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Research Article

How Effective Are Teacher Explanatory Skills on Elementary School Student Involvement in the Mastery of Online-Based Learning Materials?

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Abstract

This research is conducted because of the low involvement of students in the mastery of online-based learning materials. In general, elementary school students only get learning material without paying attention to and mastering the material provided by the teacher. Students can only study if accompanied by teachers and parents in online-based learning. The learning methods applied by the teacher in delivering lessons have not followed online-based learning procedures. This study aims to identify differences before and after applying teacher explanatory skills in online-based learning and compare between classes that have not applied the skills. The True Experimental Pretest-Postest Control Group Design method is used with a sample of 74 students of 0903 Public Elementary School, Gonting Julu, North Padang Lawas. Researchers use the t-test formula to analyze the data. The results show a significant influence between teacher explanatory skills and student involvement in online-based learning. The study recommends that teachers' presenting abilities explain material in-depth and provide assignments that support elementary student learning.

Keywords

Explaining Skills; Elementary Students' Involvement; Online-Based Learning Materials

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Introduction

The learning process in schools involves students and teachers. Student involvement is one indication of effective learning. It shows seriousness and focuses on learning from start to finish. Students who are not actively involved may not understand the lesson. As a result, the students can provide reasons, connect, solve problems, and communicate subject matter according to learning objectives. Student involvement is something that must be considered because it can open a foundation for serious thinking.

Preliminary studies show that not all students are involved in online-based learning. Students feel bored and have difficulty understanding the lesson because the explanation is not delivered directly (limited by screens and cameras). In addition, students are less interested in learning because of unstable internet access. It is evidenced by the low involvement of students in online-based education. Only 50% of students are involved in online-based learning. This condition affects the score of students' compulsory subjects. The average score of the Final Semester Examination for compulsory subjects is 55, while the school's Minimum Completion Criteria score is 75.

Preliminary studies show that students are not actively involved in the learning process in online-based learning, so they experience difficulties in understanding lessons (Negeri, 2019). Many students find online learning to be very boring learning. Online learning needs special attention. The most important focus is the stability of internet access. Students also have to focus on the screen so that the teacher doesn't miss the lesson explanation. The teacher delivers the material in a monotone, tense, unattractive, and unclear because the sound and video back and forth are often muted. On the other side, students lose motivation to take lessons because they are alone in front of the screen.

It makes students lazy to participate during the learning process or when the teacher explains the lesson. Students are mostly silent even though parents and teachers accompany them. Unfortunately, not all parents understand online learning. Many parents do not understand internet applications, such as Google Classroom, Google meets, Zoom, and others. Some parents don't even own a smartphone or laptop. Teachers also cannot fully access technology. Many factors come from students. Students still do not understand what the teacher says because no one accompanies them to study at home. Students feel that online learning is difficult to follow because of the stuttering use of technology and internet-based learning applications. Lastly, many elementary school students don't have smartphones or laptops to study online.

If the above problems are not resolved, it will harm students. The teacher must have the ability to explain well following online learning procedures. Teachers must be skilled at explaining learning material through internet applications so that students can master the lesson according to the learning objectives of each subject.

The skill of explaining information verbally in an orderly manner to show a clear relationship between one another is a skill to be trained and guided. The success indicator for Explanatory skills is the delivery of well-planned materials. Explanation skills require teachers to integrate their various teaching abilities (Rusman, 2017). Based on the above background, this study examines the influence of the teacher's explanatory abilities concerning the involvement of primary school students in online-based understanding learning.

Explanatory Skills

Explanatory skills relate to disclosing information by connecting one lead to another orally, organized, and systematically (Asfiati, 2014b). Teachers with good skills can help students develop their knowledge, estimate the level of understanding, and overcome the scarcity of books as a learning resource (Rifma, 2016). The definition of explanatory skills in this study is a basic teaching skill that the teacher must possess and master. These skills are carried out orally during teaching and learning activities, systematically as a meaningful unit. The presentation of the message is conveyed correctly, has an appropriate order, and is well planned. Skills that are following online-based learning procedures must be able to involve students to master learning. It is hoped that good skills can invite students to be actively engaged in the online-based learning process.

