



Identification of Microteaching to Improve The Quality of Prospective Teachers After The Pandemic of Covid 19

Theodorus Wiyanto Wibowo¹ Meini Sondang Sumbawati¹ Yunus¹
Andang Widjaya¹ Sanita Harianto¹

¹ Faculty of Engineering, Universitas Negeri Surabaya, Indonesia
lncs@springer.co theodoruswiyanto@unesa.ac.id

Abstract. Currently the Covid 19 pandemic has been declared over, but the impact of the pandemic is still being felt by the community, especially students of the Bachelor of Education Program. One of the important subjects for students of education study programs is microteaching. Microteaching is the practice of real teaching practice on a small scale. The training is in the form of practice of 8 (eight) teaching skills either in class, workshop or laboratory. Through the practice of basic teaching skills, it is hoped that prospective teacher students will be able to manage classes and be able to achieve planned learning objectives efficiently and effectively. The basic practice of teaching microteaching with a load of 2 credits is a basic, introductory course and a prerequisite for the Schooling Field Development (PLP) course. PLP is real teaching practice in partner schools. This study aims to identify aspects of planning and implementing microteaching courses after the pandemic. The research used a descriptive method by distributing closed questionnaires via the Google Form platform to Engineering Faculty students who had taken the microteaching course even semester 2022-2023. Respondents' answers were presented and then analyzed descriptively to describe aspects of the planning and implementation of the microteaching course. The research results on the planning aspect were 100% implemented. In the implementation aspect, 60.6% was carried out in a mixed mode between online and offline (hybrid). 90% of micro-practices are carried out in theory classes and only 10% of micro-practices are carried out in workshops or laboratories. The benefits of this research are to maintain and improve the quality of microteaching learning, the quality of PLP, and then improve the quality of teacher human resources in schools.

Keywords: post-pandemic, microteaching practice, schooling field experience, quality of teacher human resources.

1 Introduction

The Covid-19 pandemic has been sluggish for more than 4 years and has been officially declared over by the Government, but its impact is still being felt by the community, especially students of the Surabaya State University education study program who are being prepared to become prospective teacher educators. Students as students really feel the decline in competence that should be obtained due to the pandemic.

Competencies that must be mastered by students of educational study programs are knowledge competencies, attitude competencies, and skill competencies. Knowledge competencies, attitude competencies, and basic teaching skill competencies are carried out by students in a course called microteaching or microlearning. The microteaching course in the curriculum structure of the Unesa Education undergraduate program is rewarded with a weight of 2 credits. Microteaching is an instructional approach used in teacher professional development [1]. While [2] defines micro-teaching as a process where novice teachers gain knowledge of the basics of teaching to know what they need before going to class to practice teaching. It is a practical experience that prepares prospective teachers for the obstacles they will face in the classroom. Microteaching is a training methodology that allows prospective teachers to learn teaching skills. It makes use of real-life teaching situations to help students develop their skills, gain a greater understanding of the art of teaching and demonstrates a significant reduction in teaching complexity in terms of number of students in class, variety of subjects, and time of day [3].

Furthermore [4] also states that the practice of microteaching contributes positively in providing experience of lesson preparation and planning, self-development in terms of teaching methods, acquiring presentation skills, experience managing classes, controlling excitement and stress. Meanwhile [5] states that microteaching contributes to the development of teaching skills for prospective teacher students. The results of other studies show that microteaching has an indispensable role in developing the skills of prospective teachers. The teaching skills of prospective teachers in general consist of three (3) skills, namely opening skills, explaining core skills, and closing skills [6] explaining that in opening lessons skills activities contain preparing students and carrying out conceptions and conveying goals learning done. The core activities contain activities to expand the scope of learning materials, apply learning materials, apply learning approaches/strategies, use media and learning resources, conduct classroom management and conduct learning assessments. While closing skills contain activities reflecting on material that will be continued at the next meeting and concluding learning activities. Based on some of these opinions, it can be stated that teaching skills are important skills that need to be acquired during the prospective teacher education program [7].

The microteaching course in the Unesa curriculum structure is a prerequisite course before students carry out practical teaching courses at partner schools in the schooling field experience (PLP) course. The Introduction to Schooling Field (PLP) has a load of 4 credits and carries out learning practices off campus for one semester based on Minister of Research, Technology and Higher Education Regulation Number 55-2017 and the Guide to the Introduction to Field Schooling Program for the Undergraduate Education Program issued by the Ministry's Directorate of Learning-Directoral General of Learning and Student Affairs Research, Technology, and Higher Education in 2017. The PLP course aims to prepare students as learning managers, planning in implementing learning activities. This course equips students to plan, implement and evaluate learning through simulation lectures and microteaching.

