



Teacher Skills to Provide GMIM Ranoketang Elementary Students' Reinforcement

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Keterampilan Guru Memberikan Penguatan Siswa SD GMIM Ranoketang

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ABSTRACT

Abstract: In the learning process at school, a teacher must have the skills to provide reinforcement in teaching in order to achieve the expected learning goals. The research is intended to explain the use of teacher reinforcement skills in learning at GMIM Ranoketang Elementary School. The research was conducted at GMIM Ranoketang Elementary School. The research is qualitative research with a descriptive research design. Data collection methods used observation, interviews, and documentation to obtain data. Research findings indicate that instructors use learning skills components, which involve verbal and nonverbal reinforcement. Verbal reinforcement is used to provide appreciation in the form of words and sentences. Nonverbal reinforcement is applied with gestures and body movements, tactile reinforcement, entertaining activities, reinforcement in the form of symbols or items, and partial reinforcement. Furthermore, instructors use a reinforcement approach in learning, which includes reinforcement for specific people, reinforcement for groups, rapid reinforcement, and changes in the implementation of reinforcement. In conclusion, a teacher must understand and master the skills of providing reinforcement in order to increase the enthusiasm and motivation of students in the teaching and learning process and also to achieve learning goals.

Keywords: teacher skills, providing reinforcement, Elementary students

Abstrak: Dalam proses pembelajaran di sekolah, seorang guru harus mempunyai keterampilan memberikan penguatan dalam mengajar agar bisa mencapai tujuan pembelajaran yang diinginkan. Tujuan penelitian adalah untuk menjelaskan penggunaan keterampilan penguatan guru dalam pembelajaran di SD GMIM Ranoketang. Penelitian berlokasi di SD GMIM Ranoketang. Penelitian merupakan penelitian kualitatif dengan desain penelitian deskriptif. Metode pengumpulan data berupa observasi, wawancara, dan dokumentasi digunakan untuk memperoleh data. Temuan penelitian menunjukkan bahwa instruktur menggunakan komponen keterampilan pembelajaran, yang melibatkan penguatan lisan dan bukan lisan. Penguatan lisan digunakan untuk memberikan apresiasi dalam bentuk kata dan kalimat. Penguatan bukan lisan diterapkan dengan isyarat dan gerakan tubuh, penguatan taktil, kegiatan menghibur, penguatan dalam bentuk simbol atau barang, dan penguatan parsial. Selanjutnya, instruktur menggunakan pendekatan penguatan dalam pembelajaran, yang meliputi penguatan untuk orang tertentu, penguatan untuk kelompok, penguatan cepat, dan perubahan penerapan penguatan. Kesimpulannya, seorang guru harus memahami dan menguasai keterampilan memberikan penguatan guna meningkatkan semangat serta motivasi peserta didik dalam proses belajar mengajar dan juga guna mencapai tujuan pembelajaran.

Kata Kunci: keterampilan guru, memberikan penguatan, siswa SD

CITATION

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INTRODUCTION

Skills come from the word "skilled" which means "proficient in completing tasks, capable and agile", skills are "skills in completing tasks" learning process (Mesra, Pangalila, et al., 2023). Skills are a series of movement links, for example; the teacher has the skills to provide reinforcement, meaning that a teacher does not only have one skill but the teacher must master all the skills that exist in teaching. and the teacher can provide motivation in children so that children are even more active in learning in class, because these skills are mutual complete (Ananda & Fadhilaturrahmi, 2018).

While learning is a combination composed of human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning objectives. Whereas humans here are directly involved in the teaching system, and humans here include students, teachers and other personnel (Fauziah, 2022). While the material here includes textbooks, notebooks, chalk or markers, and so on. While the facilities and equipment consist of classrooms or premises, and equipment in the form of computers, audio-visual and so on. The procedures include class schedules, methods of conveying information, practice, studying, exams and so on (Maulidiyah et al., 2023).

One of the components above is the teacher, the teacher is a component in the teaching and learning process that participates in the formation of potential human resources in the field of development. The teacher is a position or profession that requires special expertise as a teacher, and this teacher's work cannot be done by people who do not have the same skills as a teacher (Werdi, 2021). Therefore the teacher is one of the elements in the field of education who must play an active role and place his position as a professional, namely a teacher who understands what he will do in accordance with the demands and desires of the society which is growing at this time. The community here demands that every teacher has the responsibility to bring his students to a certain level of maturity (Mesra, Anton, et al., 2023).

