RESEARCH ARTICLE

CAPABILITIES BASIC SKILLS TEACHING ANALYSIS OF TEACHERS ELEMENTARY PROSPECTIVE STUDENTS ON CONDUCTING PRACTICE TEACHING IN STKIP SUBANG.

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Manuscript Info	*Abstract*
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Education is the primary means in creating intelligent human beings, able to live together in the midst of society and able to solve various problems in his life. To face future education the teacher must be able to combine the various skills that are needed, especially the basic skills of teaching, namely: the skills to develop learning scenarios, the skills of opening and closing learning, explaining skills, questioning skills, empowering skills, skills using media and tools, variations, discussion guide skills, skills for assessing and classroom management skills. This study aims to determine the ability of prospective students of science teachers SD STKIP Subang in applying these skills. This study uses a quantitative approach descriptive with the sample of research as many as 15 students prospective teachers IPA SD. Student candidates for teachers with the category of "good", which earned a score of ≥ 81, as many as two students ie students I and J about 13.3%. Student candidates for teachers with the category "medium", which obtained a score of $70 \leq X \geq 80$, as many as 4 students, namely students F, G, M and O or about 26.7%. Student candidates for teachers with the category "less", which gets the score ≥ 69, as many as 9 (nine) people, namely students A, B, C, D, E, H, K, L, N or about 60%. Therefore, it is recommended that lecturers and lecturers of teaching practice should provide sufficient training to prospective teachers related to basic teaching skills. In addition, prospective students should attend the debriefing related to the development of basic teaching skills, such as in developing lesson plan, writing hand out and worksheet of learners.

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Introduction:-
The main function of education as mentioned in the law of the national education system is to educate the nation through the development of capabilities and the formation of the character and civilization of a dignified nation in the world community. In addition, in more detail it is written that Education aims to develop the potential of learners to become human beings who believe and fear Allah Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible in order intellectual life of the nation. Therefore, education becomes the primary means in creating intelligent people, able to live together in the midst of society and able to solve various problems in his life. This is in line with the opinion of Jannah (2013) that education related to human development, starting from physical development, health, skill of mind, feeling,

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willingness, social to the development of faith, mental, spiritual then will get the result equally. Education makes people more qualified in improving their lives, from living standards of living standards of cultural life.

The process of education is always faced with the changing times and a dynamic and serious environment. This is as submitted by Hermana (2007) that with the changing and developing environment of life very quickly, education is faced with a serious challenge. This is also in line with the opinion of Houston (1998) that "Education is challenging and education is challenged". Therefore, education is a process that is full of challenges, both internally (the ability of teachers) and the external (environment where the occurrence of the educational process).

Referring to the challenges of the future of education as described above, the teacher is required or required to know the various social characteristics of society as part of the educational environment. According to Hermana (2007) there are three general principles of futurology studies (future) education, namely: a) visionary, ie long-term strategic orientation, b) intersional, ie having a normative goal to create the desired future environment, and c) a scientific, interdisciplinary, and integrative approach. While the characteristics of future society that according to Sudarsono (1990) is the globalization, especially in science and technology, economics, environment, education, and so forth and the rapid development of science and technology. The development of science and technology will have a positive impact as well as a negative impact in the education process.

In addition to the characteristics of future education, teachers as educators are also required to understand and apply various skills related to the task of teaching and educating. Teaching, according to Suwarna (2013) can be interpreted as an effort made by teachers with materials, methods, and learning media that aims to change the behavior of learners, including the dimension of knowledge (cognitive), affective and skills (psychomotor). Teaching itself is more personal, meaning it depends on the condition, ability, and capacity of a person in teaching is more of an art than a science. Thus, in teaching the teacher must be able to combine the various skills needed, especially the basic skills of teaching.

Suwarna, *at al* (2013) describes that basic teaching skills are the ability or ability of the teacher to explain the concepts related to the learning materials. Thus a teacher must have a teaching preparation, among others, must master the learning materials able to choose strategies, methods and media, mastery of a good class, and determine the right assessment system. Suwarna, *at al* (2013) further explains that basic teaching skills are very important for a teacher because the teacher plays an important role in education. Therefore the teacher must have basic teaching skills. Basic teaching skills are special skills or skills that teachers (lecturers, lecturers, or instructors) should be able to perform their teaching tasks effectively, efficiently and professionally. Thus the basic skills of teaching relate to a number of skills or abilities that are fundamental and must be mastered by a teacher in carrying out teaching tasks.

