

Evaluation of Teachers Skills in Opening and Closing Lessons

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Abstract—The purpose of this study is to evaluate the skills of opening and closing lessons that have been carried out by the teacher. The research subjects were two Indonesian language teacher learning videos, namely a teacher at SMP Negeri 2 Banjit (teacher A) and a teacher at SMA Negeri 1 Depok (teacher B). The method used was the UCLA summative evaluation method. The findings of the study showed 1) teacher A and teacher B have performed the skills to open lessons well but there are several components that have not been done well; in the aspect of generating motivation, especially at the point of arousing curiosity and expressing conflicting ideas, 2) teacher A and teacher B have carried out the skills to end the lesson well but in the aspect of reviewing, there was no order for students to make a summary, in the aspect of providing psychological and social encouragement also have not contained encouragement to be more enthusiastic about learning to achieve higher competencies by showing the importance of the material being studied and does not include the provision of positive expectations for learning activities that have just been implemented.

Keywords: teacher, skills to open lessons, skills to close

I. INTRODUCTION

Teachers as the main axis of education have a big responsibility as stated in Law Number 20 of 2003 Article 39 paragraph 1 that education personnel carries out administrative management, management, supervision, and technical services to support the education process in educational units. Whereas in Law No.14 of 2005 Article 1 paragraph 1, teachers are professional educators with the main task of educating, teaching, guiding, training, training, assessing students in early childhood education through formal education, basic education, and education. medium. Meanwhile, according to Mulyasa (2003) the meaning of teachers (educators) must have academic qualifications and competencies as learning agents,

be physically and mentally healthy, and have the ability to achieve national education goals. From the above understanding, it can be concluded that teacher is a professional educator who has responsibilities of educating, teaching a science, guiding, giving, providing evaluations to students to provide evaluations to students.

Professional teachers must have skills in teaching. Turney (1973) suggests 8 (eight) basic teaching skills, namely: 1) questioning skills, 2) reinforcement skills, 3) variation skills, 4) explanation skills, 5) opening skills and closing the lesson, 6) small group discussion guiding skills, 7) class management skills, 8) small group and individual teaching skills.

The eight skills above must be mastered by the teacher so that the learning process can take place well. According to Rusman (2012: 80), basic teaching skills are general characteristics of someone related to knowledge and skills that are manifested through action. Basic teaching skills are basically the forms of basic and specific behavior that a teacher must have as initial step to carry out his learning tasks in a planned and professional manner.

Of the 8 teaching skills, there is one skill that will be examined in this study, namely the skills to open and close lessons. Opening and closing lessons may look easy, but many teachers have not delivered well and there are still many teachers who ignore the components of opening and closing lessons.

The skill of opening lessons is the teacher's effort to provide an introduction/ direction about the materials so students are mentally prepared and interested in following it (Marno & Idris, 2008: 86). Meanwhile, according to Zainal Aqib (2013: 89), opening lessons is an activity carried out by teachers / infrastructure to create an atmosphere that is mentally prepared and attentive to students / training participants. It is also stated by Abdul

Majid (2015: 242) that opening lessons (set induction) is an effort or activity carried out by teachers in teaching and learning activities to create mental preconditions for students so their attention is focused on the material to be studied resulting a positive effect on activities learn. From some of the above definitions, it can be concluded that the skill to open lessons is the teacher's ability to open lessons with a positive effect so that students are more ready and interested in receiving learning.

Closing lessons is an activity carried out by the teacher in an effort to end teaching and learning activities (KBM). What is meant by closing the lesson is not only saying a closing greeting or prayer at each completion of the learning activity but by restating the main points of the lesson that has been learned and providing an overview of the material to come so students get a complete picture of the subject matters and the results.

Related to the attachment to the Regulation of the Minister of National Education Number 41 of 2007 concerning Process Standards for Primary and Secondary Education Units, the implementation of learning in closing activities, teachers: 1) together with students and/ or themselves make summaries or conclusions of lessons, 2) conduct assessments and / or reflection on activities that have been carried out consistently and programmatically, 3) provide feedback on learning processes and outcomes, 4) plan follow-up activities in the form of remedial learning, enrichment programs for counseling services and/ or assign both individual and group assignments in accordance with learning outcomes of students, 5) convey the learning plan at the next meeting.

Abhimanyu (1985) states there are components and aspects of opening lessons; 1) attracting students' attention, 2) generating motivation, 3) providing references, 4) making connections. While the components and aspects in closing the lesson are: 1) reviewing, 2) evaluating, 3) giving psychological or social encouragement.

The skills of closing and opening lessons should be given more attention by the teacher. Seeing from the background above, researchers are interested in observing teaching and learning activities carried out by teachers by evaluating the components of opening and closing lesson skills of Indonesian language teachers, especially the teacher at SMP Negeri 2 Banjit (teacher A) and the teacher at SMA Negeri 1 Depok (teacher B).

