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Teacher Skills in Leading Small Group Discussions to Class III Students of SD Inpres 10/73 Pandu

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ABSTRACT

The purpose of this research is to investigate the abilities of conducting effective small group conversations in the setting of class III students, specifically at SD Inpres 10/73 Pandu. Small group discussions are a collaborative learning technique that can improve student active engagement while also developing critical thinking abilities. This study's research methodology is a qualitative approach using case study research. Interviews and classroom observations with students and instructors were used to obtain data. The study's findings indicate that there are various extremely successful strategies of conducting a small group conversation to students/I class III SD Inpres 10/73 Pandu, including providing discussion goals. As discussion guides, we must decide what we want to accomplish in the conversation. Prepare conversation themes and material, prepare discussion topics or material to be discussed, and gather appropriate material or resources. Provide chances for all kids and guarantee that all students may engage in the conversation. Pay close attention to the comments of numerous pupils who wish to present their points or ask questions. The last one employs tactics for leading the appropriate groups and assisting pupils in broadening their thoughts.

Keywords: *Skills, Leading Discussions, Small Groups, Elementary Students*

1. INTRODUCTION

Individuals participate in the learning process to modify their overall behavior [1] as a consequence of encounters with their environment. Learning or the learning process is commonly confused with the teaching and learning process, which involves interaction between peers and teachers to achieve certain goals, most notably changing students' attitudes and behavior [2]. Teachers [3] must be able to lead and support pupils in order for them to understand their own talents and abilities. They must also be able to inspire pupils to work hard in order to succeed according to their ability [4].

Motivation shapes [5], changes, and propels behavior. Whether or not students are strongly motivated to participate will have an impact on their learning activities. Students that are highly motivated [6] will actively participate in their education, as

opposed to those who are less enthusiastic about studying. High learning motivation will drive students to actively participate in the learning process, fostering active and interactive learning [7].

Learning [8] also seeks to influence pupils' personalities. If a community's individual character is strong, so will its national character [9]. As a fundamental aspect in determining the strength of the state, state character must be established or nourished in the younger generation. The nation's transition is owned and directed by the younger generation [10]. They did not, like past rulers, go through the process of shaping the nation's character [11] from the start. Because there has been no action to absorb and internalize the ideals of the nation's character, the younger generation is seen to lack a basis for creating the nation [12]. As a result, character education is critical for them. Character education is not a novel idea. It has been done for generations [13].

Indeed, education [14] is a means of acquiring knowledge and wisdom in order to live life and create a great living for humanity [15]. The process of getting excellent information, attitudes, and conduct in regard to character education is referred to as educational terminology [16]. The establishment of consciousness, feelings, worries, goals, information, beliefs, and habits is the first step in education [17]. As a result, the following is the definition of character education [18]:

1. Habits such as internalizing values, making good choices, doing it as a habit, and setting an example help to build character.
2. Adolescent position and condition must be considered in youth character education.
3. The learning environment, learning approaches, learning materials, and learning assessment are all important considerations in education.
4. Character growth is an ongoing process.

Teaching skills [19] are a common trait of someone who is concerned with information and skills exhibited through action. Teaching skills [20] are highly difficult professional talents since they are a thorough synthesis of numerous teacher competencies. Opening and finishing classes [21], asking questions, offering feedback, modifying, explaining, conducting small group discussions, managing a class, and individual teaching abilities are all examples of teaching skills. These teaching abilities are all important and have an impact on the quality of learning [22].

The capacity to successfully lead [23] and direct the process of group conversation in order to reach the intended goal is referred to as guiding group discussion. Setting goals [24], enabling communication, resolving disagreements, and summarizing the outcomes of group conversations are all components of leading group talks. It is critical to have clear and well-defined objectives before beginning a group discussion [25]. As a coach, you must be able to explain and help group members grasp these goals. Make sure your objectives are explicit, quantifiable, realistic, relevant, and time-bound. There may be disagreements or conflicts among participants during group talks [26]. You must be able to manage disagreement appropriately as a mentor and ensure that the dialogue remains beneficial [27].

A discussion is a two-way communication process between two or more people that tries to communicate information, thoughts, ideas, or arguments on a certain topic [28]. Discussions can be formal, such as at business meetings or debates, or casual, such as in daily interactions or on internet platforms [29]. The fundamental goal of the conversation is to gain a better knowledge of a subject via the exchange of ideas and perspectives [30]. Discussions may help people see various points of view, dig deeper into topics, strengthen or test arguments, and achieve consensus or better solutions [31].

Discussions may help you generate new ideas, enhance your knowledge, widen your perspectives, establish stronger connections and teamwork, and solve problems more effectively. In the educational setting, discussion is frequently employed as a learning approach that requires students to actively participate in order to widen their comprehension of a topic [32].

Students are the focal point of the educational system and play a critical part in the learning process [33]. Students may attain their full potential and contribute meaningfully to society with the appropriate approach and adequate assistance. A student is also an individual who is enrolled in an educational institution, such as a school or university, with the aim of gaining information, skills, or personal growth, and students are in the process of learning under the supervision of a teacher or lecturer [34].

