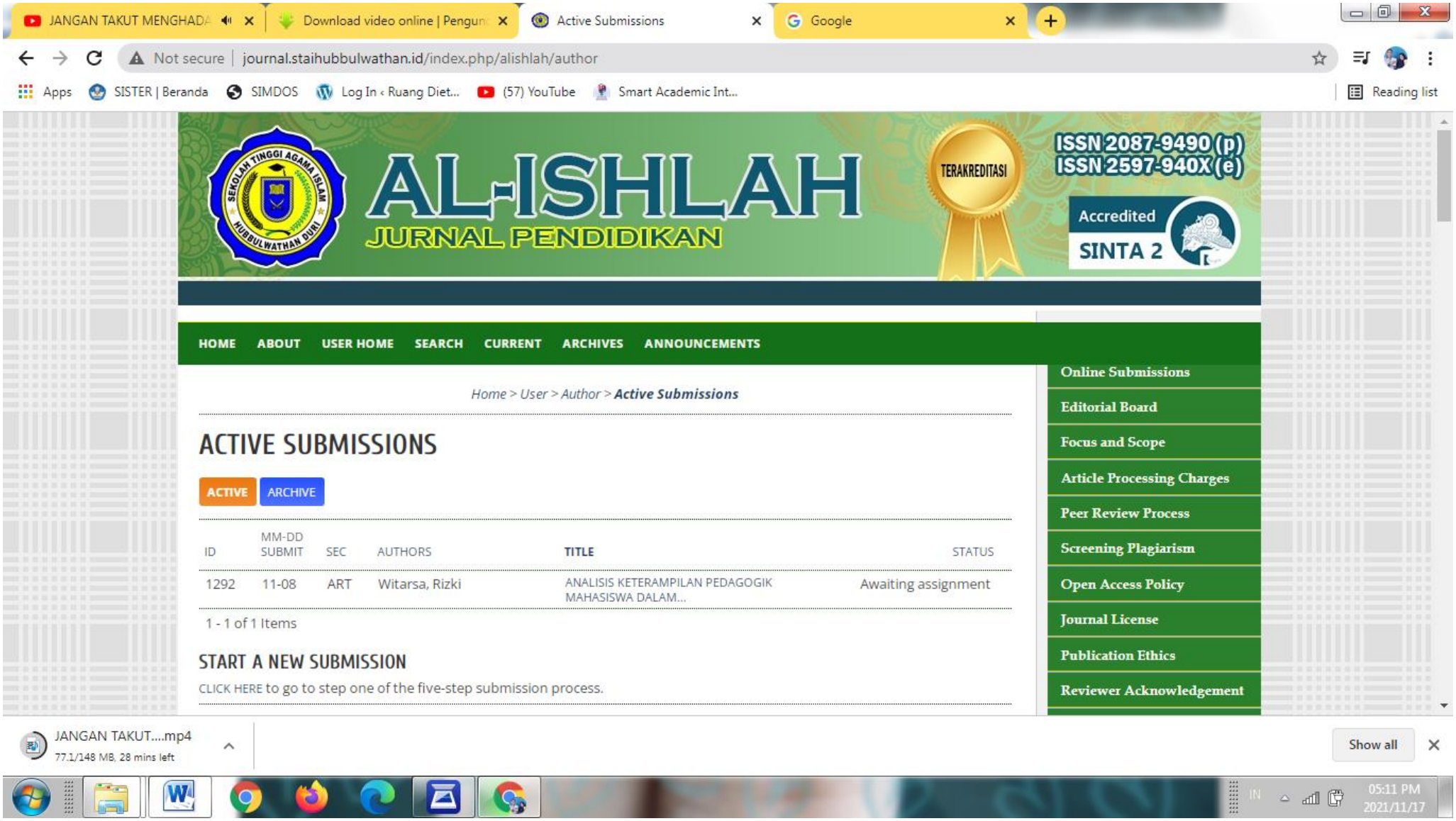
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#1292 Review

SUMMARY | REVIEW | EDITING

Submission

Authors	Ramdhan Witarsa Witarsa, Lussy Midani Rizki
Title	Analisis Keterampilan Pedagogik Mahasiswa dalam Menerapkan Pembelajaran Matematika di Sekolah Dasar
Section	Articles
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Letter of Paper Acceptance