II. METHODS

This type of research is a summative evaluation research model of UCLA, evaluation research aimed to make decisions. The research conclusions are based on certain benchmarks and criteria. This study aims to evaluate the skills of teachers in opening and closing lessons. The data collection technique of this research was done by examining

two teachers' videos in learning which can be accessed via the following link: <https://www.youtube.com/watch?v=57on5CD4-TI> and <https://www.youtube.com/watch?v=ORTHyZ4j0U>. The procedures of data evaluation were done by collecting data, determining samples, evaluating data, reducing and drawing conclusions. The samples in the study were videos of learning activities conducted by two Indonesian Language teachers from SMP Negeri 2 Banjit (teacher A) and SMA Negeri 1 Depok (teacher B).

III. RESULTS AND DISCUSSION

Skills Evaluation Opens Lessons

The results of the evaluation of skills in opening lessons for Indonesian Language teacher A and B showed that:

Table 1. Data on the Skills Opening Lessons Evaluation

No	Evaluation Aspects	Evaluation result	
		Teacher A	Teacher B
1.	Attract students' attention Variation of teacher teaching styles Use of learning aids Variations in interaction patterns	✓ ✓ ✓	✓ ✓ ✓
2.	Generates motivation Passionate and enthusiastic Generate curiosity Suggest conflicting ideas Pay attention to things that concern students	✓ - - ✓	✓ - - -
3.	Give a reference Suggest basic competencies Give directions or suggestions about the steps for the activity Ask directing questions	✓ ✓ ✓	- ✓ ✓
4.	Make a hook Look for stepping stones Strive for sustainability	✓ ✓	✓ ✓

Based on table 1 of the evaluation data for the opening-lesson skill above, it can be seen that the

skills to open lessons for Indonesian Language teachers A and B can be described as:

1) Attract students' attention

a) The variation of teaching styles. Teacher A varied the teaching styles very well started by saying greetings with the teacher standing with loud voice so all students can hear her, asking students' readiness in learning, implementing Adiwiyata operations by cleaning trash under the table or chair with very good instructions, praying, checking attendance, conducting reading activity 15 minutes before learning to support literacy competency. Teacher B also had various teaching styles by greeting students while standing with clear voice, asking how they are doing and checking the presence of students by asking the class leader "who is not coming?"

b) The use of learning aids. Teachers A and B using Power Points, but teacher B did not use Power Points at the opening of the lesson and used only books on anecdotal texts.

c) Variations in the interaction patterns. Teacher B carried out the teacher-student and student-teacher interaction patterns in greeting the teacher "good morning". Teacher B only carried out teacher-student interaction patterns and do not raise problems that can stimulate students.

2) Generate motivation

a) Teachers B motivated students enthusiastically by pronouncing "Indonesian greetings", singing the national song "Satu Nusa Satu Bangsa". Teacher B motivated in a friendly manner by asking questions about the previous material; "anecdotes".

b) Teachers A and B did not make perceptions of motivation causing curiosity and amazement to students.

c) Teachers A and B did not come up with ideas that are contrary to posing problems or conditions from daily reality in terms of expressing conflicting ideas. Teacher A, at the beginning, conveyed what would be learned; the structure of the text by preparing the text "Making Tempe".

d) Teacher A paid attention to things that concern students, for example by paying attention to student interests. It can be done by adjusting the subject matter with student interests, giving motivation because interest affects gender, age, socio-economy and so on. Teacher A implemented these by adapting the character of the student with an example of a video on how to make an experimental report text about "Making Flowers from Used Straws" that can be easily done by both male and female students. Meanwhile, teacher B did not pay attention to the things concerning students.

3) Provide references

a) Related to stating basic competencies, teacher A stated the basic competencies of experimental report text well and coherently

continued by delivering indicators of competency achievement and learning objectives. Teacher B did not inform basic competencies and started with the learning objectives of anecdotal texts.

b) In terms of providing instructions or suggestions on the steps for activities, teacher A provided instructions and suggestions on the steps for observing the experimental report text very well through the Power Point presentation. Teacher B provided instructions or suggestions on the steps for discussion activities to be carried out regarding the rules and structures of anecdotes with lectures.

c) Related to asking briefing questions, Teacher A proposed good direction before playing the sample video by asking the previous question at the beginning related to the previous material and connecting it to the material discussed that day regarding the meaning of the experimental report text and the structure of the experiment report text. Teacher B asked directive questions by asking material that has been previously discussed, about anecdotes but the teacher did not explain again briefly. At the beginning of the activity, before entering the discussion, the teacher also did not ask directive questions to students but she gave orders to observe the assignment given with a discussion time of 20 minutes.

