

**ANALYSIS OF STUDENT MINI-RESEARCH**  
**REPORT ON THE DEVELOPMENT OF TEACHER COMPETENCE IN THE**  
**DIGITAL ERA**

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## Abstract

This study analyzes student mini-research reports on teacher competency development in the digital era. The objectives of the study include reviewing mini-research activities to identify teacher competency development amidst digital transformation, both in terms of challenges and needs. The research method used is a descriptive qualitative approach and examines mini-research reports compiled by students with an assessment rubric. The research subjects were 14 PGMI Semester V students divided into 5 groups. Data collection used observation, interviews and documentation of student mini-research reports. The results of the study are that: 1) students are able to identify gaps in teacher competency in mastering learning technology, digital literacy and digital pedagogy, 2) through the reports compiled by students, it reveals the need for teacher quality in designing innovative technology-based learning according to student needs, 3) and mini-research activities provide references for the development of teacher competency on an ongoing basis. The research conducted contributes to studying contemporary educational issues and produces data to develop teacher quality in the digital era. This study sharpens the foundation regarding teacher competency in the digital era and opens opportunities for further research in terms of mastering technology-based learning, digital literacy and digital pedagogy.

**Keywords:** Student Mini-Research, The Digital Era, Teacher Competence

## Abstrak

Penelitian ini menganalisis laporan mini riset mahasiswa mengenai pengembangan kompetensi guru di era digital ini. Tujuan penelitian diantaranya mengkaji kegiatan mini riset untuk mengidentifikasi pengembangan kompetensi guru di tengah tranformasi digital baik dari aspek tantangan dan kebutuhannya. Metode penelitian yang digunakan melalui pendekatan kualitatif deskriptif dan menelaah laporan mini riset yang disusun oleh mahasiswa dengan rubrik penilaian. Subjek penelitian Mahasiswa PGMI Semester V jumlah 14 orang yang dibagi menjadi 5 kelompok. Pengumpulan data menggunakan observasi, wawancara dan dokumentasi laporan mini riset Mahasiswa. Hasil penelitian bahwa : 1) mahasiswa mampu mengidentifikasi kesenjangan terhadap kompetensi guru dalam penguasaan teknologi pembelajaran, literasi digital dan pedagogik perihal digital, 2) melalui laporan yang disusun mahasiswa mengungkapkan bahwa kebutuhan kualitas guru dalam mendesain pembelajaran berbasis teknologi yang inovatif sesuai kebutuhan siswa, 3) dan kegiatan mini riset memberikan referensi pengembangan kompetensi guru secara berkelanjutan. Penelitian yang dilakukan memberikan kontribusi dalam mengkaji isu isu pendidikan yang kontemporer dan menghasilkan data untuk mengembangkan mutu guru di era digital. Penelitian ini mempertajam landasan mengenai kompetensi guru di era digital dan membuka peluang pada penelitian berikutnya dalam hal penguasaan pembelajaran berbasis teknologi, literasi digital dan pedagogik digital.

**Kata kunci:** Era Digital, Kompetensi Guru, Mini Riset Mahasiwa

## INTRODUCTION

The digital era has brought significant changes in various aspects, especially in education, where teachers are required to develop their competencies (Aditiya & Fatonah, 2023). This transformation has become increasingly apparent since the Covid-19 pandemic

(Fatmawati et al., 2025), so teachers, as a key component of education, need to prepare and possess the necessary competencies to utilize digital technology in the learning process. As prospective fifth-semester students of the PGMI Study Program at STIT Muhammadiyah Tempurejo Ngawi for the 2024/2025 academic year, as the nation's next generation, students need to understand the challenges and development of teacher competencies in the digital era.

Research conducted by Nur Hafidzah regarding the management of teacher pedagogical competency development at MTsN 3 Malang went through several stages: *First*, planning for the development of pedagogical competencies, *second*, implementation of development through MGMP activities, collaborative learning between teachers, compiling UKBM books, conducting ongoing training and research, *third*, Evaluation of both written and oral reports is carried out through specific meetings, including weekly, monthly, and annual meetings. This is key to improving the quality of education (Hafidzah, 2024).