No: 1292/LoA/ALISHLAH/STAI-HW/2021

Bengkalis, November 8, 2021

Dear **Ramdhan Witarsa, Lussy Midani Rizki**

On behalf of the committee of AL-ISHLAH: Journal Pendidikan, we are glad to inform you that your manuscript:

Entitled	:	An Analysis of Student Pedagogical Skills in Applying Mathematics Learning in Elementary Schools
Author(s)	:	Ramdhan Witarsa, Lussy Midani Rizki
Affiliation	:	Universitas Pahlawan Tuanku Tambusai, Indonesia
URL Article	:	http://journal.staihubbulwathan.id/index.php/alishlah/ARTICLE/VIEW/1292

HAS BEEN ACCEPTED and considered to be published in *AL-ISHLAH: Jurnal Pendidikan* VOL.14, NO.2 June (2022). The paper will be published after successfully passing the review process and revisions made by the author(s).

AL-ISLAH: Journal Pendidikan is a scientific journal with the publication level of SINTA 2 Accredited National Journal, based on the Decree of Minister of Research and Technology/Head of National Agency for Research and Innovation Number: 200/M/KPT/2020 concerning the ranking of scientific journal accreditation period III in 2020.

Thank you for submitting your paper to in AL-ISLAH: Journal Pendidikan, wishing you all success in your future endeavours.

Sincerely Yours,

Editor in Chief

Widia Yunita

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An Analysis of Student Pedagogical ~~Sskills~~ in Applying Mathematics Learning in Elementary Schools

Ramdhan Witarsa [1], Lussy Midani Rizki [2]
DOI:

Info Artikel

Keywords:
Pedagogic skills
Students
Mathematics
Learning
Elementary school

Abstract

The purpose of this study ~~is~~was to describe the pedagogical skills of students in applying mathematics learning in elementary schools. The pedagogical skills studied focused on skills in making lesson plans and ~~skills in~~ implementing learning. The method used is descriptive quantitative research method. The research sample used was 13 students of the 5th semester elementary school teacher education study program. The results showed that the students' pedagogical skills were in the good category with an average score of 81.11%. Recommendations that can be given are the need for students to be accompanied on an ongoing basis starting from the stage of making lesson plans, implementation, to evaluation when the implementation of mathematics learning is simulated in the classroom.

Kata kunci:
Keterampilan Pedagogik
Mahasiswa
Matematika
Pembelajaran
Sekolah Dasar

Abstrak

Tujuan penelitian ini adalah untuk mendeskripsikan keterampilan pedagogik mahasiswa dalam menerapkan pembelajaran matematika di sekolah dasar. Keterampilan pedagogik yang diteliti fokus pada keterampilan dalam membuat rencana pelaksanaan pembelajaran dan keterampilan dalam melaksanakan pembelajaran. Metode yang digunakan menggunakan metode penelitian deskriptif kuantitatif. Sampel penelitian yang digunakan adalah 13 orang mahasiswa program studi pendidikan guru sekolah dasar semester 5. Hasil penelitian menunjukan bahwa keterampilan pedagogik mahasiswa berada pada kategori baik dengan nilai rata-rata 81,11%. Rekomendasi yang bisa diberikan adalah perlunya mahasiswa didampingi secara berkelanjutan mulai dari tahap membuat rencana pembelajaran, pelaksanaan, hingga evaluasi saat implementasi pembelajaran matematika disimulasikan di kelas.

INTRODUCTION

This research is motivated by the fact that the students of ~~basic~~ primary education study program are not yet skilled in making lesson plans and seem to have difficulty implementing a lesson in class. This is, of course, a concern because these two skills are basic skills for students of education study programs. If it is ignored, it is not impossible to affect their pedagogical skills in the future. The low pedagogical skills of these students are influenced by the use of an inappropriate learning model, where the lecturer only lectures and does not implement the exercises directly. Lecturers are still

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Kommentar [LI31]: Pastikan deskripsi metode tergambarkan dengan baik pada bagian 'Method'

Kommentar [LI32]: Dari populasi berapa? Apakah 13 representatif untuk mewakili populasi dalam penelitian ini. Pastikan informasi ini tersaji di asbtrak, dan prosesnya terdeskripsi pada bagian metode.

Kommentar [LI33]: Sebelum memaparkan hasil penelitian, jelaskan bagaimana anda mengambil data (apakah dengan tes atau angket?) dan menganalisis data (dengan descriptive statistics? Model apa?)