4) Make a hook

a) In terms of looking for a stepping stone, Teacher A reviewed how students comprehended the previous material by asking a few questions or the gist of the previous subject matter briefly and presented a sample video text of the experiment report "Making Flowers from Used Straws" before the group discussion. Teacher B looked for stepping stones with only one question at the beginning about the previous material, namely anecdotal texts.

b) Related to striving for sustainability, teacher A provided an initial introduction in the beginning of lesson about the benefits of the experimental report text and explained the stages of activities in group discussions before entering into core activities. Meanwhile, teacher B advocated continuity by explaining the stages of the tasks that will be carried out in discussion activities by forming discussion groups first at the beginning of the lesson.

Skills Evaluation Closing Lessons

Following are the results of the evaluation of skills in closing lessons for Indonesian Language teachers A and B:

Table 2. Skills Evaluation Data Closing Lessons

No	Evaluation Aspects	Evaluation result	
		Teacher A	Teacher B
1.	Review Summarize the essence of the	✓	-

	lesson Make a summary	-	-
2.	Evaluate	✓	✓
	Demonstrate skills	✓	✓
	Apply new ideas to other situations	✓	✓
	Express the opinions of students themselves	✓	✓
	Provide written or oral questions	-	✓
3.	Give a psychological or social boost	✓	✓
	Praise the results achieved by students by giving praise and gifts.	✓	✓
	Encourage more enthusiasm for learning to achieve higher competence by showing the importance of the material being studied.	-	-
	Provide positive expectations for the learning activities that have just been implemented.	-	-

Based on table 2, the skills of closing lessons for Indonesian Language teachers A and B can be described as follows:

1) Revisit

a) By reviewing the core of the lesson, Teacher A made a core summary orally covering the results of a discussion about the characteristics of the objective, the steps of making a summary of the experimental report text. However, students were not asked to reveal the material they have learned. Meanwhile, Teacher B did not provide a summary but starting directly to give appreciation for the highest score of discussions about anecdotes.

b) In terms of making summary, teachers A and B did not give orders to students to make a summary of the materials have been studied.

2) Evaluate

a) Demonstrate skills. Teacher A asked students to demonstrate the results of group discussions, namely the "Poetry" group followed by comments from each group to the group regarding the results of their discussion. Teacher B asked each group to post the results of the discussion about anecdotal work in front of the class and the assessment was carried out by the groups.

b) Apply the new idea to another situation. Teacher A presented a sample video text of the experiment report "Making Flowers from Used Straws" before the group discussion activity on the text of the experiment report "Making Tempe". Teacher B gave examples of anecdotal texts to each group before the group discussion took place.

c) Express the students' own opinions. Teacher A asked the "Poetry" group to come forward and present the results of the discussion followed by the opinions of the other groups. Teacher B asked representatives of all groups to comment on the results of their assessment on the other groups.

d) Provide written or oral questions. Teacher A did not provide written or oral questions to students but providing directions for future meetings; learning about writing and planning experimental report text part by part and compiling into a complete report. Teacher B gave assignment for next meeting regarding anecdotes by asking students produce their own texts to be discussed at the next meeting.

3) Give psychological or social encouragement

a) Praise the results achieved by students by giving praise and prizes. Teacher A gave praise with applause for the discussion group with the highest score; the "Pantun" group and the "Drama" group. Teacher B asked the anecdotes to be posted in front of the class and applauded the group with the highest score; the "Dewi Lestari".

b) Encourage more enthusiasm for learning to achieve higher competence by showing the importance of the material being studied. Teacher A did not explicitly encourage students to be more enthusiastic about learning to achieve higher competencies by showing the importance of the materials being studied, in this case was experimental report text. Teacher B did not explicitly encourage students to be more enthusiastic about learning to achieve higher competence by pointing out the importance of the materials being studied regarding anecdotal texts.

c) Provide positive expectations for learning activities that have just been implemented. Teachers A and B did not explicitly provide positive expectations for learning activities that have just been implemented and did not relate to everyday life.

IV. CONCLUSION

From the results of the data evaluation on the skills of opening and closing lessons by the two

teachers A and B, it can be concluded that in terms of the opening-lesson skill, Teacher A has done components of opening learning; attracting students' attention well, generating motivation with enthusiasm and enthusiasm, paying attention to things that concern students, giving references to students very well, and making connections well. Teacher B have also done well the component of opening lessons but it was not as enthusiastic as Teacher A. There are some missing aspects; arousing curiosity, suggesting conflicting ideas, giving references and conveying the competencies to be learned.

In the aspect of closing lessons, Teacher A has carried out a review about the core of the lesson but there are no summarizing activities done by students. The three components of the evaluation aspects have been carried out well but one has not been done; giving questions both written and oral. The aspect of providing psychological or social encouragement has been done well; praising the results achieved by students. Teacher B in the aspect of teacher review has not summarized the core of lesson and made a summary. The evaluation aspects have all been well done. Both teachers in the aspect of giving psychological or social encouragement have not included encouragement to be more enthusiastic about learning to achieve higher competence by showing the importance of the materials being studied and have not included giving positive expectations for learning activities that have just been implemented.

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