Research by (Khanifa et al., 2023) in analyzing the competence of student teachers in School Field Introduction (PLP), with the results showing that overall the competence of the student teachers is included in the competent category with a percentage of 73.47%. However, there are several aspects that need to be improved, both pedagogical, personality, social and professional competence. There are various percentages in the study, 84.80% from the pedagogical aspect, personality aspect with a percentage of 72.70%, social very competent at 78.80% and and competent information on the professional aspect at 57.60%.

A study of education shows that teacher competency development in the era of transformation is progressing rapidly. This is in line with Darling's statement that teacher preparation influences the quality of learning and achievement (Darling-hammond et al., 2017). On the other hand, previous research still examined teacher competency development through conventional training without integration with technology. Recent research presented by researchers addresses these gaps, starting with Falloon's finding that prospective teachers must be able to integrate technology into learning activities (Demissie et al., 2022) and Voogt's research that digital competency is an element of teacher preparation for the 21st century (Dewi et al., 2025).

However, there is still little research examining this project-based mini-research among elementary school teacher education students, as a platform for integrating digital learning with teacher competency development. This is the innovative aspect of this research: the integration of technology-based learning methods with teacher competency development, presented through a mini-research activity by 14 fifth-semester PGMI students divided into five groups. This serves as a preparation for future teacher candidates.

Based on the description above, there are research problems formulated in this study: 1) How is the implementation of teacher competencies in the digital era based on the results of student mini-research? 2) What teacher competencies are most highlighted by PGMI fifth semester students? While the objectives of the study are as follows: 1) to describe the implementation of teacher competencies in the digital era based on student findings and 2) to identify teacher competencies that need attention for prospective MI/SD teachers.

The comprehensive challenges faced by teachers encompass various aspects, including the ability to design digital-based learning, mastery of learning technology and communication, and an understanding of digital security and ethics. These aspects need to be grouped and prepared well to effectively develop teacher competencies. An educator, apart from being able

to make decisions to develop student learning, must also adapt quickly to using technology and be a creative designer (Zhao, 2024).

Through the Mini Research activity, PGMI study program students are able to explore matters related to teacher competency, identify gaps and formulate potential solutions. The analysis of the mini-research report is important to be held, for various reasons: 1) providing provisions and a comprehensive picture to prospective teachers in developing digital competencies, 2) gaining direct experience in the field regarding the implementation of technology and learning communication in MI/SD, 3) becoming material for evaluation and curriculum development especially in MI/SD as educational needs in the digital era. This is in line with regulation number 13 of 2025 that an educator has a role as an agent of change who is able to adjust and adapt to current learning needs (Peraturan pemerintah RI, 2025).

Through the analysis of the mini-research report, students are expected to be able to acquire comprehensive skills regarding the competency needs of teachers in the digital era from the perspective of prospective teachers, and make a good contribution to improving the quality of teacher education in Indonesia in the future.

## METHODS

The descriptive qualitative method used in this study was to comprehensively understand the process of teacher competency development in fifth-semester students (Creswell, 2018) (Hikmawati, 2020). This approach was chosen so that researchers could obtain data naturally. The research subjects included 14 fifth-semester PGMI students in the 2024/2025 academic year with mini-research assignments. Data collection techniques used included observation (Nuri & Setyo, 2025) namely direct observation during the learning process, semi-structured interviews with students to gather information about teacher competency, documentation of student mini-research reports and relevant documents, and an assessment rubric used to assess the quality of student mini-research reports based on competency indicators. Data analysis went through six stages as follows:

Table 1. Data Analysis Elements

Level	Activity	Objective
Completeness Check	Completeness of the report starting from the title, background, problem formulation, method, results and discussion	To ensure that the report is prepared in accordance with writing standards
Evaluation of Research Results	Assessing the substance of the research	Measuring student abilities
Teacher Competency Assessment	Demonstrating teacher competence in the digital era	Measuring students' readiness as future teachers
Feedback	Provide feedback on assessment results	Motivating improvement for students
Dissemination	Presentation of mini research results by students	Increase self-confidence and practice communication style
Follow-up	Students make improvements	Receiving and applying feedback