Kommentar [LI34]: Apakah hanya seperti ini hasilnya? Tidak ada interpretasi lanjutan>

Kommentar [LI35]: Abstrak belum terlalu memberikan informasi yang komprehensif mengenai isi tulisan anda.

Kommentar [LI36]: Pastikan anda menyesuaikan versi terjemahan setelah merevisi versi Bahasa Inggris.

Kommentar [LI37]: Dari mana informasi ini diperoleh? Apakah berdasarkan hasil preliminary observation ataukah informasi dari tulisan yang sudah dipublikasi? Silahkan cantumkan sumber informasi ini.

dominant in delivering material using conventional methods. They have not utilized students' writing skills in the integrated learning courses they teach, even though writing exercises can directly improve one's pedagogical skills.~~.~~(Inayah, 2016).

The learning model of writing lesson plans is directly effective in terms of pedagogical skills in terms of writing lesson plans. Writing lesson plans is believed to improve skills in implementing a lesson in the classroom. Conventional methods are not effective in terms of students' pedagogical skills. Writing a direct lesson plan and implementing it in a simulated situation in the classroom is more effective than the conventional method in terms of pedagogic skills because these pedagogic skills require continuous practice (Dewanti~~, S.~~, 2012).

The research conducted by ~~(~~Turmuzi & Wahidaturrahmi~~,~~ ~~(~~2021) ~~which~~ examines the pedagogical competencies of education students in implementing the 2013 curriculum. The research focuses on both competencies, which are quite broad, with results showing that the pedagogical competencies of students are in the good category with a score of 85.11. The pedagogical competence with the highest score is the indicator determining the method. The learning approach is in the good category with a value of 88.94. Professional competence with the highest score is on the hands for selecting materials and learning resources.~~.~~

Moreover, ~~A~~another research with approximately the same variables was also carried out by (Tantu, Y., R. & Christi, L., 2020) Who examines the implementation of learning only but ignores how the lesson plans are made. There is an assumption that if you make a good learning implementation plan, then the learning implementation will also be good. The results of his research show that microteaching exercises can improve students' pedagogic skills in applying learning in the classroom.

Two previous studies show how crucial hands-on practice is for students' pedagogical skills. The results of the two studies are in line. However, what has attracted the attention of researchers is the lack of research on the use of direct writing learning models that specifically focus on the skills of writing student learning implementation plans. No articles discuss direct writing learning models that analyze how students apply them to classroom learning. Several articles that discuss non-specific student pedagogical skills use the learning model to write lesson plans and apply knowledge in the classroom.

In addition, what attracted the researchers' attention from the two relevant articles was the differences in the pedagogic skills that were the focus of the research. The researchers' interest did not only end there, but also the indicators of the pedagogic skills of the students studied differed from what the researchers would do. Of these articles, there are no research articles that discuss about students' pedagogical skills in applying mathematics learning in elementary schools and students' pedagogical skills in writing lesson plans and implementing them in the classroom. For these reasons, it is needed to analyze students' pedagogic skills by applying mathematics learning in elementary schools with a novelty analyzing every pedagogical skill indicator observed in the lesson plans and analyzing the learning carried out by students during simulations in class.

Taking those into account, it is necessary to analyze the pedagogical skills of students in applying mathematics learning in elementary school. The formulation of the research problem in the article: How are the pedagogic skills of students in applying mathematics learning in elementary school? The aim is to describe the pedagogic skills of students in applying mathematics learning in elementary schools.

METHOD

This research uses a descriptive method with a quantitative approach. Descriptive through quantitative aims to determine the pedagogic skills of students at the end of integrated learning lectures. Pedagogic skaills in this study focused on students' skills in making lesson plans and implementing learning. A quantitative approach is used because research on pedagogic skills is

Kommentar [LI38]: Sebaiknya tidak menutup paragraf dengan kutipan. Tambahkan satu kalimat penutup dengan menggunakan opini anda sebagai penulis.

Kommentar [LI39]: Hanya mencantumkan nama belakang saja.

Kommentar [LI310]: Apa yang dimaksudkan oleh angka-angka ini? Berikan penjelasan lebih terperinci.

Kommentar [LI311]: Beri kata sambung untuk menghubungkan kedua paragraf ini.

Kommentar [LI312]: Gabungkan paragraf ini karena masih membahas mengenai penelitian yang mengkaji topik terkait.

