



OBSERVATION OF THE TEACHING AND LEARNING PROCESS IN THE CLASSROOM: A CASE STUDY AT SD NEGERI TGK CHIK EUMPE AWE

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ABSTRACT

This study aimed to describe in detail the results of observations of the teaching and learning process in the classroom during the implementation of the Introduction to School Field Activities (PLP) at SD Negeri Tgk Chik Eumpe Awee. By using the descriptive qualitative method, data were obtained through direct observation, interviews with teachers, and documentation of learning activities. The results showed that teachers in this school had carried out the learning process with careful planning, a systematic scientific approach, and the use of varied learning media and strategies. Student activeness was high, characterized by active participation in discussions, group work, and responses to questions. However, there were a number of obstacles such as limited learning facilities and the need for an individualized approach to students with learning difficulties. This study recommends strengthening differentiated learning strategies and developing learning media that are more creative and adaptive to student needs.

Keywords: *teaching and learning process, class observation, scientific approach, PLP*

1. INTRODUCTION

Education is one of the most important aspects in the development of superior and competitive human resources (UNESCO, 2020). One key indicator in education is the success of the teaching and learning process in the classroom, where teachers and students interact actively to achieve the learning objectives that have been set (Slavin, 2018). This process is not merely the delivery of material by the teacher and the reception of information by students, but involves the dynamics of two-way communication, the use of relevant learning methods and media, and evaluation strategies that encourage active student participation (Vygotsky, 1978; Darling-Hammond et al., 2020).

In the current era of the Merdeka Curriculum, teachers are required to be adaptive, creative, and innovative learning facilitators (Kemdikbudristek, 2022). Learning must be tailored to the needs and characteristics of students, with an approach that encourages them to think critically, creatively, and independently (OECD, 2019). Therefore, a comprehensive understanding of learning practices in the classroom is essential, especially for prospective teachers who are undergoing field practice such as the *Pengenalan Lapangan Persekolahan* (PLP).

The Introduction to Schooling Field (PLP) is a compulsory program for education study program students that provides direct experience to observe, understand, and participate in the educational process at school (Mulyasa, 2017). PLP is a strategic means to develop students' pedagogical competence through involvement in learning activities, both directly and indirectly (Loughran, 2006).

SD Negeri Tgk Chik Eumpe Awee is one of the public elementary schools in Aceh chosen as a PLP location by Serambi Mekkah University students. This school has various unique characteristics in terms of student demographics, learning approaches, and school culture. With diverse student backgrounds and teachers with considerable teaching experience, this school provides a valuable opportunity for students to gain a holistic understanding of classroom-based learning implementation.

The purpose of this study is to examine in depth the learning process in the classroom at SD Negeri Tgk Chik Eumpe Awee, including learning planning, the implementation of the teaching and learning process, and the



evaluation of learning outcomes. In addition, this study also aims to describe students' responses and participation in learning activities, as well as efforts made by teachers in overcoming individual students' learning difficulties.

2. METHODS

This research used a descriptive qualitative approach that aimed to obtain an in-depth picture of teaching and learning practices at SD Negeri Tgk Chik Eumpe Awee. This research was conducted for two months in the odd semester of the 2024/2025 school year, and involved direct observation of learning activities in the classroom. Universitas Serambi Mekkah students' who were carrying out PLP activities became the main implementers in the data collection process.

Data collections were conducted through three main techniques, namely observation, interview, and documentation. Observations were made directly to teachers and students during the learning process. The focus of observation included aspects of lesson planning and implementation, use of media and methods, students' involvement, and handling of students who had learning difficulties. Interviews were conducted with several class teachers and subject teachers to dig deeper information related to the teaching approach used, learning readiness, and evaluation strategies. Meanwhile, documentation was obtained from lesson plan notes, student work, reflection notes, as well as photo and video documentation of learning

The collected data were analyzed qualitatively with the stages of data reduction, data presentation, and conclusion drawing. The analysis process was carried out gradually and iteratively, to find thematic patterns that describe the dynamics of learning in the classroom. Data validity was tested using source and technique triangulation techniques, comparing observation results with interview results and documentation. With this approach, researchers hope to obtain a complete, contextual, and accountable picture of the learning practices that occur in the classroom during PLP activities.

3. RESULTS AND DISCUSSION

The observation showed that the learning process at SD Negeri Tgk Chik Eumpe Awee generally took place in an orderly and directed atmosphere. Teachers were prepared prior to coming to class, characterized by the use of lesson plans, teaching aids, and strategies that are in line with the characteristics of students. They conveyed learning objectives clearly at the beginning of the activity and made perceptions to relate the material to the experience or knowledge that the students have.

At the implementation stage, most teachers applied the scientific approach in accordance with the applicable curriculum. Steps such as observing, questioning, trying, reasoning, and communicating were carried out consistently. For example, in science lessons, students were invited to observe the process of plant growth through an experiment to plant mung bean seeds. In the Indonesian Language lesson, the teachers encouraged students to write stories based on pictures, then read their work in front of the class.

Student participation was high. They seemed enthusiastic when participating in discussions, responding to teacher questions, and expressing opinions voluntarily. In group activities, students showed good collaboration. Some students appeared as group leaders and showed high initiative in completing tasks

However, not all students showed the same level of learning ability. There were some students who had difficulty in reading, writing, and basic arithmetic. Teachers responded to this by providing special assistance through an individualized approach. In addition, some teachers also applied remedial strategies in the form of repeating material with a simpler approach

Learning media was used variably, although within the limits of limited facilities. Teachers used conventional media such as whiteboards, pictures, homemade props, and some educational videos played through personal laptops. Teachers' creativity in dealing with limited facilities was very helpful for the continuity of



learning. Nevertheless, teachers expressed the need for more modern and interactive learning media to be able to reach various learning styles of students

Evaluation was done orally, in writing, and through direct observation of the process and results of student work. Some teachers used portfolio assessment techniques and assessment rubrics to assess students' process and product skills more objectively. This evaluation was also the basis for developing an improvement plan in the next learning cycle.

4. CONCLUSIONS

Based on the observation, it can be concluded that the teaching and learning process at SD Negeri Tgk Chik Eumpe Awee has been running well and systematically. Teachers had good preparation in teaching and were able to apply the scientific approach consistently. Students showed a high level of involvement in learning activities, although some needed special attention.

Teachers' efforts in overcoming students' learning difficulties through remedial learning and individualized approaches should be appreciated. However, there is still room for improvement, especially in terms of utilizing learning media and developing more structured differentiated learning strategies. The recommendation from this study is for schools to provide continuous training for teachers in the use of interactive media, and encourage the development of learning tools that are adaptive to the needs of diverse students.

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