Table 2. Value Criteria

Mark	Criteria
91 – 100	Very good
75 – 90	Good
60 – 74	Enough
< 60	Not enough

## THEORETICAL FOUNDATION

### 1. Mini Research

Mini-research is a scientific work systematically compiled by students as an academic assignment. In addition to fulfilling academic requirements, the research paper aims to develop creativity and provide insight into solutions to problems encountered (Rusdiana, 2019). The report serves as a resource for students to explore their ideas and as a basis for future research. Di era teknologi ini telah memberi dampak yang signifikan, terutama dalam bidang pendidikan, dimana seorang guru harus mengembangkan kompetensinya (Destari, 2023). Sebagai salah satu komponen pendidikan, guru perlu mempersiapkan diri yang meliputi beberapa aspek mulai dari pedagogik, kepribadian, sosial dan profesional.

As prospective teachers, fifth-semester PGMI students in the 2024/2025 academic year must be able to integrate digital technology into every learning session. As students, they need to understand the phenomenon and develop teacher competencies. Initial understanding can be achieved through mini-research activities (in this case, as a course assignment, aimed at providing experience and creativity in addressing problems).Teacher

### 2. Competency Development

Teacher competency development is a crucial aspect in improving the quality of education. In this context, prospective teachers or educators must possess at least four competencies: pedagogical, personal, social, and professional competencies (Annisa Alfath et al., 2022).

## RESULTS AND DISCUSSION

### Mini-Research Report Completeness Check

Report completeness check is a systematic evaluation process to check the components in the report, the check has the following objectives: 1) ensuring the completeness and quality of observation documentation, 2) guaranteeing student compliance with the standardization of report writing systematics, 3) facilitating the process of assessing research results. The components of the Mini Research report include:

1. First part: title
2. Core sections: introduction, theoretical review, research methodology, results and discussion, and conclusion
3. Final section: bibliography and appendices

Table 3. Mini-research assessment rubric

Part	Rated aspect	Good (8)	Enough (6)	Less (4)
TITLE		Clearly state the independent and dependent variables, the title corresponds to what was done	Has not shown what will be done and what will be produced in the research	Title is unclear
	TOTAL	8	6	8
CHAPTER I INTRODUCTION	Background of the problem	The background fully explains the existence of the problem, both theoretically and empirically. LBM also shows the choice of problem-solving methods and the reasons why these methods were chosen.	The background is less supportive, only providing problem identification	The background is very lacking in describing the identification of the problem
	Formulation of the problem	The problem formulation or objectives formulated state in detail the relationship between the independent variables and the dependent variables.	There are variables but they are not stated clearly	The formulation of the problem/objective does not show the variables being studied.
	Problem Objective	The formulated objectives state in detail the relationship between the independent variable and the dependent variable.	There are variables but they are not stated clearly	the objective does not show the existence of the variables being studied
	Reasons for choosing a place	Reasons for choosing a location include relevance to the topic, data availability, community involvement.	Lack of relevance to the topic	Does not show the reasons for choosing the research location
CHAPTER II THEORETICAL STUDY	School conditions	Includes school identity, school/madrasah vision and mission, curriculum, organizational structure,	Lack of school identity, as a research location	Not showing school ID
	TOTAL	40 Complete (discusses all elements in the title)	30 Complete but less supportive of hypothesis submission and problem solving	20 Incomplete and unrelated to problem solving
	TOTAL	8	6	4
CHAPTER III RESEARCH METHODOLOGY	Location and Time of Research	Complete with research location and time	Incomplete	Incomplete
	Data source	Complete for data sources	Incomplete	Incomplete