Kommentar [LI313]: Pengulangan ekspresi yang sama, ganti diksi.

analyzed in the form of scores and percentages (Turmuzi & Wahidaturrahmi, 2021). This research is then described according to predetermined categories.

The research was conducted for four months. The population is all students of the 5th-semester basic education study program, Faculty of Education, Universitas Pahlawan Tuanku Tambusai, totaling 42 students. The research sample used was 13 students—data collection techniques in documentation and observation. Documentation is done through the assessment sheet of the learning implementation plan, and observations are made through the learning observation sheet.

The instruments are lesson plans, analysis sheets, and learning observation sheets. Analysis of the data used using the Guttman scale with assessment techniques of 1 and 0. A value of 1 is given if Yes, and 0 is assigned if No. Furthermore, the data that has been collected is analyzed using percentages and categorized based on the following values:

Table 1. Criteria of Student Pedagogic Skills

Percentage (%)	Category	Code
85 – 100	Very good	AB
70 – 84	Good	B
55 – 69	Enough	C
45 – 54	Fair	K
0 – 44	Poor	AK

The research steps are described in the following scheme:

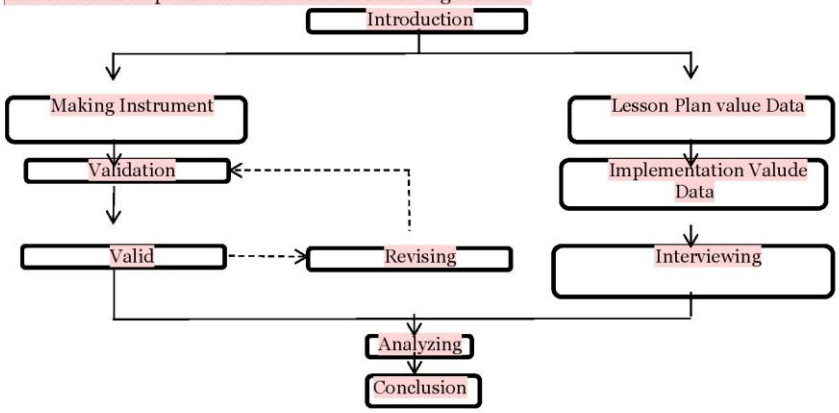

Figure 1. Research Procedure

RESULT AND DISCUSSION

Student Pedagogic Skills in Making Lesson Plans

Student pedagogic skills in making lesson plans:

Table 2. Student pedagogic skills in making lesson plans

No.	Student Code	Score	Category
1	ZA	82	B
2	QI	82	B
3	RO	84	B

Formatiert: Hochgestellt

Kommentar [LI314]: 42 itu relative sedikit untuk sebuah penelitian kuantitatif. Kenapa anda tidak melakukan total sampling?? Berikan argument yang kuat kenapa anda memilih 13 siswa saja sebaagai sampel.

Kommentar [LI315]: Katanya kuantitatif, tapi kenapa datanya diambil dengan dokumentasi dan observasi?? Membingungkan!

Kommentar [LI316]: Untuk apa tujuannya? Jelaskan.

Kommentar [LI317]: Maksudnya??? Siapa yang diobservasi?? Untuk apa observasi dilakukan pada penelitian kuantitiatif??

Kommentar [LI318]: Apakah anda mendesain model ini? Atau menyadur dari penulis lain? Jika mengutip, pastikan anda memberi credits dengan mencantumkan sumbernya,

Formatierte Tabelle

No.	Student Code	Score	Category
4	SN	83	B
5	YP	82	B
6	MH	80	B
7	MA	82	B
8	EY	80	B
9	AF	80	B
10	PR	78	B
11	MS	78	B
12	SY	75	B
13	RN	75	B
	Mean	**80,07**	**B**

Source: Research processed data, 2021.

Formatierte Tabelle

Kommentar [LI319]: Ini ada skor. Maksudnya, data anda adalah nilai siswa saat membuat RPP?? Kalau begitu sampaikan pada bagian metode dengan jelas. Dokumen apa yang anda maksud.

In general, students' pedagogic skills in making lesson plans are in a good category (80.07%). If analyzed in detail one by one, the most prominent weakness in writing this lesson plan is that the syntax of the learning model written by students is not detailed, even though the syntax of the learning model is essential to write so that anyone who will teach in the class can implement their learning. The importance of writing learning model syntax in lesson plans was also expressed by (Inayah, 2016) , who in his article revealed that there are nine aspects in assessing students' pedagogic skills in making lesson plans, namely identity, indicators, formulation of learning objectives, teaching materials, sources, media, learning methods, scenarios, and evaluation plans.

