Investigating How and What Prospective Teachers Learn Through Tadaluring Microteaching Learning Model (TMLM)

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Abstract---**Many microteaching programmes in pre-service education courses are more or less trying to help to overcome a number of problems facing the student teacher in the teaching situation, whilst enhancing the value of the programme as a whole. In addition, microteaching is a method of performance training designed to restrict the components of the learning process so as to be able to master components one by one in a simple teaching situation. TADALURING Microteaching Learning Model (TMLM) is a microteaching learning model that combines three integrated forms of practice namely: classroom practice, online practice and offline practice. A study of TMLM was conducted with 20 prospective teachers in an initial course on learning to teach. Various data sources (i.e., pre- and post-lesson plans, TMLM lesson plans, videotaped lessons, transcripts of group discussions, observation field notes, TMLM group written reflective reports and feedback surveys) were triangulated. The pre- and post-lesson plans demonstrated growth in participants' knowledge of teaching aligned with an overarching student-learning process goal. Active learning involving meaningful discussion, planning, and practice, support from a knowledgeable advisor, collaborative deliberation-in-process, and opportunity to trial, analyze and revise were aspects of TMLM revealed as centrally important for prospective teacher learning through TMLM.**

Key words: ProspectiveTteachers, Tadaluring Microteaching Learning Model (TMLM), Education.

I. INTRODUCTION

Researches done related to pedagogical approaches and experiences have been done so as to support teacher educators' effort that can give great contribution to prospective teachers to improve their teaching knowledge and practices. Prospective teachers need to deepen their exploration about pedagogical problems that can sharpen their analysis of how to improve their teaching skills and teaching performance. Teaching experience and teaching practice are pedagogies that prospective teachers need in joining teacher education program (Ferna´ndez, 2010). Many researchers of pedagogical approaches and experiences give suggestion that microteaching is learning tool that can help prospective teachers to create the experiences of teaching(Wahyu & Utami, 2016). Tadaluring Microteaching Learning Model (TMLM) is one of pedagogical approaches that can meet the recommendation of bridging the students from theory to practice of how to teach in teacher training activities.

TADALURING Microteaching Learning model starts with pre-model activities or planning activities. There are a number of activities in planning activities in microteaching learning, such as setting the scope of learning, organizing material, and formulating learning objectives. The scope of microteaching learning is the ability to prepare learning tools and mastery of a number of basic teaching skills, opening and closing learning skills, explaining skills, questioning skills, varying stimulus skills, providing reinforcement skills, guiding skills in small and individual group discussions and managing class skills (Arifmiboy, Iswari, Jamna, & Agustina, 2017).

II. METHODS

This type of qualitative research was conducted to describe the impact of Tadaluring Microteaching Model (TMLM) on the prospective teachers joining *Magang 2* or Internship 2 Course in Universitas PGRI Semarang.

The method of this research is qualitative research in which the data obtained are analyzed descriptively qualitative. Qualitative research is trying to interpret phenomena in the sense of meaning that can be used to determine the initial question in quantitative studies. Explicit, systematic, and reproductive methods are used to analyse qualitative data so as to get a complete picture of the factors that affect Tadaluring Microteaching Learning Model of *Magang 2* students. All 20 prospective teachers enrolled in *Magang 2* course on learning to teach English agreed to participate. The data are obtained from interviews and questionnaire responses of students who join *Magang 2* course and participated in the implementation of Tadaluring Microteaching Learning Model (TMLM).

III. RESULTS AND DISCUSSION

Teaching skills, teaching performance, and teaching experience play an important role in educational sysem because of that the pedagogical program will be effective and efficient if education and teacher education are able to provide teachers that are highly experienced, well-knowledgable and motivated in performing the best methodological issues in high quality of teaching education. In addition, it is very important for universities that have faculty of education to have an outstanding program that can improve the teacher training students that have the role as prospective teachers to have more knowledge, skills, and insight in teaching performance and education life skills that can improve their career as professional teachers in the future.

Prospective teachers will be able to develop their teaching performance if they have already set up, learned, and implemented the professional plans, satisfaction levels, demografic characteristics, perceptions and motivations before and during their teaching performance in classroom practice (Yerdelen, Osmanoglu, Tas, & The, 2019; Yuan, Mak, & Yang, 2020; Zhou, 2017). Therefore it is necessary for the prospective teachers to improve their teaching skills, teaching performance, and teaching experience. Tadaluring Microteaching Learning Model offers pedagogical approach that can be implemented in Magang 2 Course so that prospective teachers will be more knowledgeable in improving the quality of how to teach including all of the skills to design lesson plans and provide teaching media.

Preparing a lesson plan is one of the most challenging issues that novice teachers and students at their college levels face when they are asked to write a lesson plan (Asman, 2016). Lesson planning is a central aspect of teaching, and many consider it the heart of effective teaching that requires the synthesis of a teacher's understanding of additional language acquisition and language teaching pedagogy with knowledge of the curriculum, learners and teaching context. In planning a lesson, a teacher sets the objectives of the lesson and determines ways to achieve them (Perrott et al., 2006; Yerdelen et al., 2019). Students participating in microteaching are required to be able to prepare lesson plans in accordance with the curriculum format that is implemented in the school practice.

The microteaching learning model emphasizes on the form of practical activities and the proportion of time or broadest opportunity for participants to practice. Class practice is a teaching exercise that is carried out in the classroom and is attended by the supervisor and the group members directly. Face-to-face networking is a teaching training activity that is carried out at the same time in different places using communication technology tools such as Skype. While face to face outside the network is an exercise activity that is carried out

independently by each participant in different places and different times with the help of a number of students or colleagues and is not attended by the supervisor (Arifmiboy et al., 2017; Arifmiboy, Jamna, Iswari, & Agustina, 2018; Remesh, 2019).