Based on the description of some of the opinions above, the microteaching course has a very important role for students to carry out real teaching practices in partner schools as prospective teachers

2 Method

The subjects of this study were 159 Engineering Faculty students consisting of 45 Mechanical Engineering Education students, 40 Electrical Engineering Education students, 37 Building Engineering Education students, 33 Information Technology Education students, and 4 Family Welfare Education students participating in microteaching course. Place of research at the Faculty of Engineering, Surabaya State University. Research time for even semester 2022-2023 and odd semester 2023-2024.

Data was collected through closed questionnaires, using the Google Form questionnaire method. The instrument was prepared taking into account indicators related to microteaching learning and paying attention to the implementation of online lectures.

The data is processed descriptively, taking into account the strength of the opinions of the respondents, then it is analyzed using a descriptive method and then conclusions are drawn from the results of the analysis. Respondents who filled out the instrument through the Google form were 102 students.

3 Results and Discussion

The Unesa Faculty of Engineering coordinates 5 (five) educational study programs to prepare prospective teachers at school, namely Mechanical Engineering Education, Electrical Engineering Education, Civil Engineering Education, Information Technology Education and Family Welfare Education. During the pandemic period from 2019 to 2022 the face-to-face learning process has changed from face-to-face (off line), virtual face-to-face (online), and a combination of the two (hybrid). In the even semester of 2022-2023 this is a transitional period for covid 19 with the end of the covid 19 pandemic being endemic for covid 19 which means that learning will return to a normal face-to-face situation.

In the planning aspect at the start of the 2022-2023 even semester, the microteaching course was opened and offered to students in class 2021 and almost all students (100%) in class 2021 programmed it because this course is a prerequisite course before carrying out the introductory field schooling (PLP) course at partner schools .

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Selasa	08.40 - 10.20	S1 Teknik Industri	A07.01.X01	2022B	Pendidikan Kewarganegaraan	2	43	2	THEODORUS WIYANTO WIBOWO
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Selasa	10.20 - 12.00	S1 Pendidikan Fisika	C03.03.04	2022B	Pendidikan Kewarganegaraan	2	27	2	THEODORUS WIYANTO WIBOWO
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Kamis	10.20 - 10.30	S3 Pendidikan Vokasi	X01.01.23	2022A	STRATEGI PEMBELAJARAN PTK	3	3	1.5	MAHFUDH THEODORUS WIYANTO WIBOWO
Jumat	08.40 - 10.20	S1 Pendidikan Teknik Mesin	A07.02.10.01	2022F	MICROTEACHING	2	10	2	THEODORUS WIYANTO WIBOWO
Jumat	17.10 - 19.40	S3 Pendidikan Vokasi	X01.01.23	2022K	STRATEGI PEMBELAJARAN PTK	3	5	1.5	THEODORUS WIYANTO WIBOWO RINA HARMAWATI

Fig. 1. Microteaching course program.

There are 159 students who program the microteaching course in the even semester of 2022-2023. Meanwhile, there were 102 students who responded to the instrument through the Google form (64% of the population). 34% did not fill in the selected instrument due to technical constraints such as limited access for researchers to students so they had to go through a second person (course lecturer) in the study program or a third person (Korprodi).

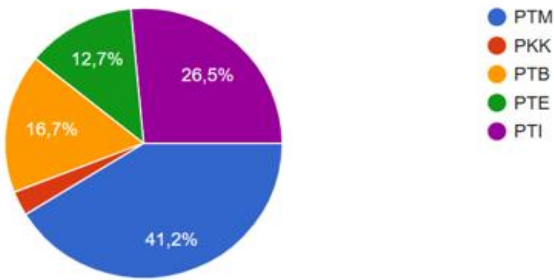


Fig. 2. The number of respondents.

Based on student responses, data was obtained that in the even semester of 2022-2023 microteaching courses used 60.6% hybrid. This means that until the even semester of 2022-2023, microteaching learning is still running in a hybrid mode.

At the beginning of the microteaching learning activities, it was the supporting lecturers who conveyed the learning objectives (97%) and informed the microteaching learning scenarios (93.1%). This means that the lecturer has implemented microteaching guidelines to explain the learning outcomes of microteaching courses.