The teacher's explanatory skills need to be mastered because communication is generally teacher-centred in the classroom. The difference between the way books and teachers explain

lessons cannot be understood by students because most teachers only convey information. The explanation from the teacher is sometimes difficult for students to understand, even though, according to the teacher, it is quite clear. Teachers must provide answers about certain parts because not all students can extract information from books. Sometimes teachers cannot differentiate between how to explain something and tell something (Asril, 2012).
Based on this study, the reasons why teachers need to master explanatory skills are (1) the condition of the oral learning process, which is only teacher-centred; (2) many students do not understand the teacher's reviews and explanations; (3) not all students can extract information from their books; (4) most of the teacher's explanations can only be understood by the teacher. In addition, the limited nature of the online learning process becomes an obstacle for students to be actively involved in the learning process as a whole.
Several things must be understood regarding explanatory skills. The explanation given must be following the learning objectives, characteristics, and abilities of students. The material presented must be useful for students. Teachers are required to be able to explain if students ask about the material that has been explained. Explanations can be given at the end, middle, and beginning of the lesson as needed (Udin Syaefudin Sa'ud, 2013). Teachers regarding explanatory skills must consider several aspects:

1) Clarity: include the transparency in expressing an idea explicitly, avoiding obscurity, and clarity of fluent language usage.
2) Emphasize: implement certain things that are considered important than what is presented that get more students' attention.
3) Examples: add examples or illustrations.
4) Organization: The lessons described must be organized so that the systematics is logically easy to follow.
5) Feedback. (Alma, 2012)

Online-Based Learning

Learning is a process of interaction between teachers and students. Learning is presented with methods, strategies, learning materials, and learning resources in the learning environment (Pane & Darwis Dasopang, 2017). (Sudarsana, 2020) states that learning is the way teachers organize learning and how students learn. Experience and skills are useful for individual lessons by specific teachers. Learning can be interpreted as the starting point of the learning process. The learning process, which consists of learning methods and learning techniques, are ways that can be taken in facilitating the achievement of educational goals (Mertayasa, 2020)
Learning is an effort to increase motivation, learning quality, teaching materials, and independence (Asfiati & Wekke, 2019), which is used to assess the competence of attitudes, skills, and knowledge (Asfiati, 2020c). Learning is designed according to the needs of students (Asfiati, 2020b). Online-based learning is learning with various systems. First, the teacher knows how students learn to design effective learning activities and experiences by teaching—curator producers and consumers of appropriate educational resources through sharing and development. Furthermore, teachers use learning technology in an educationally effective way. The third is to accommodate the sharing of collaborators and improve their educational approach through various disciplines. Then, the teacher takes a pedagogical approach according to research-based fields. Lastly is to try, reflect on, and learn from new techniques, pedagogies, and technologies to support student learning (Ihwanuddin Pulungan & Asfiati, 2019). In its achievement, online learning still has a purpose if it is planned and remains active, creative, communicative, and transformative. However, online learning can only be carried out by utilizing technology and the internet (Asfiati, 2020a). Online-based learning is a program for organizing learning classes to reach massive and broad groups through the internet network (Yanti et al., 2020).
The online learning process is technology-based learning (Eliyasni et al., 2019). In this case, technology needs to pay attention to quality and quantity, both in teachers, students, facilities, and infrastructure that support technology (Habib et al., 2020). Online learning cannot be separated from electronic devices, such as smartphones, tablets, or laptops. Internet connections, wi-fi, and cellular networks are also an important part of this online-based learning activity. In short, technology is the most important thing in online-based learning (Firyal, n.d.).

Internet-based learning creates a more flexible learning system, where it can be done anywhere and anytime. Online learning complements each other in achieving the objectives of learning system design by creating a conducive learning atmosphere. In addition, online learning can also develop students' potential (Ramadania & Aswandi, 2020). The benefits of online learning are 1) to increase the level of learning interaction between students and teachers or instructors; 2) allowing learning interactions from anywhere and at any time; 3) have the potential to reach global audiences; and 4) it is easy to improve and store learning material (Mustofa et al., 2019).