In teaching, according to Sukirman (2010) there are two main capabilities that must be mastered by teachers, lecturers, or instructors, namely: 1) master the material or teaching materials are taught, 2) master the methodology, basic teaching skills include into aspect number 2 that is how to teaching students. Basic teaching skills absolutely must be owned and mastered by every teacher, lecturer, or instructor, because the basic skills of teaching that teaching is not just a process of conveying knowledge alone, but concerning the broader aspects such as: attitude, emotional, character, and values.

According to Bambang (2010) teaching skill is the most specific instructional behavior that teachers, lecturers, or instructors should possess in order to carry out the teaching task effectively, efficiently and professionally. Thus basic teaching skills with respect to some fundamental skills or skills with some fundamental or inherent skills or skills must be possessed and actualized by every teacher, lecturer, or instructor in performing their duties.

According to Suwarna*at al* (2013) there are ten basic teaching skills should be mastered by the teachers for the implementation of learning to be professional. These skills are: 1) the skill of developing learning scenarios, 2) the skills of opening and closing learning, 3) the skill of explaining, 4) the skill of asking, 5) the skill of giving strengthening, 6) the skill of using media and tools, 7) the skill of variation, 8) skills to guide the discussion, 9) skills to assess and 10) classroom management skills.

In line with the above opinion, Mulyasa (2008) says the basic skills that must be possessed by a teacher are: (1) skill of asking, (2) skill of giving strengthening, (3) skill of doing variation, (4) 5) skills for opening and closing lessons, (6) skills for guiding group discussions, and (7) classroom management skills, (8) small group and individual

teaching skills. By mastering these skills the teacher will be able to create creative and fun learning, so that will improve the quality of learning.

Skill in developing learning scenario is skill in preparing step / steps of learning activity, (introduction, presentation (core), and cover and follow up), description of that learning activity will be done, choose media and tools to be used teacher and learners, and also determine the time estimates, in order to facilitate learners to gain ease in the learning process. Preparation of learning scenarios aims to: a) provide guidance on the steps / steps of the sequence of learning activities b) provide guidance on the description of learning activities to be undertaken by both teachers and learners, c) provide guidance on strategies, techniques, methods, media and tools will be used during the learning process, and d) provide guidance on the estimated use of time in each learning activity.

According to Brown (1991) the activity of opening learning is defined as a tool or process that incorporates learners into an attentive and learning state. While Suwarna (2013) states that the activity of opening the delivery is defined as a learner activity to create a mentally prepared atmosphere and cause the attention of learners to be focused on what will be studied. The goals of opening and closing the lesson are: a) focusing and motivating learners on the tasks to be performed, b) informing the range of material to be studied and the boundaries of the tasks that the learners will do, c) providing an overview of the method or approaches to be used as well as learning activities to be undertaken by learners, d) linking materials that have been studied with what will be studied, e) to determine the success rate of learners in achieving competence, f) to determine the success rate of teachers in carrying out learning activities , g) create a competency chain between the competencies currently being studied and the competencies and materials on future activities, h) explain the relationship between the learning experiences experienced and the new experiences that will be experienced / learned in future activities.

Explaining skills can be interpreted as a skill to provide an understanding of the presentation of oral information organized systematically to learners, so that information or learning messages either in the form of facts, concepts, principles, or procedures can be understood by learners well (Suwarna, at al: 2013). Explaining skills aims to: a) assist learners in understanding facts, concepts, principles, or procedures, and help solve problems in learning activities; b) engage learners to think and communicate ideas and ideas; c) strengthen cognitive structures associated with learning materials, and d) get feedback from learners about the control of competencies that must be mastered. Questioning skills for teachers is fundamental and cannot be left behind in learning activities. Questioning skills require understanding and practice from a teacher. Teachers are expected to master and implement the skills to ask the right situation, because asking questions effectively and efficiently will be able to cause behavior change both in teachers and from learners. Teachers who previously always actively informed will turn into many inviting learners' interactions, while formerly passive learners refreshing teacher information will turn into many participating in asking, answering questions, and expressing opinions. This will encourage learning that applies the principles of active learning, collaborative, innovative, creative, effective and fun.

Questioning skills in learning activities are intended to enable learners to gain knowledge and improve thinking skills. Questioning skills need to be mastered and implemented in the learning with the aims of: a) reducing teacher dominance, b) encouraging participants' courage to argue, c) increasing the participation of learners in learning activities, and d) directing learning activities to focus on established competencies.