The teacher is not merely a "teaching teacher" who does the "transfer of knowledge" (Hidayat et al., 2023). But also as an "educator" who carries out "transfer of values" and at the same time as a "guide" who provides direction and support for students in learning (Pattisamallo et al., 2023). 4 In connection with the above, that the teacher has a unique and complex role in in the learning process, namely how the teacher's efforts to deliver students to the level they aspire to. Therefore, every teacher's activity plan must be able to be supported and justified solely for the sake of the interests of students in accordance with their profession and responsibilities as teachers (Mamonto & Mesra, 2023).

The profession and responsibility of a teacher as a teacher is to educate and guide his students (Rahman et al., 2021)m. A teacher can be called a professional teacher if he has skills in teaching and can foster motivation in students so that learning can run effectively and efficiently and get the desired success (Wunoy et al., 2023). And this is also one of the teacher's profession and responsibilities in carrying out teaching (Mesra, 2023).

The learning process is also a psychological situation, where in learning many psychological aspects are found when the learning process takes place (Mesra & Dolonseda, 2023). Therefore, teachers are required to have an understanding of psychology in order to solve various psychological problems that arise in learning (Lanawaang & Mesra, 2023). The learning process takes place, a teacher must have skills in teaching (Tama et al., 2023).

Based on the phenomenon above, the researcher is interested in researching about teacher skills in providing strengthening to students of GMIM Ranoketang Elementary School. The purpose of this study is to explain the use of teacher reinforcement skills in learning at GMIM Ranoketang Elementary School.



LITERATUR REVIEW

Basic Teaching Skills

The fundamental talent of teaching is one that takes structured practice to perfect. Mastery of these abilities enables instructors to more effectively control learning activities. Basic teaching abilities are general in nature, which means that they must be learned by all instructors, including kindergarten, elementary, junior high, and high school teachers, as well as tertiary lecturers. Teachers are supposed to be able to increase the quality of the learning process if they understand and can implement fundamental teaching abilities as a complete and integrated.

These teaching abilities are developed by micro-teaching, which must be approved by a teacher prior to conducting practical field experiences (Usman, 1995). Furthermore, Uzer Usman stated that the abilities developed will enable instructors or potential teachers to deliver content on time.

As a result, there are eight areas of teaching abilities that a teacher must master before going into the field to carry out the teaching and learning process. Teachers must also have competences, which characterize a person's qualities or abilities both qualitatively and quantitatively and relate to knowledge, skills, and attitudes, in order to gain these skills.

These competences are processed after the teacher has gone through micro learning on the lecture bench, which performs fundamental tasks. These competencies are processed after the teacher has gone through micro learning in the lecture bench, which carries out basic teaching practices with a smaller learning model, namely with participants ranging from 5 to 10 prospective teachers whose implementation lasts 10 to 15 minutes and focuses on specific teaching skills (Jan & Jrf, 2017).

The goal of teaching skills is to help pupils grasp concepts, develop independence, think rationally, and many other things. The teacher will understand the variation of the stimulus, which includes the process of teaching and learning interaction that is conducive as a habitual pattern and generates perseverance, participation, and fosters enthusiasm with the goal of motivating students while also reducing boredom and boredom (Mesra, Umaternate, 2021).

Kinds of Teaching Skills

a. Lesson Opening and Closing Techniques

The first teaching skill that a teacher must develop is the ability to start and close classes, also known as set induction and closure. The ability to open a lesson is related to the teacher's efforts to attract students' attention, provide motivation, provide references about references, provide the subject matter to be discussed, what work plans and time divisions are in place, and how to relate previously learned lessons to new topics. By psychologically preparing students to enter new problems that will be discussed, as well as efforts to excite students' interest and attention to be discussed in teaching and learning activities. Meanwhile, ending the lesson entails the act of summarizing or summarizing the important elements of the lesson, focusing students' attention on the topic of discussion so that the knowledge obtained might produce interest and ability in the next class. Finally, the lesson's closing activity is critical for arranging all of the lessons that have been studied so that it needs the need to grasp the subject matter and give follow-up in the form of ideas and invitations to study new information.

b. Ability to Explain

The ability to explain or explain is the second talent that a teacher must have. Explanation abilities are defined as the verbal presentation of information that is controlled methodically to demonstrate a link between one another (Zainal Asril, 2010: 84). This explaining talent is a skill for presenting appropriate information and is the key feature of explanation activities. The necessity of this explaining talent stems from the fact that professors must assist pupils; not all students can obtain knowledge from books or other sources on their own.