Students' Involvement

Studying at a different time and place provides students with more opportunities to learn (Arjuanita, 2020). Students will learn with learning tools that are more adaptive and following their abilities. It makes students more active and directly involved in the learning process. Students who are actively involved will have the opportunity to have a more successful learning experience. Student involvement is evidenced by the ability of students to remember lessons for a long time after the teacher explains the study (Baisa et al., 2020). Students involved in the learning process and can master learning are equipped to develop concepts, principles, creativity, responsibility, and skills (Medopa et al., 2020). The teacher guides students to master the subject matter and practice it. In online learning, the learning platform must be facilitated by schools. Schools must equip teachers with useful technology such as the internet or wi-fi. Thus, schools have helped ease the burden on teachers in explaining lessons, sending assignments to students, correcting, analyzing, and assessing student work results to be more efficient (Wardah et al., 2019). It makes students actively involved in the online learning process.

One alternative that teachers can use to help students understand the material is to use interactive multimedia. Interactive multimedia is a combination of images, video, animation, and sound in software that allows users to interact directly. Multimedia technology that combines several media is expected to overcome problems in the teaching and learning process, including errors in the mastery of subject matter to involve students (Novitasari, 2016) actively. Students are interested in receiving, mastering, and understanding the lessons delivered by the teacher. On the other hand, teachers are required to present joyful learning (Natsir, 2020). Student readiness in understanding lessons is needed to involve active and interactive students in online learning (Kurniahayati & Syamsurizal, 2013).

Methods

This research is quantitative research with experimental methods. The experimental method is a research method used to find the effect of certain treatments on others under controlled conditions (K, 2016). The experiment used is a quasi-experiment, using two research subjects, the experimental and control classes. The control class does not use explanatory skills, while the experimental class used explanatory skills. The experimental class and control class will be given the same instrument test (M, 2013). The experimental design used is Pretest Posttest Control Group Design. There are two groups selected randomly in the design, then given a pretest to determine whether the experimental group is different from the control group (Mark Balnaves, 2001).

Table 1.
Research Design True Experimental Pretest Posttest Control Group Design

Group	Pretest	Treatment	Posttest
Experimental	o_1	X	o_2
Control	o_3	-	o_4

Index:

E: Experimental group (the group that was treated with explanatory skills).
K: The control group (the group that was not treated with explanatory skills).
o_1 : Pretest experimental group.
o_2 : Pretest control group.
o_3 : Posttest experimental group.
o_4 : Posttest control group.

X: The effect of explanatory skills on student involvement in mastering lessons in online learning.

The study population comprises 316 students of 0903 Gonting Julu Public Elementary School, Padang Lawas Utara Regency. The research sample is 64 students of grade 4, consisting of two groups, i.e., 4-A and 4-B. Sampling is done using two cluster sampling techniques to determine the experimental, and the control class is carried out using the purposive sampling technique. The experimental class is 4-A with 32 students, and the control class is 4-B with 32 students.

The research instrument is in the form of a test. The test is used based on the variable (Y), namely the involvement of students in mastering lessons in online learning. The test used is subjective in a description (essay test), which measures student learning outcomes. Students complete the test questions by showing the completion step by step or giving answers in descriptions (self-composed sentences).

In this study, to determine whether or not the test items given are carried out using SPSS v.23 by comparing the Pearson Correlation value with r-table at the level of 5% with degrees of freedom % (dk = n-2) or (32-2 = 30), then obtained r_{table} = 0.361. Meanwhile, the reliability test uses the Cronbach's Alpha test by comparing the Pearson Correlation value with r-table at a significant level of 5% with degrees of freedom % (dk = n-2) or (32-2 = 30), then obtained r-table = 0.362. The data analysis technique is processed with descriptive statistical analysis to conclude data trends. It helps to understand the comparison of the scores of the research respondents and the variations in their data. The data obtained from the data collection results are analyzed in stages according to the respective research objectives to determine the mean.

At the same time, inferential statistics are done to see whether a group of data is normally distributed or not. The normality test uses two testing criteria. If the data obtained has a significance value > 0.05, then it is normal, and if the data obtained has a significance value < 0.05, then the data is not normal. The homogeneity test also has two testing criteria. If the value obtained has a significance value > 0.05, then the value is homogeneous. Conversely, if the value obtained has a significance value < 0.05, then the data is not homogeneous.