Giving strengthening is generally done by teachers with the aim that learners are more active participate in the interaction of learning and repeat again good behavior. In other words, reinforcement is the teacher's response to the behavior of learners that allows for the recurrence of behavior that is considered good. Strengthening skills are aimed at: a) fostering the attention of learners, b) motivating learners towards achieving competence, c) controlling the development of negative behaviors and encouraging the growth of positive and productive behaviors, d) fostering learner's confidence, e) encouraging learners to improve learning achievement.

Variations in the intended learning activities are changes in teaching activities within the context of the learning interaction, which includes teaching styles, use of instructional media, patterns of interaction with learners and simulations. The purpose of providing variation in learning is to: a) address the boredom of learners so that in the learning process learners always show diligence, enthusiasm and full participation, b) make the learning process more lively and more meaningful, c) increase the attention of learners to the material being studied as well as competencies to be mastered, and d) motivate active learners in learning.

Discussion can be viewed as a conversation with a specific purpose. Discussion is a regular process of verbal interaction involving a group of people in informal face-to-face interactions. The objectives of the guiding skills for group discussions are: a) group discussion processes conducted by learners can walk efficiently and effectively, b) the process of sharing experiences or information, constructing concepts, making decisions, or solving problems can work

Assessment is a systematic effort undertaken to determine the qualifications of planning and implementation of learning and achievement of learning outcomes of learners after undergoing the process of learning. Assessment has a fundamental purpose to assess the outcomes of learning activities that students achieve. In addition, the assessment also aims to: a) improve motivation learners learn and, b) improve the planning and implementation of learning.

Managing the class can be interpreted as an effort to create and maintain optimal learning conditions associated with the learning process. While the skills of managing the classroom means the ability of teachers in creating and maintaining optimal learning conditions. Optimal learning conditions can be achieved if teachers are able to organize learners and learning infrastructure facilities and control it in a pleasant atmosphere to achieve the expected competencies. With good class management is expected to create optimal learning conditions for learners and restore to optimal conditions when there is interference in the learning process. Therefore, the objectives of classroom management are: a) to encourage learners to develop individual responsibility for their behavior, b) to help learners understand appropriate behavioral directions and c) create a sense of responsibility for each learner in the task and to behave positively

Basic teaching skills are essential in the learning process itself. This is evidenced by various studies that have been conducted, for example: Teodora (2014) found that (1) there is a significant difference between student learning outcomes taught by teachers with high teaching skills with student learning outcomes taught low-skilled teachers, (2) there is a significant difference between the students' learning outcomes taught by the teacher and the learning resources vary with the student learning outcomes taught by the teachers using the learning sources does not vary.

Sinaga, (2015) found that the basic skills of teaching teachers have an influence on improving students' learning motivation, students' learning motivation also has an effect on improving student learning outcomes, and through the students' motivation test, the basic skills of teaching teachers also have an influence on improvement student learning outcomes. NurKumala, (2017) found that: 1) there is a positive and significant influence between the basic skills of teaching teachers to student learning outcomes in MAN in Blitar regency of 51%. In addition, together the basic skills of teaching teachers and learning motivation can explain or predict the value of the dependent variable of student learning outcomes by 54%.

Based on the results of the above research, it is seen that basic teaching skills have an outside impact on learners. These impacts, for example related to student learning motivation, learning activities and student learning outcomes. Thus, basic teaching skills need to be continuously trained to prospective teachers so that they have good teaching skills so they can become professional teachers. Therefore, this study focuses on answering the question of how to master basic teaching skills for prospective students of science teachers in STKIP Subang? Basic skills of teaching that will be the reference in this study is the basic skills of teaching according to Suwarna at al (2013) which consists of ten aspects.

Research Methods:-

The type of research used is survey with quantitative descriptive approach, which is data of ten aspects of basic ability of teaching obtained by observation to student of science teacher candidate during doing field practice activity in school. Observations were conducted on 15 prospective teachers of science. Observations were made by two observers who started from the time the respondent started the lesson up to the lesson.