Students take part in the educational process [35] in order to expand their knowledge and abilities. They adhere to the curriculum established by the educational institution in order to attain learning objectives. Aside from academic knowledge, students engage in a variety of extracurricular activities that might aid in their personal growth. Sports, the arts, student groups, and other clubs may assist kids develop social skills, leadership, and personal interests, and students are frequently given projects and examinations to demonstrate their grasp of the subject matter [36].

These assignments [37] and tests help students develop their abilities and gain a better knowledge of the subject matter. Student education is not exclusive to official educational institutions. In the ever-changing information era, students are also expected to continue learning throughout their life, creating new skills and upgrading existing knowledge [38].

SD Inpres Pandu 10/73 is a primary school in Pandu, Bunaken District, Manado City, North Sulawesi Province. Basic Education Inpres Pandu 10/73 seeks to improve access to basic education in Indonesia. This policy requires local governments to establish inclusive elementary schools (SD), which accept all school-aged children regardless of social, religious, or ethnic background. The primary goal of SD Inpres 10/73 is to provide fair and equitable educational opportunities for all children in Indonesia. In this situation, these schools are created in difficult-to-reach or distant places with the expectation that students in these areas would also have access to a proper education.

2. RESEARCH METHOD

The research technique is a necessity for attaining the desired result, or in other words, this research method is the procedures to acquire results from field informants. There are two research approaches. The first two are quantitative and qualitative methods [39].

This qualitative research examines people's lives, histories, behaviors, organizational functionalization, social movements, or family relationships. Meanwhile, qualitative research is a study technique capable of providing descriptive data in the form of the persons being observed's speech, writing, and behavior [40].

SD Inpres 10/73 Pandu conducted study on the abilities of directing small groups to class III pupils. The following qualitative research methodologies were employed by the researchers:

- a. Conducting an interview with a resource person or a class III teacher at SD Inpres 10/73 Pandu
- b. Researchers practice/teach students how to guide small groups in the classroom.
- c. Some scholars find extra information on small group mentoring skills in Google Scholar journals/articles.

SD Inpres 10/73 Pandu, Mapanget District, Bengkol Village was the location of the study. Jln. Raya Manado-Wori, Pandu Village, Bunaken District, Manado City, zip code 95249. The subjects of this study include one class/all of Class III, as well as the homeroom teacher of SD Inpres 10/73 Pandu.

Data collecting methods include observation and interviews. Data reduction, data presentation, and conclusion drawing/verification are all used in data analysis [41].

3. RESULTS AND DISCUSSION

There are numerous actions and outcomes that may be taken as a teacher or instructor who wishes to direct small group talks to class III students at SD Inpres 10/73 Pandu to build their abilities in group discussions. We separated our conversation into small groups of class III pupils, which we carried out on May 24, 2023.

Discussion about the necessity of listening to one another, respecting the ideas of others, and cooperating to achieve the discussion's goal. It is critical to give specific examples, regular feedback, and opportunity for students to practice while developing the abilities of conducting group discussions. Continual practice and positive reinforcement will help students improve their ability to participate in debates. Students should be able to actively participate in group discussions as both speakers and listeners as a consequence of their ability to guide group conversations.

They understand and follow the rules and ethics of group discussions; they can communicate effectively, express their opinions clearly, and listen carefully; they can cooperate with other group members and respect the opinions of others; and they can achieve group

discussion goals such as sharing ideas, gaining a better understanding, or reaching a solution together.

As small group leaders, we are also aware of the debate over effective communication strategies because we teach students about good communication skills such as expressing opinions clearly, using language that is easy to understand, and providing reasons or arguments that make sense, as well as encouraging students/students to ask questions, ask questions, and provide constructive feedback to other group members.

The outcomes of guiding small group discussions for students in class III SD Inpres 10/73 Pandu included clarifying the problem of creating students who are very active in focusing attention when the teacher is giving material or teaching, as opposed to creating students who are creative and provide opportunities for students to participate and discuss in small groups. The actions taken by the teacher to direct the debate Namely:

3.1. Goal-setting in a dialogue

As discussion guides, we must decide what we want to accomplish in the conversation.



Figure 1. The teacher explains to students about the purpose of the discussion

According to the interview findings with the class III teacher (MN 43 Years),

"...we have to achieve a main goal in a group discussion, namely to build arguments to students, reach agreement, and reach an understanding with students."

For example, in a group project including the shell dance, we as teachers must provide students with practice not just of the theory, but also of the purpose of the shell dance.

In the Observation findings, we use a discussion aim, such as developing arguments, so students are expected to submit questions or opinion on the performance of other groups. Setting goals in a discussion, in our opinion, is essential since it increases students' grasp of the content delivered before beginning the group discussion.

3.2. Prepare topics for discussion and materials

Prepare conversation topics or material to be discussed, as well as gather appropriate material or resources.