	Data collection techniques	Clearly describe the techniques used, the officers involved in data collection, and the time schedule for carrying out data collection.	Incomplete	Incomplete
	TOTAL	24	18	12
CHAPTER IV RESULTS AND DISCUSSION		The results section presents data obtained during the research, including data presented, objectivity, relevance to theory, significance of findings.	Lack of connection with the theory presented	Key points are incomplete
	TOTAL	8	6	4
CHAPTER V CLOSING	Conclusion	Must include Relation to Research Objectives, Summary of Main Findings, Recommendations	Lack of Relevance to Research Objectives	No recommendations
	Suggestion	Includes Knowledge Enhancement, Performance Evaluation, Suggesting improvements	The indicator is incomplete	No suggestions in research
	TOTAL	16	12	8
BIBLIOGRAPHY		The references vary, there are journals, there are other primary sources in the form of internet articles, theses, dissertations and related dissertations, the number is more than 10, from the latest sources.	The references are quite varied, in the form of journals, other primary sources in the form of related theses, dissertations and dissertations, the number is between 6-10 from the latest sources.	The references are less varied, in the form of journals, other primary sources in the form of related theses, dissertations, and dissertations, the number is less than 6 even though they are from the latest sources.
APPENDIX		Availability of supporting attachments according to the research topic	Incomplete	Incomplete
	TOTAL	16	12	8
	TOTAL VALUE	120/1,2 = 100	90/1,2 = 75	60/1,2 = 50

### Evaluation of Research Results

Evaluation of research results is an important thing in scientific research with the aim of studying, reviewing and analyzing the findings that have been obtained, by focusing on the following aspects: 1) data analysis by examining the collected data, 2) quality assessment, 3) recommendations, namely providing suggestions for further research, 4) documentation including compiling reports and preparing observation results, 5) follow-up by publishing the results of the work.

Table 4. Student Mini-Research Assessment

No	Assessment Aspects	Mini Research Report				
		Group I	Group II	Group III	Group IV	Group V
1	Title	8	8	8	8	8
2	Introduction	38	32	32	38	32
3	Theoretical Studies	8	8	8	8	6
4	Research methodology	24	24	20	24	24
5	Results and Discussion	8	8	8	8	8
6	Cover	10	16	16	16	12
7	Bibliography	8	8	8	8	8
8	Attachment	4	4	4	4	4
	Total Score	90	90	86	95	85
	Average Aspect	90	90	86	95	85
	Class Average			89		

#### Information

Maximum score : 100

Total score : total value / 1.2 (example: 120/1.2 = 100)

Average aspect : total score / maximum score x 100

Class average : total score / number of students x 100% (Dessy, 2023)

From the results of the assessment of the Student mini-research report, it shows that group I with an average aspect score of 90 is in the good category, group II with a score of 90 is in the good category, group III with a total score of 86 is good, group IV with a score of 95 is in the very good category, and group V with a score of 85 is in the good category. Based on this description, it can be concluded that the average class score of the results of the mini-research report of fifth-semester students of PGMI STIT Muhammadiyah Tempurejo Ngawi for the 2024/2025 academic year is 89 in the GOOD category. Provide motivation to prospective educators which will encourage students to act or behave in order to achieve their goals, therefore motivation for PGMI students is important in the effort to become professional teachers who are ready to face the challenges of the times (Darmiah, 2024).

Of the eight assessment aspects, research methodology consistently received the highest score, at 24 in four of the five groups, while appendices received the lowest. This gap creates an interesting pattern, as students are more creative in developing research methodology than in completing appendices or supporting documents. This finding aligns with research by Putri, who found that students' attention during the research process is more focused on the research substance than on supporting documents (Budi et al., 2026).

#### Assessment of Teacher Competency Aspects in the Digital Era

There are various aspects in assessing teacher competency, the competency assessment as stated in Law Number 14 of 2005 (Peraturan pemerintah RI, 2005) includes: *First*, pedagogical competence, *second*, personality competency, *third*, social competence, *fourth*,

kompetensi profesional. Teacher skills in managing learning are indeed difficult or can be achieved by developing scientific knowledge (Alonso Sánchez et al., 2024).

In the era of ever-evolving globalization, improving the quality of education necessitates the development of teacher competencies. From various student analyses conducted during mini-research, it can be concluded that teacher competency in this digital era is not only mastery of subject matter, but also the ability of teachers to apply technology in every learning activity. Through 1) teacher training and professional development, 2) collaboration among fellow teachers (in this case, KKG SD/MI), 3) project-based learning methods that involve students to develop their critical thinking.



Figure 1. PGMI learning activities in class

Research conducted by Caswita and Selvi found that developing teacher competencies must meet the demands of modern education. Teachers act as facilitators, encouraging students to actively participate in learning. This increases student interest in learning and prepares the golden generation to face future challenges (Caswita & Noviyani, 2023). As technology advances, learning develops, impacting changes in students' needs and preferences (Blegur et al., 2024).