The instrument used during the observation was an instrument consisting of 50 questions with a choice of "yes" and "no" answers. Thus every aspect of the skill consists of five questions. Therefore every aspect will get a maximum score of 10 points, so the maximum total points for each student are 100 points. Score or point is the sum of scores from two observers. On the basis of the points obtained, prospective students will be grouped into 3 groups: 1) good, if the score gets ≥ 81, 2) medium, if $70 \leq X \geq 80$, and 3) less, if ≥ 69

Data and Discussion:-
Research data:-
Based on the results of observation of 15 candidates of primary school science teachers conducted by two observers obtained data as presented in the following table:

Prospective teacher elementary school science	Score aspect									total
	1	2	3	4	5	6	7	8	9	
A	5	6	7	5	6	6	7	7	9	58
B	6	6	9	5	5	9	9	8	8	65
C	7	6	7	9	6	6	6	7	7	61
D	7	9	7	9	7	5	5	6	5	60
E	7	8	9	6	6	7	7	8	8	66
F	8	8	10	6	9	10	8	7	8	74
G	9	8	8	7	8	8	8	8	9	73
H	7	8	10	8	7	6	6	7	9	68
I	9	10	10	10	10	9	9	8	8	83
J	10	9	10	8	8	10	9	8	10	82
K	7	7	8	5	7	7	8	8	6	63
L	6	7	8	5	5	6	6	7	7	57
M	6	8	7	8	8	8	8	9	8	70
N	7	8	7	8	8	6	7	8	8	67
O	8	9	8	10	6	6	7	8	9	71
Total	109	117	125	109	106	109	110	114	119	1018
Percentage	73%	78%	84%	73%	71%	73%	74%	76%	80%	

Information:-
Scores displayed are the sum of the first and second observer scores
1. Skills in developing learning scenarios
2. Skills open and close learning
3. Explaining skills
4. Asking skills
5. Skills provide reinforcement
6. Skills using media and tools
7. Skill of performing variations
8. Skills to guide discussion
9. Classroom managing skills.

Based on data in Table 1, the basic skills of teaching prospective teachers in percentage can be seen in Figure 1 below:
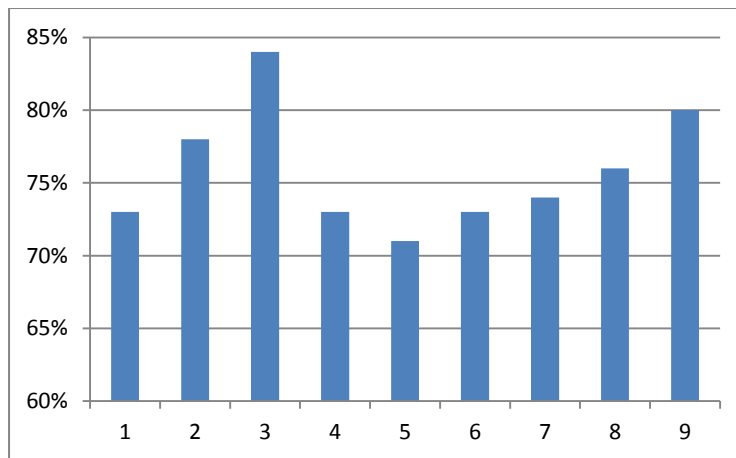
Figure1:- Percentage of Basic Teaching Skills

Based on the table above, it can be noted the important things as follows:
1. Student candidates for teachers with the category of "good", which earned a score of ≥ 81, as many as two students ie students I and J about 13.3%.
2. Students of candidate teachers with the category "medium", which obtained a score of $70 \leq X \geq 80$, as many as 4 students, namely students F, G, M and O or about 26.7%
3. Student candidates for teachers with the category "less", which gets a score of 69, as many as 9 (nine) people, namely students A, B, C, D, E, H, K, L, N or about 60%

In addition, based on the table can also be seen that the most difficult aspect (with the lowest score) to be mastered by students is aspect number 5, the skills to provide reinforcement with a score of 106 points or about 71%. The most controlled aspect (with the highest score) by the prospective students of science IPA elementary is aspect number 3 that is, skill explain with score 125 points or about 84%.

Discussion:-

Referring to the data that has been obtained as written above, that the students prospective teachers IPA SDK STKIP Subang in general already have basic skills to teach. However, the basic teaching skills are generally unsatisfactory, as many as 60% of the students of SDA primary teachers who are observed during the teaching practice have "poor" teaching skills. That means there is still a need to be done so that they can improve their abilities.