Figure 2. The teacher explains to students about topics discussion and materials

In our research through interviews with class III teachers, IN teachers (46 years) that,

"...before we present a material, we must prepare the topic of discussion and material in advance so that students/students understand the topic of discussion and material before they appear".

Based on our observations on the preparation of topics of discussion and material, we believe that it is critical to be prepared since students will not be able to grasp the subject to be discussed if we do not prepare the material in advance. Preparing subjects of discussion and material, in our opinion, is critical so that students and students may comprehend the content before they emerge.

3.3. Provide chances for all kids and guarantee that all students may engage in the conversation.



Figure 3. The teacher provide chances for all kids and guarantee that all students may engage in the conversation.

According to Mrs. IN (46 years) as a group discussion supervisor, offering chances for all students and ensuring all students have the opportunity to engage in the discussion,

"...we must provide opportunities for all students so that students understand what we have explained before the group discussion presentation".

According to the findings of the discussion guide, we must create chances for all students and guarantee that all students have the opportunity to engage in the conversation, and the notion is also that the average student may voice their perspective.

Providing chances for all students and ensuring that all students have the ability to engage in discussions, in our opinion, is a very beneficial thing to do so that kids may be active in groups and comprehend the learning content.

3.4. Pay close attention to the comments of numerous pupils who wish to present their points or ask questions.



Figure 4. The teacher pay close attention to the comments of numerous pupils who wish to present their points or ask questions

As a conversation guide, according to the class III instructor (MN 43 Years),

"...we have to listen carefully to the responses of some students who want to give their arguments or questions that the students want to ask so that they can understand everything they don't know".

According to the findings of our observations, pupils fully comprehend the subject presented. In our view and perspective, we as discussion guides must attentively listen to the comments of certain students who wish to present their ideas in order for them to better grasp what they have discussed.

3.5. Using ways to guide the appropriate group and assist pupils in broadening their thoughts.

According to IN teacher (46 years),

"... we are obligated to use techniques in guiding the right groups and assisting students in expanding their thinking because we cannot guide the group properly if we do not use these techniques".



Figure 5. The teacher Using ways to guide the appropriate group and assist pupils in broadening their thoughts.

When we utilize this strategy in class, the conversation goes well, and students may expand their thinking based on the topic being discussed, according to the outcomes of observations. This strategy, in our opinion, should be employed so that students and students can widen their ideas.

During our discussion, we conducted an interview with one of the teachers, specifically the class III teacher with Mrs. Indra M.S.Pd, about how the teacher's skills were in guiding small group discussions, and Mrs. Indra stated that we had to prepare material first and distribute small groups, and each group was required to present their group's results well.

We can conclude from our research on guiding small group discussions to students of class III SD INPRES 10/73 that guiding discussions is important to create a comfortable and safe environment in the group, to provide positive encouragement, and to ensure that all students feel heard and valued. Avoid being excessively judgmental and instead compliment them when they contribute effectively. To keep the debate focused and effective, you must direct it as the coach.

If the debate deviates from the core issue, assist students in returning to the main point. Provide guidelines or relevant questions to assist them in gaining further knowledge, and provide comments to students on their efforts. Thank them for their active engagement and provide constructive comments if there are any areas that may be improved. Encourage them to keep taking part in group discussions in the future.

The teacher has acquired the technique of facilitating conversation in a small group. The instructor may conduct group discussion activities during instructional activities. Discussion activities include both mental and emotional activities that might help strengthen interpersonal relationships. As a result, in directing small group conversations, the teacher's abilities are required to assure the discussion's effective continuance. The number of participants in small group conversations ranges from three to nine persons [42].

Guiding a discussion group [43] is a continuous process in which students share knowledge, solve

issues, and make choices through face-to-face encounters. A group discussion is a tactic that involves students thinking together with the group to solve an issue. The following are the benefits and drawbacks of the discussion method [44]:

The advantages of the debate approach: Help children understand that issues may be solved in a variety of ways. Explain to pupils that the discussion technique allows them to voice their viewpoints constructively in order to make better conclusions. Teach pupils to respect the ideas of others, even if they differ from ours, and to be tolerant of others. Teach pupils how to think critically and express themselves.

Inadequate discussion approach: Can only be utilized in small groups. Student information is restricted. Discussion is ineffective if students do not grasp the underlying notion of the topic. Time constraints since it takes a long time.

4. CONCLUSION

Supervisors must combine communication skills, comprehending the content, managing time, promoting active participation, and offering evaluation and feedback while conducting small group discussions for grade III SD Inpres 10/73 Pandu students. Tutors may create dynamic and meaningful learning experiences for students by employing these strategies. There are numerous approaches that may be used, including Goal Setting in a Discussion. As discussion guides, we must decide what we want to accomplish in the conversation. Prepare conversation themes and material, prepare discussion topics or material to be discussed, and gather appropriate material or resources. Provide chances for all kids and guarantee that all students may engage in the conversation. Pay close attention to the comments of numerous pupils who wish to present their points or ask questions. The last one employs tactics for leading the appropriate groups and assisting pupils in broadening their thoughts.

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