The t-test used in this study is an independent t-test and paired t-test. An independent t-test is carried out to see the differences before and after treatment. Meanwhile, a paired t-test is a test to compare two groups of samples. A paired t-test is performed to know the difference if a character is given different treatments. The t-test in this study used SPSS with the criteria that if the data obtained < 0.05 is rejected and accepted, then the data has a significant effect. If the data obtained > 0.05 is accepted and rejected, it does not have a significant effect.

Results

The data described is data from the pretest and post-test results containing the initial conditions and the final conditions of the elementary school students' grades on Nobel Behavior material. Both groups (experimental and control) are given explanatory skills before and after. The control class and the experimental class can then be determined the mean value. Data descriptions of the initial (pretest) and final (post-test) scores calculated using SPSS v.23 are presented in Table 2.

Table 2
Description of Nobel Behavior Pretest and Post-test Grade 4 Students of 0903 Gonting Julu Public Elementary School, Padang Lawas Utara Regency

No.	Group	Grade	
		Pretest	Posttest
1	Experimental	60	81,88
2	Control	63,31	75,47

Based on the description above, the average pretest score of Nobel Behavior is 60 in the experimental class and 60.31 in the control class. Meanwhile, the final average (post-test) values of Nobel Behavior for both groups (experimental and control) after receiving treatment are 81.88 and 75.47. From the description of the initial (pretest) and final (post-test) scores, it can be seen that there is a significant increase in the experimental class. The pretest (60) score increased by an average of 21.88 in the post-test (81.88). There is also an increase in the control class but not as significant as in the experimental class. The pretest (63.31) and post-test (75) scores increased by

an average of 11.69. So, it can be concluded that the explanatory skills treatment results in an increase in student scores.

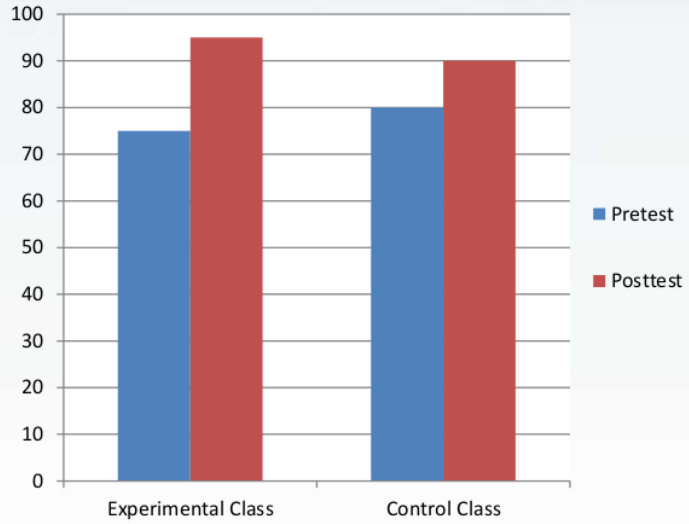

Figure1. Diagram of Experimental Class and Control Class Scores

Elementary School Student Nobel Behavioral Requirements Test for Initial Value (Pretest) in Experiment and Control Classes before Treatment

Normality Test

The data normality test for the two groups is calculated using SPSS v.23 using the Kolmogorov-Smirnov test with a significance level of 5% or 0.05. Hypothesis testing in this study: H_0 is normally distributed, and H_a is not normally distributed. Hypothesis testing criteria is if the significance value > 0.05, then H_0 is accepted or H_a is rejected, and if the significance value < 0.05, then H_a is accepted or H_0 is rejected.

Table 3.
Normality Test Result of the Pretest Value

Normality Test	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Student Involvement in *Nobel Behavior* lessons	Experimental	0.145	32	0.085	0.950	32	0.145
	Control	0.138	32	0.128	0.940	32	0.075

Based on the output Test of Normality results, the normality of the pretest with *Kolmogorov-Smirnov* shows that the degree of significance for the experimental class is 0.085, while the control class is 0.128. The hypothesis is accepted.