Referring to the opinion of Suwarna at al (2013) and observation data as described above, the strengthening of basic teaching skills for prospective students of IPA Elementary School, so the most important and immediately done is to train students to provide reinforcement. As the data above, providing reinforcement is the most difficult aspect of the ten basic teaching skills. This is important since the purpose of strengthening is to: a) foster the attention of learners, b) motivate learners towards the achievement of competence, c) control the development of negative behavior and encourage the growth of positive and productive behavior, d) foster self-confidence of learners, e) encourages learners to improve their learning achievement. With still low ability to provide reinforcement, means attention, motivation, confidence and encouragement of students to be productive is not achieved.

The results are in line with Farida's (2015) study which states that the ability of elementary school teachers in Ngaliyan sub-district of Semarang City gives 52.6% strengthening with the category "less good". Therefore Farida (2015) suggested that teachers in providing reinforcement should be balanced between verbal and non verbal. If non-verbal reinforcement such as marking / symbols is considered to be quite a hassle, it can look for other ways of making simple and easy-to-prepare objects such as the star symbol of paper to give to students as a form of appreciation while teaching in the classroom. Diah, Sujadi, Kusmayadi. 2013, also finds that prospective teachers are often weak in providing reinforcement.

The skills of reinforcement need to get attention because the positive response is the award given by the teacher to motivate the child to maintain the achievement according to Murni (2010), the strengthening is the positive response done by the teacher on the positive behavior achieved by the children in the learning process, with the aim to maintain and improve the behavior. As for giving reinforcement, Barnawi and Arifin (2012), mentions several ways that can be used to give strengthening, namely: 1) Strengthening on a particular person, given to one of the learners, for example by mentioning names and looking at targeted learners, 2) Strengthening to groups of learners, given to groups of learners who have completed the task well should be strengthened so that the group can be motivated to improve its ability in a sustainable manner. Reinforcement should not only be attributed to learning outcomes, but also to positive things that happen during learning. Positive things that should be appreciated is the spirit of learning, thinking reason, teamwork, achievement, familiarity, closeness, and so forth.

Further skills that need to be developed and upgraded by the supervisors to the students of SDA Primary Teachers are skill in developing learning scenario, questioning skill and skill of using media and tools. With the mastery of these aspects only reached 73%, then it could be less optimal learning. If it refers to the expert opinion as described above the skill aspect becomes becoming important and decisive. In the aspect of the preparation of learning scenarios, only students with the initials J who obtained a perfect score (10 points). As for the skill of questioning aspect, the student who got the highest score was the student with initial I, while the student who got the highest score on the media usage aspect was obtained by the students F and J. Thus in the process of improving the basic skills of teaching on that aspect, student assistance with the highest score to participate in helping other friends.

Referring to the introductory description that the purpose of developing the learning scenario is to: a) provide guidance on the steps/steps of the sequence of learning activities b) provide guidance on the description of learning activities to be undertaken by both teachers and learners, c) provide guidance on strategies, techniques, methods, media and tools will be used during the learning process, and d) provide guidance on the estimated use of time in each learning activity. With not yet optimal ability of student of SDA elementary school teacher then things related to that goal will be achieved with less optimum too.

Conclusions and Recommendations:-
Conclusion:-
Based on the above data and data, it can be concluded as follows:
1. Student candidate for teacher with the category of "good", that is get score of ≥ 81, as much as two student which is student of I and J about 13,3%. Student candidates for teachers with the category "medium", which obtained a score of $70 \leq X \geq 80$, as many as 4 students, namely students F, G, M and O or about 26.7%. Student candidates for teachers with the category "less", which gets a score of 69, as many as 9 (nine) people, namely students A, B, C, D, E, H, K, L, N or about 60%
2. The most difficult basic teaching skill (with the lowest score) to be mastered by the students is aspect number 5, that is the skill of giving the reinforcement with score of 106 points. The most controlled aspect (with the highest score) by the prospective students of IPA SD is aspect number 3 that is, skill explain with score 125 points.

Recommendation:-
Based on the results of the study and the recommended conclusion of the feed to the lecturers and lecturers of teaching practice (PPL), it is necessary to provide sufficient training to prospective teachers related to basic teaching skills. Basic teaching skills that need to be prioritized are the teaching skills that students find difficult or rare, ie skills in providing reinforcement and planning or developing learning scenarios. In addition, prior to the implementation of PPL, prospective teachers should attend the provision related to the development of basic teaching skills, such as in developing RPP, writing hand out and worksheets of learners.

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