Tadaluring Microteaching Learning Model was developed with the aim that the Microteaching participants/students master a variety of basic teaching skills. The basic teaching skills in question are the skills of opening and closing learning, explaining, asking, giving reinforcement, doing variations, guiding small group discussions and class management skills (Arifmiboy et al., 2018).

Another goal in developing Tadaluring Microteaching learning model is to improve the quality of Microteaching learning and to overcome various problems related to the limited laboratory infrastructure, time management and other learning problems that often occur in teacher colleges (Arifmiboy et al., 2017).

Based on the questionnaire on table 1, the respondents' questionnaire data shows that 88% of English Department in Universitas PGRI Semarang prospective teachers joining *Magang 2* Course are very pleased with the material aspects of TMLM as one of pedagogical approach that can improve their teaching skills, practises and experience. Then, based on interviews with students, the data obtained from this program are as follows: 1) 90% of students claim that the media aspects of TMLM give the ideas to improve their media aspects in teaching skills and practice 2) 87% of students get improvement in their language and performance aspects 3) 89% students gain more understanding on how to improve their lesson planning especially at the points of item test and exercise aspects.

Table 1. The Questionnaire of Student Responses to TADALURING Microteaching Learning Model
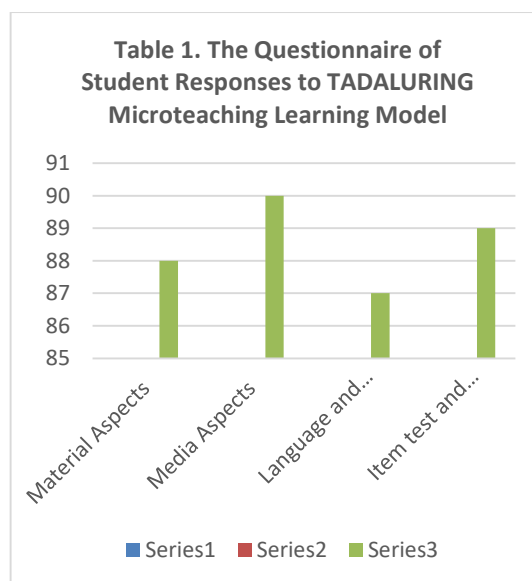
Furthermore, based on the questionnaire on table 2, there are 4 responses given by prospective teachers in the learning process in TMLM implementation that is 1) 95% of prospective teachers

are happy to participate in Tadaluring Microteaching Learning Model (TMLM) activities 2) as much as 90% of students get new experience during the implementation of TMLM activities, so that it makes them can do the maximum teaching performance, 3) as much as 87% of prospective teachers find more love, knowledge and insight about TMLM as one of pedagogical approach, and 4) 92% of prospective teachers claim that they get more understanding about teaching skills and practise in TMLM activities

Table 2
Questionnaire of the Students'
Responses in TMLM Activities

■ Happiness to participate in Tadaluring Microteaching Learning Model

■ Getting new experience during the implementation of TMLM activities

■ Getting more love, knowledge and insight about TMLM as one of pedagogical approach
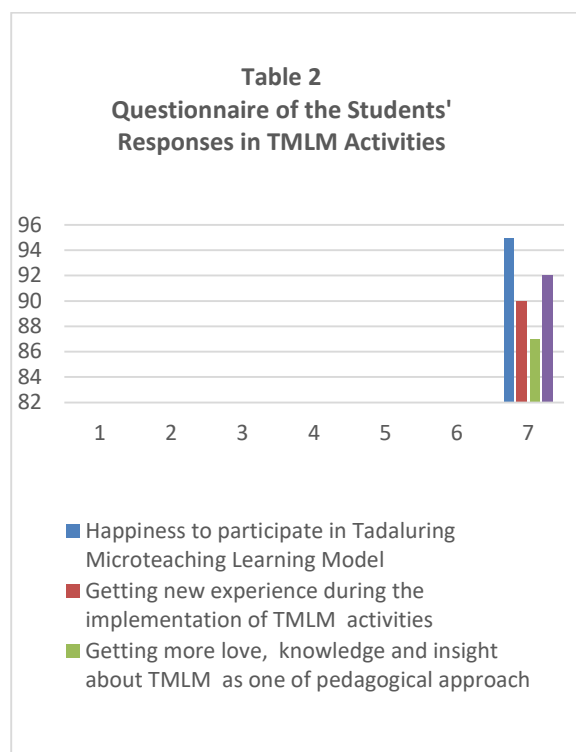
The roles of lecturer as instructor or supervisor in *Magang 2* course are very important in giving the support for the perspective teachers on how to increase the students' motivation, help them feel confident in solving problems, teach them to plan their learning acivities, help them to carry out self-assessment at the end of each lesson, encourage them to motivate themselves for the future work, and give them feedback and inform them about their individual learning. Universitas PGRI Semarang students from faculty of education, especially English department have learned about how to improve teaching skills materials, media, teaching practise and experience.

IV. CONCLUSION

Tadaluring Microteaching Learning Model was developed with the aim that the Microteaching participants/students master a variety of basic teaching skills. The basic teaching skills in question are the skills of opening and closing learning, explaining, asking, giving reinforcement, doing variations, guiding small group discussions and class management skills. Another goal in developing Tadaluring Microteaching learning model is to

improve the quality of Microteaching learning and to overcome various problems related to the limited laboratory infrastructure, time management and other learning problems that often occur in teacher colleges.

Therefore, Tadaluring Microteaching Learning Model (TMLM) is very effective to apply for candidates teachers who are studying in the faculty of education so they can better understand how to improve the activity and participation of students in learning.

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