Homogeneity Test

The homogeneity test aims to determine whether the data on the sample's initial (pretest) value has a homogeneous variance. The hypothesis of the homogeneity test of the study is H_0, the data with the same or homogeneous variance. H_a is data that does not have unequal or

inhomogeneous variances. The criteria for testing the data hypothesis are based on the significance value. If the significant value > 0.05, then H_0 is accepted, or H_a is rejected. Suppose the significance value < 0.05, then H_a is accepted, or H_0 is rejected.

Table 4.
Homogeneity Test Result of the Pretest Value

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Student Involvement in Nobel Behavior lessons	Based on Mean	0.258	1	62	0.613
	Based on Median	0.199	1	62	0.657
	Based on Median and with adjusted df	0.199	1	61.959	0.657
	Based on trimmed mean	0.204	1	62	0.653

The pretest data homogeneity test using the SPSS v.23 above shows a significance value of 0.613. Following the criteria for testing the homogeneity of data, H_0 is accepted when a significance value Based on Mean > 0.05 is obtained. So, it can be concluded that the data variance of student involvement in mastering the subject of Nobel Behavior in the experimental class and the control class is the same or homogeneous.

Normality Test

The data normality test for the two groups is calculated using SPSS v.23 using the Kolmogorov-Smirnov test with a significance level of 5% or 0.05. Hypothesis testing in this study: H_0 is normally distributed, and H_a is not normally distributed. Hypothesis testing criteria is if the significance value > 0.05, then H_0 is accepted or H_a is rejected, and if the significance value < 0.05, then H_a is accepted or H_0 is rejected.

Table 5.
Normality Test Result of the Posttest Value

Normality Test

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Group	Statistic	Df	Sig.	Statistic	df	Sig.
Student Involvement in Nobel Behavior lessons	Experimental	0.145	32	0.085	0.939	32	0.069
	Control	0.149	32	0.067	0.955	32	0.204

Based on the Test of Normality output results, the post-test data normality analysis using the Kolmogorov-Smirnov test using SPSS v.23 obtained a significant value for the experimental class of 0.085 and 0.067 for the control class. So, H_0 is accepted. Then, it can be concluded that the post-test data of the experimental class and control class students are normally distributed.

Homogeneity Test

The homogeneity test aims to determine whether the data on the sample's post-test value has a homogeneous variance. The hypothesis of the homogeneity test of the study is H_0, the data with the same or homogeneous variance. H_a is data that does not have unequal or inhomogeneous variances. The criteria for testing the data hypothesis are based on the significance value. If the significant value > 0.05, then H_0 is accepted, or H_a is rejected. Suppose the significance value < 0.05, then H_a is accepted, or H_0 is rejected.

The post-test data homogeneity test using the SPSS v.23 above shows a significance value of = 0.887. Following the criteria for testing the homogeneity of data, H_0 is accepted when a significance value Based on Mean > 0.05 is obtained. So, it can be concluded that the data variance of Student Involvement in mastering the subject of Nobel Behavior in the experimental

class and the control class is the same or homogeneous.

Table 6.
Homogeneity Test Result of the Post-test Value

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Student Involvement in Nobel Behavior lessons	Based on Mean	0.020	1	62	0.887
	Based on Median	0.017	1	62	0.896
	Based on Median and with adjusted df	0.017	1	61.558	0.896
	Based on trimmed mean	0.025	1	62	0.874

Hypothesis Test

From the pretest and post-test data requirements test, it can be seen that the two classes are normal and have homogeneous variance, so to test the hypothesis using parametric statistics with the t-test formula. The t-test used is the independent t-test and the paired t-test using SPSS v.23, namely the average difference test that will determine the effect of Explanatory Skills on student involvement in mastering the subject of Nobel Behavior. The hypotheses to be tested include:
In the independent t-test, H_o: $\mu_a < \mu_2$ means that there is a significant difference between the classes before and after treatment. In the paired t-test, H_o: $\mu_a < \mu_2$ implies a substantial difference between the given treatment and the class that is not given treatment.

Independent Sample T-Test

An independent t-test is conducted to see the significant difference between before and after treatment in the experimental class. The independent t-test hypothesis in this study is:

H0: There is no difference in the involvement of students in mastering the subject of Nobel Behavior before and after treatment.
Ha: There is a difference in the involvement of the student before and after treatment.