They determine the themes and sub-themes that they consider mastered. When writing indicator formulations, students began to encounter difficulties. The difficulty is in determining the number of indicators to be achieved. On average, students write down many category without considering the time allocation and without thinking about the essential competencies that have been previously selected. This is quite inconvenient for the assessors because the writing of the indicator formulation also does not follow the basic competencies that have been set. The suitability of the essential competencies and the formulation of the indicators chosen is one aspect of the assessment in assessing the RPP as expressed by (Dewanti, S., 2012), which explains that the elements of lesson plan's assessment: completeness of the lesson plan, suitability of objectives, and competency standards, essential competencies and indicators, suitability of materials and use of methods, strategies, and media as well as objectives and characteristics of materials, design of steps, suitability of assessments and indicators, types of bills, forms of instruments, suitability of learning resources and characteristics of materials.

Writing the formulation of learning objectives also experienced difficulties. Almost all students formulated learning objectives without paying attention to the elements of Audience, Behavior, Condition, and Degree (ABCD). Some students did not know about ABCD in writing these learning objectives. The researcher was confused by this condition because the students studied were 5th-semester students. The researchers forced this condition was forced to be understood by the researchers and began to explain the importance of the ABCD element in formulating learning objectives. Writing the formulation of learning objectives by taking into account the ABCD elements is believed to increase creativity and improve pedagogic skills. (Judiani, 2011)(Witarsa & Dista, D., 2019).

The selection of teaching materials made by students did not encounter significant obstacles. All students can be said to have a good skills in this regard. This study is the same as the results of the study (Bahari, 2020) in that three indicators show that prospective teachers have good knowledge of material selection. However, when making indicators and choosing learning models, future teacher students still have difficulties, requiring continuous practice. Students' choice of learning media also did not encounter significant obstacles. All students can choose the appropriate learning media. This

study is the same as the results of the study (Taufikurrahman & Nurhaswinda, 2021) that the use of media can improve understanding of mathematical concepts in the learning carried out.

Student Pedagogical Skills in Applying Mathematics Learning

Student pedagogic skills in applying mathematics learning in elementary school:

Table 3. Students' pedagogical skills in applying mathematics learning

No.	Student Code	Score	Category
1	ZA	86	AB
2	QI	86	AB
3	RO	86	AB
4	SN	84	B
5	YP	84	B
6	MH	82	B
7	MA	82	B
8	EY	82	B
9	AF	80	B
10	PR	80	B
11	MS	80	B
12	SY	78	B
13	RN	78	B
	Mean	**82,15**	**B**

Source: Research processed data, 2021.

Kommentar [LI320]: Ini pun bentuk tes, karena ada nikai berupa angka. Betul?

In general, students' pedagogic skills in applying mathematics learning are in a good category (82.15%). This increase was caused by the spontaneity that occurred when applying mathematics learning in the classroom. Almost all students still see their lesson plans when applying mathematics teaching in class. Some students also carried out several positive activities beyond their lesson plans. Positive things outside the RPP that have been made occur at the core activity stage. There are fluctuations of increase and decrease when learning is carried out. This result is the same as that expressed by (Tantu~~, Y., R.~~ & Christi~~, L.~~., 2020) , which shows an increase in the percentage from preliminary to core activities. Still, there is a decrease in the rate from core to closing activities.

Kommentar [LI321]: Hanya nama belakang saja

All students apply the syntax of the learning model that has been written in the lesson plans that have been made previously. Almost all students use the PBL model. The PBL model syntaxes are used differently according to the experts they refer to, respectively. The application of learning model syntaxes also pays attention to professional style and body movements because the appropriate style and body movement will affect student learning in the classroom (Antari~~, N., K.~~ & Sujana~~, I.~~, 2021). The application of good style and body movements following the conditions and characteristics of students will, of course, improve students' pedagogic skills in implementing their lesson plans in the classroom.

Another difficulty that appears when implementing mathematics learning in the classroom is the application of PBL. Students seem difficult. This study is the same as the study results (Tyas, 2017) that the difficulty of prospective teachers in making PBL lesson plans is when determining problems that can stimulate students' knowledge well. Another difficulty when implementing PBL takes a long time. This long time must be managed by the teacher wisely. Student discussions in PBL also need special attention because it is not impossible that the problems which are brought up can backfire for the teacher. It should note that the problem raised must be a problem felt by the students (Ali, N. et al., 2021).