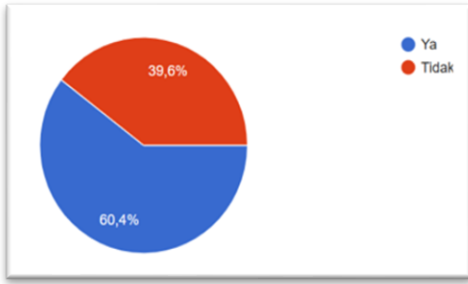


Fig. 3. Microteaching learning mode.



Fig. 4. Learning objectives and scenarios for microteaching courses.

The implementation of microteaching learning is the practice of teaching exercises on a micro scale for students. However, lecturers need to provide a pedagogical theoretical basis to remind students about basic teaching skills, lesson preparation, learning strategies, and learning media. Based on the results of the questionnaire, it was found that 82.7% of students got knowledge of 8 teaching skills, 93% of students got learning preparation theory, 95% of students got learning strategy theory, and 93% of students got learning media theory.

This means that the lecturer reminds students that micro-learning practices are planned activities (by design) as stated (Sagban et al., 2021) that planning is the first step in the microteaching cycle.

Microteaching practice activities are carried out in the classroom (theoretical/cognitive material) by 91.2% and have never been carried out in the laboratory/workshop (practical/psychomotor material) by 60.6%. This means that the orientation of micro learning practices is only on the practice of basic teaching skills with knowledge and attitude learning outcomes, not yet oriented towards skills learning outcomes. From the students' responses, it is also known that not all students carry out micro-learning practices in the microteaching laboratory (studio) to record learning practices, such as guidelines for implementing microteaching learning

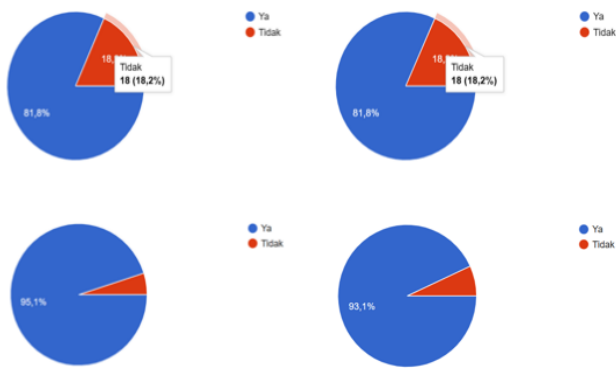


Fig. 5. The theory of pedagogical material.

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Fig. 6. Teaching practice in class (theory) and in the workshop (workshop).

The time used for the micro teaching practical exercises is 15 -30 (80.4%) minutes and on average each student gets 1 (one) opportunity to practice teaching practice (61.6%). This is in accordance with the principle of micro-learning which is a teaching practice that is simplified in terms of time, material, and number of students.

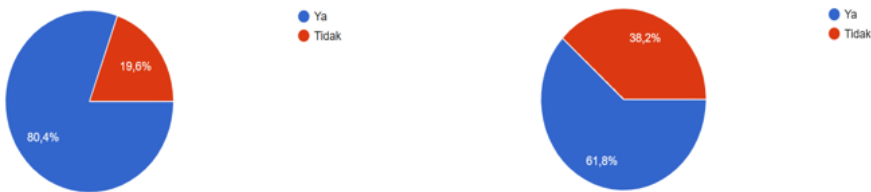


Fig. 7. Duration of micro-practices and number of micro-practices.

The final activity of micro learning is to give students the opportunity to provide a review of their friends who perform micro teaching practices. As many as 78.4% of students stated that they carried out activities to provide a review of the results of their friends' micro teaching practices. This is in accordance with the principle of micro learning where colleagues provide input or suggestions to friends who have carried out micro learning practices (Imas Masuroh, 2022).

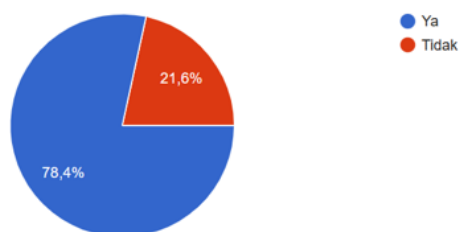


Fig. 8. Review of friends who do micro-practice.

4 Conclusion

Based on the analysis and discussion above, it can be concluded that in the post-pandemic period Covid 19, aspects of planning and implementing microteaching learning can run significantly according to the guidelines for implementing microteaching courses. Micro-learning practices are considered an important and useful preparation tool for the teaching experience of prospective teachers in the classroom (Allen, 1980; Griffiths, 2016). Prospective teachers may have the opportunity to gain classroom teaching experience. So that the practice of micro-learning can be an important step for them to experiment before practicing teaching in the real class (Bozkurt & Koyunkaya, 2020).

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