Hypothesis testing criteria based on the significance value H_0 is accepted if the significance value (2-tailed) > 0.05, and if the significance value (2-tailed) < 0.05, then H_0 is rejected or H_a is accepted. Based on the test output of the independent sample t-test using the calculation of SPSS v.23, the Sig (2-tailed) value is 0.000. Following the independent sample test criteria using SPSS v.23, H_0 is rejected, and H_a is accepted if the Sig (2-tailed) value is < 0.05. It means that there is a significant difference in the involvement of students in mastering the subject of Nobel Behavior between before and after using explanatory skills. The conclusion is that the provision of explanatory skills affects students' involvement in learning the subject of Nobel Behavior for grade 4 students at the 0903 Public Elementary School of Gonting Julu, Padang Lawas Utara Regency.
From the above calculations, it is clear that H_0 is rejected and H_a is accepted. Thus, H_a: $\mu_1 < \mu_2$ is accepted. It means that there is a significant influence between the classes before and after being given treatment. From the acceptance of H_a, it is concluded that there is an effect of explanatory skills on the involvement of students in mastering the subject of Nobel Behavior for grade 4 students of 0903 Elementary School 0903 of Gonting Julu, Padang Lawas Utara Regency.

Paired T-Test

Paired t-test is conducted to see whether there is a significant difference between the class given explanatory skills treatment and the class that is not given the treatment. Based on the Paired Samples Test output results using the SPSS v.23 calculation, the Sig (2-tailed) value is 0.002. Following the paired t-test test criteria, H_0 is rejected, and H_a is accepted if the Sig (2-tailed) value < 0.05. It means that there is a significant influence between the classes before and after being

given treatment.
Through the above calculations, it is clear that H_0 is rejected and H_a is accepted. Thus, $H_1 : \mu_1 < \mu_2$ is accepted. It means a significant difference between the class given treatment and the class that is not given treatment. From the acceptance of H_a, it is concluded that there is an effect of explanatory skills on student involvement in mastering the subject of Nobel Behavior.

Discussion

This research is conducted to determine the effect of explanatory skills on student involvement in mastering the subject of Noble Behavior at 0903 Gonting Julu Elementary School, North Padang Lawas. The results show that explanatory skills could influence student involvement in the mastery of the material. There is an increase in the average score before being given treatment in the experimental and control classes. After analyzing the descriptive data, the researchers conduct the t-test. The results show a significant influence between the classes before and after the treatment was given. There is a substantial difference between the experimental class and the control class.
There is an influence of explanatory skills on student involvement in mastering the Noble Behavior subject matter because the learning process in the experimental class uses explanatory skills. Learning in the experimental class begins with learning objectives, conveying motivation to students, and recalling previous online material as a requirement for studying Noble Behavior material. It is following the explanatory skills theory put forward by Asfiati. The skills are the ability to present information orally systematically so that there is a relationship with each other (Asfiati, 2014a). The treatment of explanatory skills given by the teacher in the experimental class is also related to student involvement. Rizka (2019) states a significant relationship between explanatory skills of the teachers and student interest in learning. The participation of students in the experimental class makes students more enthusiastic in participating in learning so that their understanding of the lesson increases.
There are several components of the ability to explain, namely: analysis and planning, clarity of language, use of examples, emphasis, organization, and feedback (Syaiful Bahri Djamarah, 2015). These components can affect mastery of subject matter. In the experimental class, the teacher delivers learning material by analyzing and planning. It can increase the enthusiasm of students to be involved in classifying objects according to certain properties.

Conclusion

Based on the results of research and data analysis, the researchers conclude that there is an effect of explanatory skills on student involvement in mastering the subject of Noble Behavior at 0903 Public Elementary School, Gonting Julu Huristak sub-district, North Padang Lawas Regency. The results of the analysis show that the results of the hypothesis testing are the value of Sig. (2-tailed) on t-test = 0.000 < 0.05 and the value of Sig (2-tailed) on paired t-test = 0.002 < 0.05. It means that the average scores of student involvement are better than the average scores of student involvement in the subject of *Nobel Behavior* using other skills and learning.

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