c. Questioning Techniques

The capacity to ask questions is vital in the teaching and learning process because well-formed



questions and suitable question delivery strategies have a favorable influence on pupils, namely: Promote student achievement, arouse students' interest and curiosity about the content being discussed, show students' thinking processes, focus students' attention on the problem being addressed, and develop an active mentality of students.

d. Strengthening Skills

The instructor must be able to offer encouragement for all verbal and nonverbal answers. This ability is part of the learning process, appreciation since not all rewards are tangible, but can be words, smiles, nods, or grins connected to asking abilities. Reinforcement is, in essence, a response to positive behavior that increases the likelihood of the behavior recurring. Reinforcement should not be taken lightly or haphazardly, but should be given special attention with the intention of appreciating and encouraging students to be more active in teaching and learning interactions. Reinforcement must be done with warmth and excitement, and it must be done in accordance with the behavior and appearance. Reinforcement must be done with warmth and passion, and it must be done in accordance with the conduct and appearance of students who deserve reinforcement. Negative responses, such as jokes, insults, or mockery, should be avoided since they discourage children from studying.

e. Skills in Variation

The instructor must also be able to produce modifications that serve as a stimulant in the learning interaction process, aiming at overcoming student boredom, so that students always demonstrate tenacity and full engagement in the process of learning scenarios (Zainal Asril, 2011: 86).

The following are variations on and examples of teacher teaching methods:

- 1) The use of sound fluctuations such as loud to gentle, high to low, and so on
- 2) Pay special attention!
- 3) Head movements and facial expressions such as nodding, smiling, lifting eyebrows, and so on
- 4) To regulate students, make eye contact or total gaze contact
- 5) And change the location of movements in the classroom.

f. Capabilities for Facilitating Small Group Discussions

The teacher must also be able to facilitate small group conversations. That is, the teacher must be able to create discussion situations in small groups with the goal of providing information, solving problems, or making decisions in an open environment where students can freely express their ideas without being pressured by the teacher or friends.

g. Capabilities in Classroom Management

The instructor must possess class management abilities in order to develop and maintain optimal learning settings and to be able to regulate any disruptions in the teaching and learning process in order to accomplish good learning goals. Teachers must be competent to handle both pupils and classrooms.

h. Teaching Techniques for Small Groups and Individuals

Small groups or individuals are a type of teaching in which teachers face a restricted number of pupils, ranging from 3 to 8, who are organized into specific groups. In this scenario, the instructor must be able to supervise the discussion process, which involves small groups in one class on a regular basis, as well as continuing to carry out cooperative face-to-face contacts (Mesra et al., 2022).

METHOD

This research uses a qualitative methodology. Qualitative techniques were applied in this investigation. Qualitative research techniques are methods based on the philosophy of postpositivism which are used to conduct research on the state of natural objects with the researcher as the main instrument (Sugiyono, 2019).

Naturalistic research techniques are usually used to describe qualitative research methods because research is carried out in natural settings (natural environments). This approach is also known as the ethnographic method because it was originally used for research in the field of cultural anthropology.

According to Sugiyono (Sugiyono, 2012), qualitative research is naturalistic research because researchers are interested in exploring events that occur naturally. What is meant by "naturalistic" is the fact that the background of the field of study is natural or natural, as it is without being changed or controlled by experiments or tests.

The data analysis technique used in this research is using the following steps (Huberman, 1992):

1. Data reduction or word reduction is data that selects the main things, concludes, concentrates on something important, looks for patterns, themes and does not use data that is not important, so the data that has been reduced can provide a clear picture. good and clear, making it easier for researchers to search and collect data if needed.
2. collection of descriptions of a group of structured information, namely data displays, which provide certainty about taking action in presenting qualitative data in the form of narrative text, the presentation of which can be in the form of tables, matrices, charts and diagrams.
3. Conclusion drawing and Verification or confirmation of conclusions and verification, namely a final activity in collecting data and drawing a conclusion in the form of an interpretation activity which is a discovery of meaning that has been provided in the form of data.

This study uses procedures, interviews, and participant observation. Unstructured interviews according to Sugiyono (Sugiyono & R&D, 2010) are free interviews where the researcher does not follow a methodical and comprehensive interview protocol for data collection. The interview guide is just a general summary of the questions to be asked.

