

ABSTRAK

IQBAL ARSIODANDY. Analisis Keterampilan Guru Dalam Menerapkan Keterampilan Bertanya Pada Pembelajaran Bahasa Indonesia Di Kelas IV SD Negeri 067245 Medan TA.2024/2025. Skripsi. Medan: Fakultas Ilmu Pendidikan Universitas Negeri Medan 2026.

Penelitian ini bertujuan untuk menganalisis keterampilan guru dalam menerapkan keterampilan bertanya pada pembelajaran Bahasa Indonesia di kelas IV SD Negeri 067245 Medan Tahun Ajaran 2024/2025. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan subjek satu orang guru Bahasa Indonesia kelas IV. Teknik pengumpulan data dilakukan melalui angket, wawancara, dan dokumentasi. Analisis data menggunakan model interaktif Miles dan Huberman yang meliputi tahap pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa keterampilan bertanya guru tergolong baik, baik dalam aspek keterampilan bertanya dasar maupun lanjutan. Guru mampu mengajukan pertanyaan secara jelas, memberikan acuan, serta menyebarkan pertanyaan secara merata kepada siswa. Selain itu, guru juga telah memberikan waktu berpikir dan menggunakan pertanyaan pelacak untuk menggali jawaban siswa. Namun, penggunaan pertanyaan tingkat kognitif tinggi masih belum optimal sehingga belum sepenuhnya mendorong kemampuan berpikir kritis siswa. Respons siswa terhadap pertanyaan guru cukup baik, meskipun masih terdapat siswa yang pasif dalam proses pembelajaran. Dengan demikian, keterampilan bertanya guru perlu terus ditingkatkan terutama dalam variasi pertanyaan tingkat tinggi agar pembelajaran menjadi lebih interaktif dan bermakna.

Kata kunci: Analisis, Keterampilan, Guru, Bertanya, Bahasa Indonesia

ABSTRACT

IQBAL ARSIODANDY. Analysis of Teachers' Skills in Applying Questioning Techniques in Indonesian Language Learning in Grade IV at SD Negeri 067245 Medan Academic Year 2024/2025. Skripsi. Medan: Faculty of Education, State University of Medan 2026.

This study aims to analyse teachers' skills in applying questioning techniques in Indonesian language learning in the fourth grade of SD Negeri 067245 Medan for the 2024/2025 academic year. This research uses a qualitative descriptive approach with a subject of one fourth-grade Indonesian language teacher. Data collection techniques were carried out through questionnaires, interviews, and documentation. Data analysis used the interactive model of Miles and Huberman, which includes the stages of data collection, data reduction, data display, and conclusion drawing. The results show that the teacher's questioning skills are classified as good, both in the aspects of basic and advanced questioning skills. The teacher is able to ask questions clearly, provide references, and distribute questions evenly to students. In addition, the teacher has also allowed thinking time and used probing questions to explore students' answers. However, the use of higher-order cognitive questions is still not optimal, thus not fully encouraging students' critical thinking skills. Students' responses to the teacher's questions are quite good, although there are still some students who remain passive during the learning process. Therefore, the teacher's questioning skills need to be continuously improved, especially in varying higher-order questions so that learning becomes more interactive and meaningful.

Keywords: Analysis, Skills, Teacher, Questioning, Indonesian Language