### **Providing Feedback**

Giving *feedback* is a systematic assessment process aimed at improving research quality (Putri et al., 2024), with aspects of research feedback including: research methodology, data analysis, writing, and documentation. Feedback is provided to help students understand strengths and weaknesses as material for future improvements.

Various feedbacks were given to the students regarding the Mini Research reports that had been formulated, including 1) the activity report showed an understanding in accordance with the concept, and there were several explanations that were not in-depth regarding the research conducted, 2) the results of the study showed that students' writing skills had improved, as evidenced by the grades obtained, 3) the latest references for the last 5 years were added for journals and the last 10 for books and constructive suggestions should also be added to improve the quality of research in the future. With feedback, good performance can be maintained and errors can be corrected (Wan, 2019).

## **Dissemination**

Dissemination of research reports involves conveying knowledge and information from research findings to the public. In the context of student research, this involves sharing student research findings with the academic community to apply knowledge and increase understanding (Pujiati, 2024). The following steps are taken in the dissemination session:

1. Identifying the target, namely PGMI semester V students
2. The aim of dissemination is to increase students' understanding of a particular topic (in this case regarding the development of teacher competencies in the digital era).
3. The dissemination method uses presentations in scientific forums (Ki, 2024) where each group takes turns to present the results of their analysis during the implementation of Mini-Research at the targeted educational institution (in this case, Elementary School/Madrasah Ibtidaiyah level).
4. Preparing the material, the material presented in the Mini Research report is formulated into PPT slides.
5. Conducting dissemination

This Mini-Research activity is a combination of two courses, namely the Teaching Profession (2 credits) and MI/SD Learning Technology and Communication (3 credits), the activity was carried out at the ninth meeting, after the students received lectures in class. The initial stage of the lecturer and students discussed to form groups (in this case, PGMI students of the fifth semester numbered 14 and were divided into V groups, each group consisting of 2 and 3 students). After this stage, each group observed the research location, where to complete the administration regarding permits at the mini-research location, especially at the Madrasah Ibtidaiyah/Elementary School institution. The research location allows for data collection (Berita Terkini, 2022).

After completing the permit, the students began the steps to analyze the implementation of learning in MI/SD. The mini-research activity was held over four meetings, namely from the ninth to the twelfth meeting (in this case, it included formulating the mini-research report). The results of the student analysis were presented alternately at the thirteenth to fifteenth meetings, presented in the form of a mini-research report and PPT slides. The research activity referred to the Learning Outcomes (CP) of the sub-MK which were neatly arranged in the Semester Learning Plan (RPS), namely compiling the implementation of learning innovations in the form of mini-research and presenting it.

### **Implementation of Mini-Research Report Dissemination**

The issues selected by the students through their mini-research reports reflect current trends in elementary education, such as differentiated learning, the independent curriculum, and the application of various learning methods. These issues serve as a reflection to help each student become aware of current trends in elementary and elementary schools.

#### **Group I**

The title of the research is "Implementation of Differentiated Learning in the Independent Curriculum in Indonesian Language Lessons in Class I of MI Muhammadiyah Jagir", authored by Ajeng Jihan M, Kharisma Nur H and Siti M. The location of the research is MI Muhammadiyah Jagir which is located in Dsn. Plosorejo Rt.07, RW.04, Dsn Jagir, Kec. Sine, Kab. Ngawi. The time of the research is November 11 and 18, 2024. Resulting in the presentation that. The implementation of differentiated learning in the independent curriculum in Indonesian language lessons at MI Muhammadiyah Jagir has a significant impact on teachers

and students. Differentiated learning makes the learning atmosphere fun and students are free to express their potential based on their interests.

Where teachers follow several steps to implement different teaching with Indonesian language courses. *First*, The teacher creates an initial concept map of students through diagnostic assessment. *Second*, The teacher maps differentiated learning based on the mapping results by entering them into the learning module. *Third*, Teachers evaluate and reflect on the learning achieved as a result of observations, which will then be evaluated by the teacher. Differentiated learning is limited to competency levels and challenges. Barriers affecting the implementation of differentiated learning include teachers' lack of understanding and skills in designing and implementing differentiated learning, as well as time constraints in accommodating students' diverse learning needs. Blegur menegaskan bahwa kebutuhan belajar siswa mengalami perubahan sejak adanya perkembangan teknologi, sehingga pendekatan pembelajaran yang bersifat personal makin relevan (Juniarti & Sulastika, 2025).