In this observation, researchers are involved with the daily activities of individuals who are observed or used as research data sources, according to Afrizal (Afrizal, 2014) researchers are involved in what data sources do while making observations and feeling the ups and downs. The data collected from participant observation will be more complete, crisp, and up to date at the level of meaning of each activity seen.

RESULTS AND DISCUSSION

1. Forms of Strengthening carried out

a. Verbal Reinforcement

Based on research conducted during the six observations on learning activities. It was found that several verbal reinforcements were often used by the teacher, namely in the form of the word "good". Reinforcement with this word often appears in preliminary activities when the teacher is doing apperception. In this case, the teacher tries to dig up students' memories of the material learned in the previous meeting. Like an interview with one of the teachers at GMIM Ranoketang Elementary School, Mrs. DK, Class 3 Guardian.



Figure 1. Interview with the DK homeroom teacher for grade 3 SD GMIM Ranoketang
Source: (Researcher Documentation)

“...as a teacher, of course we have to know how to find out the interest in learning from children, because every child has a different character too”.



Of course, to form a child's interest, what needs to be paid attention to first is that we have to give enthusiasm so that when children come to school they have a goal, namely to learn and find out the interests of children, for example: every child has a different attitude and character, so as a teacher must know the character of a child

for example a child comes with a gloomy face when teaching and learning activities take place, of course we as teachers are sometimes emotional or angry, but we as a teacher should not be angry when giving reinforcement to children there are also times when the teacher gets angry, so as teachers we have to ask what are the factors that cause this child to come with a very gloomy face maybe there are problems at home until when the child arrives at school for sure, there is no enthusiasm to study because parents may scold them from home or beat them before coming to school. So as a teacher we have to know the character of the child why is it that when the child starts learning activities the child is less forced, without asking about the background the cause is he is not enthusiastic about learning

So as a teacher we have to know how to raise the enthusiasm of a student so that teaching and learning activities become fun of course we have to be able to do it in a way that we arouse learning activities because we as teachers we know how to make children enthusiastic about learning to make him laugh or how do each of us teachers make the learning atmosphere fun so that he is not depressed anymore.

Furthermore, this observation found verbal reinforcement in the form of the word "yes" which was used by the teacher as a form of recognition of what the students had done. This type of reinforcement is often used by teachers when giving recognition to things that have been done by the students concerned. In addition, based on observations the teacher also uses reinforcement in the form of sentences, namely "one hundred for you", and other praise sentences. This reinforcement is often used by teachers in core activities when students answer or express opinions in learning activities. This form of reinforcement is a compliment given by the teacher by giving points to the students concerned.

According to Moh. User Usman (Nachrowi & Usman, 2004) a teacher must have Reinforcement is any form of response, which is verbal, which is part of modifying the teacher's behavior towards student behavior, which aims to provide information or feedback (feedback) for the teacher. recipient (student) of the action as an act of encouragement or correction. The aim is to increase students' attention to lessons, stimulate and increase learning motivation. And increasing learning activities and fostering productive student behavior.

b. Nonverbal Reinforcement

Based on research conducted during the six observations on learning activities. It was found that several nonverbal reinforcements were often used by the teacher, namely gestures (gestures and gestures), reinforcement by approaching, reinforcement by touch, reinforcement with fun activities, reinforcement in the form of symbols or objects, and partial reinforcement.

Nonverbal reinforcement is used by the teacher as an amplifier when giving verbal reinforcement. Nonverbal reinforcement of gestures (gestures and expressions) is often used by teachers in core learning activities. The gestures used by the teacher are thumbs up and clapping. Strengthening by approaching students, in this case the teacher does it by walking closer and then standing near students who will express opinions, answer questions, or when students are in discussion activities. Strengthening by touching (patting on the shoulder) this reinforcement is often used by teachers when the distance between the teacher and students is close together.

So that the teacher is easier to use this type of reinforcement. Incomplete reinforcement, this type of reinforcement is used by the teacher when explaining the material, but the explanation given by the students is still incomplete, the delivery is still disjointed, or even the answers given by the students are not quite right.

A professional teacher must master basic teaching skills. This skill is an ability related to

knowledge and skills. Ability can be seen as a general characteristic and a person who is related to knowledge and skills that are realized through action (Wisnarni, 2018).