Students' Pedagogic Skills in Making Lesson Plans and Applying Mathematics Learning

Student pedagogic skills in making lesson plans and applying mathematics learning:

Table 4. Recapitulation of student pedagogical skills in making lesson plans and applying mathematics learning

No.	Student Code	Score of Lesson Plan (%)	Score of Learning Implementation (%)	Mean (%)	Category
1	ZA	82	86	84	B
2	QI	82	86	84	B
3	RO	84	86	85	AB
4	SN	83	84	83,5	B
5	YP	82	84	83	B
6	MH	80	82	81	B
7	MA	82	82	82	B
8	EY	80	82	81	B
9	AF	80	80	80	B
10	PR	78	80	79	B
11	MS	78	80	79	B
12	SY	75	78	76,5	B
13	RN	75	78	76,5	B
Mean		**80,07**	**82,15**	**81,11**	**B**

Source: Research processed data, 2021.

Kommentar [LI322]: Ini juga hasil komparasi antara dua tes (nilai RPP dan nilai praktik).

The pedagogic skills of students in making lesson plans and applying mathematics learning are in a good category (81.11%). One student is in the Very Good (VG) category (RO code student). This is not surprising because these students are active in attending lectures. This student's potential has been seen since he was in his early semester. His pedagogical skills were honed because RO students took part in training to increase pedagogic competence held by the local government(Witarsa et al., 2020). This student is already in the field by becoming an early childhood education teacher. These results align with research results (Rosa, 2016) that training programs can maintain and improve pedagogic competence. Students with RO codes also have impressive academic achievement scores. So, it is not surprising that his pedagogical skills are above average and slightly above his fellow students. Academic achievement significantly affects the pedagogic skills possessed by prospective teacher students (Syawahid & Pardi~~, M., H.~~, 2016).

The other 12 students were in a good category. This is not surprising because these 12 students still have minimal flight hours to implement learning in class. Almost all students are still lacking in good classroom management. The way of learning that still looks stiff and awkward is still visible in them. This result is linear with the research results (Dirgantoro, ~~K., P.,~~ 2020) that prospective teachers can do well in learning, but the class management is still minimal. Teaching flight hours need continuous practice to manage the class professionally. The reluctance of prospective teacher-students is another problem that needs to be faced. Psychological factors that make prospective teachers reluctant to be seen when teaching in class need special strategies, so that prospective teachers do not feel down when their learning does not meet expectations. The basic skills of managing the class must be trained continuously. If you don't use a knife, it will become dull over time. Likewise, if you rarely appear in front of students, class management skills will eventually disappear (Asdar, 2017). These difficulties can be overcome by focusing on improving the pedagogical skills of prospective teachers; as stated (Handayani, 2014) prospective teachers must pass the training step by step. Time and experience in front of students will determine whether someone is professional or not in teaching in

elementary schools. The primary key is practice, do it, and keep doing it, don't be against an input. Practice makes perfection.

CONCLUSION

Students' pedagogic skills in applying mathematics learning in elementary school are in a good category (81.11%). Students need to be assisted on an ongoing basis, starting from making lesson plans implementation to evaluation when mathematics learning is simulated in the classroom. Although conducting learning simulations is good, it is necessary to manage the class professionally. Professionally managing the class can be done by adding flight hours and experience in class. It is time for fifth-semester students to go down to elementary school as honorary teachers to increase their ability to manage classes. The more you teach, the better your class management skills will be. Further research is needed on the professional competence of prospective teachers in other learning.

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Kommentar [LI323]: Secara tata tulis dan tata Bahasa: Harus di proofread untuk mengecek in-text citation dan grammar. Gunakan istilah "Pedagogical Skill(s)" untuk semua part yang masih menggunakan "pedagogic skill(s)".

Secara konten: Metode membingungkan, katanya kuantitatif tapi data diambil dengan dokumentasi dan observasi, sementara temuan hanya menggambarkan hasil tes. Be consistent dan fahami apa yang anda lakukan. Jumlah sample terlalu sedikit untuk sebuah penelitian kuantitatif. Untuk populasi 42 orang, sebaiknya menggunakan total sampling saja.

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