printed textbooks as teaching materials due to the technical nature of the material. The varied media selection demonstrates that teachers go beyond simply conveying information and also consider which media is most effective in facilitating student understanding.

Questioning skills are demonstrated through the use of probing questions during explanations to stimulate students' thinking and maintain focus on the topic. After asking a question, the teacher allows students time to think before providing an answer. This practice is part of two-way communication, aligning with the principles of active learning, where teachers ensure students are not merely passive listeners but also contribute to the process of discovering concepts. This aligns with research by Sudewiputri et al. (2023), which emphasizes that effective questioning skills can stimulate students' curiosity and foster critical thinking skills. The use of probing questions combined with probing time demonstrates that teachers value students' cognitive processes.

In terms of reinforcement skills, teachers predominantly use non-verbal reinforcement. During observations, teachers responded positively to students' answers through gestures such as nods and smiles. However, interviews revealed that they also use verbal reinforcement in the form of verbal praise, such as "good," "smart," or "great." They stated that verbal reinforcement is typically given to students who come forward to present their work. This aligns with research by Sudewiputri et al. (2023), who stated that the skill of providing reinforcement, both verbal and non-verbal, is a pedagogical tool for strengthening learning motivation. Susanto et al. (2023) also emphasized that timely reinforcement is key to its effectiveness. Direct nods and smiles from teachers when students answer demonstrate that they have successfully created a positive classroom climate. In classroom management skills, teachers are highly sensitive to classroom dynamics. When a student starts to cause a disturbance, teachers do not immediately scold them but instead ask provocative questions or provide educational reprimands to regain their focus. Through interviews, teachers acknowledged challenges such as time constraints and the presence of students with "extraordinary" characteristics that make it difficult to focus. Teachers' efforts to maintain order align with research by Susanto et al. (2023), which found that optimal classroom management involves creating conducive learning conditions so that student behavioral challenges do not hinder the instructional process.

In terms of stimulus variation skills, teachers actively implement variation skills to maintain student enthusiasm. Researchers observed that teachers predominantly used a combination of conventional methods such as lectures, question-and-answer sessions, and independent assignments through worksheets (LKS). Through interviews, teachers explained that the implementation of variation was done to address student boredom in the classroom. In general, this variation in interaction was effective in maintaining the rhythm of the class and preventing student boredom. In

addition to varying learning methods, teachers also varied their teaching styles, such as changing intonation and shifting positions when explaining material. This variation helped recapture students' attention when concentration began to wane. In Indonesian language learning, which involves extensive reading, listening, and writing, stimulus variation is crucial because it maintains student engagement throughout the learning process. With teacher variation, the classroom atmosphere became more lively, preventing students from becoming bored, even though learning took place during the day. This aligns with research by Sudewiputri et al. (2023), which emphasized the importance of stimulus variation in increasing student attention. Varied stimuli can stimulate students' senses, thus maintaining focused attention on the material being presented.

In terms of guiding small group discussions, teachers facilitated discussions using the deskmate method. During the observation, the teacher was seen circulating around providing guidance to each discussion pair. Through interviews, the teacher emphasized that this small group work strategy (pairs) was adopted to ensure that each student was active and collaborative, preventing students from simply "taking credit" from more intelligent peers. This demonstrates the teacher's role as a facilitator, ensuring healthy social interactions between students in solving learning problems. Discussion activities with classmates provide opportunities for students to express their opinions and listen directly to their peers' perspectives. Through these interactions, students not only gain an understanding of the material being studied but also learn to collaborate and respect the opinions of others. This situation indicates that the teacher's learning is not only oriented towards learning outcomes but also towards developing students' social skills, one of the goals of elementary school education.

In terms of small group and individual teaching skills, teachers provide individual guidance to students with lower cognitive abilities. Teachers approach each student's desk one by one



to ensure they understand the assignment. For students who do not understand, teachers approach the desk to provide a simpler explanation. In interviews, teachers stated that individual guidance is very helpful in improving the understanding of students who are lagging behind. This finding aligns with Sopa et al. (2023), who emphasized that every elementary school student has different characteristics and learning speeds, requiring teachers to act as facilitators who provide a personalized approach to ensure each individual receives attention tailored to their needs. The individual approach taken by teachers demonstrates concern for the diversity of students' learning abilities in the classroom. Through direct guidance, teachers can identify difficulties experienced by students and provide assistance tailored to their individual needs. This action helps students with learning difficulties maintain their ability to fall behind their peers. Furthermore, individual attention can also boost students' self-confidence, as they receive equal support and opportunities to understand the learning material. Based on all of these explanations, it was found that certain skills have been optimally implemented by teachers. First, in terms of stimulus variation and classroom management skills, the teacher successfully maintained a conducive learning atmosphere through appropriate position changes and intonation, thus maintaining a positive classroom atmosphere. Second, in terms of explanation and questioning skills, the teacher delivered material in language that was easily understood by students. Furthermore, the teacher frequently asked provocative questions to encourage students to think actively rather than simply listening to the teacher's explanations. The findings of this study indicate that the success of Indonesian language learning is determined not only by the teacher's mastery of the material, but also by their ability to apply various teaching skills in an integrated manner. Each skill has a complementary function in supporting an effective learning process. When teaching skills are applied appropriately, students will more easily understand

the material, be actively engaged in learning, and be more motivated to learn.

## CONCLUSION

Teaching skills are a key skill every teacher must possess to determine the success of the classroom learning process. As educators, teachers are not only required to master the material but also to possess the ability to manage the classroom and convey knowledge effectively. At the elementary school level, particularly in Indonesian language lessons, teacher skills are essential for guiding students to communicate and understand texts effectively. A teacher's success in teaching can be seen from how they open the class, maintain student interest, and provide constructive feedback. Based on the results of the research on teacher teaching skills in Indonesian language learning, it can be concluded that, overall, the grade IV-C teachers at SDN 147 Pekanbaru have implemented eight teaching skills very well. This success is reflected in the teachers' ability to create a learning flow, starting with the opening activity. The teachers are able to awaken students' mental readiness through prayer, icebreakers, and apperception, connecting the previous week's learning with the upcoming lesson. In the core of the lesson, the teachers demonstrate high professional competence in explaining language material simply so that abstract concepts can be easily understood by students.

The varied use of questioning skills and reinforcement, both through verbal praise and body gestures, has proven effective in boosting student confidence. In terms of classroom management, the teacher was able to maintain student focus through varied stimuli, such as changing teaching positions. The teacher also successfully facilitated group discussions using the deskmate method, which encourages collaboration without neglecting individual attention for students who require special guidance. Although, closing skills, particularly in evaluation activities, were not optimally implemented. This was influenced by the limited time available for lessons, which took

place during the day, resulting in a more limited time allocation. Substantively, the teacher has successfully optimized his teaching skills to support the achievement of Indonesian language learning objectives in accordance with the Merdeka Curriculum standards at SDN 147 Pekanbaru.

The findings of this study indicate that teaching skills play a crucial role in supporting the quality of Indonesian language learning in elementary schools. The appropriate application of teaching skills not only helps students understand the learning material but also increases student engagement, motivation, and confidence throughout the learning process. Therefore, teachers need to continuously develop their teaching skills through reflection and continuous competency improvement to ensure that learning becomes more effective and meets the diverse learning needs of students. Furthermore, the results of this study are expected to provide input for schools in supporting teacher professional development to improve the quality of Indonesian language learning in elementary schools.

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