2. How Teachers Use Reinforcement

In giving reinforcement there are several ways that are used, including reinforcement to specific individuals, reinforcement to groups giving immediate reinforcement, and variations in the use of reinforcement.

- a. The use of reinforcement for certain individuals. Based on the observations for six times, every time giving reinforcement the teacher always mentions the name of the student concerned. This is done when the distance between the teacher and students is far apart or even close together. This is done so that the provision of special reinforcement is aimed at the students concerned.
- b. The use of reinforcement for certain groups. This method of using reinforcement is given to groups of students as a form of praise regarding the positive things that have been done by students in learning activities. Based on the results of observations 1, 2, 3 and 4, teacher N provided reinforcement to certain groups who had the courage to come forward to practice debating.
- c. Immediate use of reinforcement Based on the results of observations made six times, it is known that the teacher immediately provides reinforcement to students who have carried out an activity or responded to student behavior. So that this strengthening has an impact and is meaningful for the students concerned.

Variations in the use of reinforcement Based on observations that teacher N has used variations in providing reinforcement. This is done so that students do not get bored of the reinforcement given by the teacher. The teacher applies verbal and nonverbal reinforcement at one time so that the reinforcement given has an impact on students.

According to the mother, why do we have to have skills in providing reinforcement to students? Indeed, as a teacher, there must be the most important thing, there must be reinforcement within ourselves first, how can we be able to create an atmosphere when learning, children can absorb what we convey, so give our reinforcement As teachers, we must be sure that we are able to deal with children, especially when dealing with children who have different characters, so we are given the ability to strengthen ourselves, that we should not let our children do as they please because today's children are very different when faced with them. . don't let the children rule us as teachers so as teachers we must know that we are giving reinforcement that we are teachers and they are still children, and of course we cannot lose.

we have to be able now what else are the children sometimes when we ask them questions, they already know in advance (already know but they just pretend they don't know) because they want to test the teacher, there is something like that but there is no elementary school yet like that unless he has entered junior high school, when the teacher who writes the wrong math answer the children will definitely ask why the number is wrong, right? shame, how do we strengthen ourselves that we are not wrong

As teachers we must be able to distract and say that you are only being tested on your ability to find out if you are paying attention to what the mother has said, sometimes as a teacher some people do that because they are in a hurry to write so that they write the wrong example of the number six without realizing we have written the number Nine

Example of the children "Mrs. all of us, there are six accounts here, why did you write nine?" Where do you answer? Ohh yes, mother, on purpose there was a pangoni test for batarukira or nyanda, it turns out that the kote has batarukira for all even though butul is wrong.

that we as teachers have to give reinforcement to ourselves because the children if the teacher is wrong they will say it to the children or parents that this mother is wrong in teaching the students so we as teachers we think we are not wrong even though in fact we are wrong

how can we, as teachers, not be wrong, of course we give lessons so that the children are not



impudent, as there was also the case where the teacher gave homework to the children, a parent contacted the teacher and asked why my child made the assignment correctly, why did you give it wrong, right? teachers are also not free from mistakes so we teachers must know to give reinforcement so they also understand.

Teaching is a complex process, not just conveying new information from the teacher to students. There are many activities and actions that must be taken, especially if better learning outcomes are desired for all students. Teaching is "any deliberate effort in order to provide the possibility for students to have a process of learning something with objectives that have been formulated (Ali, 2007).

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research and discussion, it can be concluded that the forms of reinforcement used by teachers in learning at SD GMIM Ranoketang include verbal reinforcement applied using words and sentences, nonverbal reinforcement in the form of hand gestures (thumbs up and claps), by approaching participants students give encouragement, reinforcement with a touch (pat on the shoulder), the teacher applies how to use verbal and nonverbal reinforcement individually and in certain groups with variations in its use and immediately which has an impact on students so that students become more active and innovative by paying attention to the principles of use strengthening.

As teachers there must be the most important thing there must be reinforcement within ourselves first how we are able to create an atmosphere when learning children can absorb what we convey, so give reinforcement we as teachers must be sure that we are able to face children let alone face children children who have different characters, so we are given the ability to strengthen ourselves that we should not let our children do whatever they want because today's children are very different when faced with them. don't let the children rule us as teachers so as teachers we must know that we give reinforcement that we are teachers and they are still children, and of course we cannot lose. Further research can be carried out using this instrument to obtain a comprehensive description of the teacher strengthening skills in learning.

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