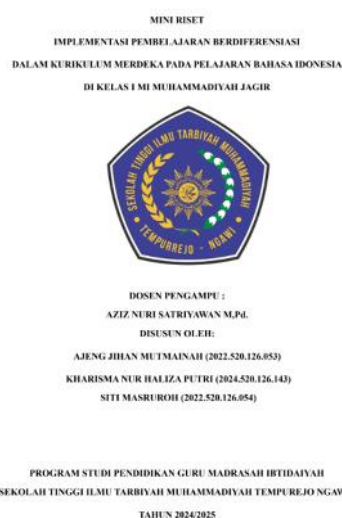


Figure 2. Mini-research group I

## Group II

Members Afifah D, Anvika P and Hafidatul A with the research title "Implementation of Social Life in Science Material of Grade 5 Students of MI Ma'arif Tempursari in Maintaining the Sustainability of the Madarsah Environment". Conveyed that the Independent Curriculum implemented in the institution has not been optimal because it is still in the adjustment stage. The advantages of the Independent Curriculum where students are active in learning, learning activities are more interesting. Disadvantages of the Independent Curriculum: the learning system is not yet effective, funding is limited. Meanwhile, science learning has an important role in fostering student awareness and participation in the environment, through this learning, grade 5 students of MI Ma'arif Tempursari have an awareness of the importance of maintaining environmental cleanliness.

The research suggests 1) providing training at both the local and national levels for teachers to develop an understanding of the independent curriculum, 2) developing innovative learning methods sustainably, 3) integrating environmental awareness values into science and science learning, and 4) collaborating with fellow teachers to develop environmental sustainability programs in schools. These insights are important for improving education policies through the role of school/madrasah principals as leaders and motivating teacher

performance, which can undoubtedly improve educational outcomes to the maximum (Nellitawati et al. 2024).

"IMPLEMENTASI KEHIDUPAN BERSOSIAL PADA MATERI IPAS  
SISWA KELAS 5 MI MA'ARIF TEMPURSARI DALAM MENJAGA  
KELESTARIAN LINGKUNGAN MADRASAH"



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PROGRAM STUDI PENDIDIKAN GURU MADRASAH IBTIDAIYAH  
SEKOLAH TINGGI ILMU TARBIVAH MUHAMMADIYAH

Figure 3. Mini-research group II

### Group III

The results of the research entitled "Improving Student Learning Outcomes in Indonesian Language Subjects by Using the Discussion Method for Class IV of Banyurip 2 Elementary School" by Aisyah P and Syafia N. Explain that planning Indonesian language learning using the planning discussion method is able to show innovative and integrated learning so that it must be adjusted to the available time and sufficient assessment tools, student motivation in learning Indonesian using the discussion method increased significantly as seen from student activities during the learning process, students were enthusiastic and enjoyed so that the results were better.

Implementing Indonesian language learning using the discussion method can improve students' understanding of the material being learned and retain it longer. This method allows students to explore the subject matter in greater depth. Students who are actively involved in discussions show positive changes in their attitudes and foster their interest in learning. Students show progress in their argumentative skills, which are very important in learning Indonesian. Through discussion activities, each student learns to work together and respect the opinions of others.

MENINGKATKAN HASIL BELAJAR SISWA PADA MATA PELAJARAN  
BAHASA INDONESIA DENGAN MENGGUNAKAN METODE DISKUSI  
KELAS IV SEKOLAH DASAR NEGERI BANYURIP 2



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Figure 4. Mini-research group III

## Group IV

Research conducted by Distya A, Hesvi D and Ida M with the title "Analysis of the Implementation of Civics Learning Through a Cooperative Approach in Class 3 of SDN Gabus 4". That shows positive and promising results. Where the role of the cooperative approach in Civics learning in this class has succeeded in creating a more active, enjoyable, and meaningful learning atmosphere for students. This approach has succeeded in increasing student involvement and active participation in Civics learning. Students are more active in asking questions, discussing, and exchanging ideas and providing ideas in groups. They are also more courageous in expressing their opinions and ideas, and providing assistance to friends who are experiencing difficulties.

This can be seen from the increase in the frequency of students who are active in discussing and presenting the results of their discussions. The problems faced in implementing Civics learning through a cooperative approach in grade 3 of SDN GABUS 4 need to be addressed seriously. By improving teacher readiness, qualified human resources, involving parents, and forming effective groups, the implementation of Civics learning through a cooperative approach can run more effectively and provide greater benefits for teachers and especially for students.

"ANALISIS PELAKSANAAN PEMBELAJARAN PKN MELALUI  
PENDEKATAN KOOPERATIF DI KELAS 3 SDN GABUS 4"



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PROGRAM STUDI PENDIDIKAN GURU MADRASAH IBTIDAIYAH  
SEKOLAH TINGGI ILMU TARBIYAH MUHAMMADIYAH  
TEMPUREJO NGAWI  
TAHUN 2024

Figure 5. Mini-research group IV

## Group V

The research title is "Implementation of Indonesian Language Learning with the Subtheme "Prefix di and Prefix di" Using the Simulation Method in Phase A of Class 2 at Madrasah Ibtidaiyyah Birrul Walidain Banyubiru", which consists of Khoirunnisa, Novi K and Dyah A. Conveying that in delivering the material of the sub-theme "prefix di and prefix di" using the simulation method. This method is used in learning activities, so that students are able to use a set of facts, concepts, and certain strategies.

Obstacles faced by teachers in delivering material on the future sub-theme *Of* and prefixes *Of* This is how students master the material presented by the teacher. Because in phase A, students are not yet able to reason the material taught by the teacher. Therefore, in delivering the material, they must choose an interesting learning concept. Meanwhile, to increase student motivation in learning the use of the preposition "di" and the prefix "di", teachers can also use innovative and interactive learning media, such as card games or quizzes.



Figure 6. Mini-research group V

### Follow-up

Mini-research follow-up is the next step after conducting the mini-research, where the results obtained can be useful and developed further (Yuliananingsih, 2020). The students' work is gradually published in accredited national journals or formulated into textbooks.

Referring to the first revelation received by the Prophet Muhammad in the Cave of Hira, namely Q.S Al Alaq verses 1 to 5:

رَمِ . الَّذِي عَلَّمَ بِالْقَلَمِ . عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَم

Read in the name of your Lord who created. Created man from a clot. Read, and your Lord is the Most Generous. Who taught by the pen. Taught man that which he knew not.

Meaning: "Recite with the mention of your Lord who created. He has created man from a pool of blood. Read and your Lord is the Exalted. He teaches man with a pen. He teaches man what is unknown".

This verse explains that reading is a command from Allah SWT. This demonstrates the importance of accumulative knowledge, following developments based on human reading ability. Humans were created from simple things, yet with great abilities. Reading must be done with full awareness of His glory. The pen symbolizes the medium of education (Ibnu Katsir, 2015) The importance of learning, reading, and understanding His creation is demonstrated by appreciating knowledge and continuously improving one's understanding of religion and the world.

Overall, this mini research activity is an integration of two courses, namely the teaching profession and MI/SD learning communication technology, which has proven to be a strategic tool, where students directly experience the research process from planning, data collection to dissemination. This research can be used as a contribution to strengthening teacher competencies in the inseparable digital era, the integration of mini research through courses accompanied by assessment rubrics and findings from students divided into five groups provides learning conditions in MI/SD in the Ngawi area as a basis for teacher training and local curriculum policies.

## CONCLUSION

This study concludes that this mini-research activity effectively encouraged students to critically examine teacher competency gaps in digital literacy, technology utilization during the learning process, and digital pedagogy. The findings demonstrate that teachers must be able to formulate innovative, technology-based learning tailored to student needs. In other words, it serves as evidence of the consistent development of teacher competency in this digital era. The research findings contribute to improving the quality of education and preparing teachers in MI/SD institutions. For future research, similar mini-research activities should be conducted over a longer period of time, typically two to three years, integrated with digital technology and with regular monitoring of teacher competency development.

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