

# Prosiding EFFECT OF MICRO TEACHING PRACTICE OF TEACHING

*by* Pak Marten

---

**Submission date:** 28-May-2023 10:29PM (UTC+0700)

**Submission ID:** 2103713140

**File name:** Prosiding\_EFFECT\_OF\_MICRO\_TEACHING\_PRACTICE\_OF\_TEACHING.docx (441.58K)

**Word count:** 2443

**Character count:** 13443

# EFFECT OF MICRO TEACHING PRACTICE OF TEACHING SKILLS OF STUDENTS FKIP UNPAS 2017/2018 ACADEMIC YEAR

S. Marten Yogaswara<sup>1</sup>, Leni Maryani<sup>2</sup>, Saiful Almujab<sup>3</sup>, Rian Satriawan<sup>4</sup>, Indra Septiana Aji<sup>5</sup>, Mutia Noer Septiani<sup>6</sup>

<sup>11</sup> Economics Education, Universitas Pasundan, Bandung, Indonesian

[yogaswar@unpas.ac.id](mailto:yogaswar@unpas.ac.id), [lenimaryani@unpas.ac.id](mailto:lenimaryani@unpas.ac.id), [saifulalmujab@unpas.ac.id](mailto:saifulalmujab@unpas.ac.id), [riansatriawan666@gmail.com](mailto:riansatriawan666@gmail.com), [indrseptiana12@gmail.com](mailto:indrseptiana12@gmail.com), [mutiaa.septiani@gmail.com](mailto:mutiaa.septiani@gmail.com)

## Abstract.

This study aims to determine how the preparation and implementation of micro teaching practice, teaching skills, and how much influence the micro teaching practice to teach students skills FKIP UNPAS academic year 2017/2018. To achieve the objectives of the study<sup>12</sup> the authors used survey method with a sample of 271 students. In search of influence, the data were analyzed using simple linear regression analysis. The results showed that the preparation and implementation of micro teaching practice and teaching skills have been implemented<sup>19</sup> very well, is shown from the average score of the results if the respective data of 4.12 are in the very good category. The simple linear regression analysis showed the<sup>2</sup> are significant micro teaching practice to teach students skills with a value of R<sup>2</sup> is 0.283 which can be interpreted to mean<sup>9</sup> that micro teaching practice has contributed 28.3% to the teaching skills of the students. From the results of this study students are expected to develop teaching skills on real time teaching, for institutions and faculty expected to improve the teaching skills of students by providing the best services, adequate infrastructure and provide reinforcement materials related to the skills that must be held by teachers.

Keywords: Micro Teaching Practice, Teaching Skills

## I. INTRODUCTION

<sup>2</sup> One of the main requirements that must be considered in the development of education in order to contribute to the improvement of human resource<sup>5</sup> is the teachers and education personnel. According to Undang-Undang Republik Indonesia No. 14 Tahun 2005 on teachers and lecturers stated that the teachers are professional educators with the primary task of educating, teaching, guiding, directing, train, assess and evaluate students<sup>22</sup> early childhood education, formal education, primary education, and secondary education [1].

Faculty of Teacher Training and Education Universitas Pasundan is one of the educational institutions of educational personnel (LPTK) who have the duty and function to prepare professional educators in the field. UU RI N<sup>4</sup> 14 Tahun 2005 Chapter I Article 1 (4) states that the professional is any work or activity carried out by someone and become a source of income that meets the standards of quality of life and a certain norm and requires professional education [1].

<sup>21</sup> Teachers are the critical success factors of the<sup>1</sup> learning process. To achieve the success of the learning process of a teacher is required to have the ability and the basic skills needed for a smooth learning process effectively and efficiently. Teaching skills is one thing that must be owned by teachers and prospective teachers.

<sup>6</sup> The teaching skills of teachers in the learning process including opening and closing learning ski<sup>6</sup>, skills of explaining, questioning skills, skills provide reinforcement, using the medium of learning ski<sup>6</sup>s, skills to guide small group discussions, classroom management skills, held a variety of skills and teaching skills of individuals in small groups [2].

<sup>13</sup> If teachers or prospective teachers have mastered and applying some teaching skills described above, the learning objectives will be achieved. For a prospective teacher to master

one of the few teaching skills will be felt more complicated and difficult due to lack of experience. The presentation in front of peers and still felt less in optimizing the confidence to perform in front of the students later.

Based on the information obtained by the author through interviews with students of Civics Education, Economic Education and Indonesian Language and Literature Education study programs, students experienced some difficulties in mastering teaching skills including:

- 1) when opening the lesson, students still cannot know how to motivate students well and how to associate material with real conditions or commonly referred to as contextual,
- 2) when closing the lesson students feel difficulty in involving students in concluding learning,
- 3) students are still unable to create a conducive learning environment because students who are difficult to manage,
- 4) students still feel less confident when explaining the material in front of the class,
- 5) students still cannot know how to make all students active when studying in groups.

From interviews difficulties teaching students to master skills, the authors concluded that the teaching skills of the students are still less than optimal.

To help prospective teachers to master some skills necessary to teach the exercises or practice beforehand, namely with micro teaching practice. Micro teaching practice is expected to help prospective teachers to master the skills of teaching, because in practice the micro teaching prospective teachers will be trained to practice the teaching skills of each component. Exercise for the sake of programmed exercise systematically and consistently in order to grow a better behavior in a future teacher at the time was teaching.

Micro teaching aims to provide opportunities for teacher candidates to practice teaching practice some skills in front of his classmates in a constructive atmosphere, so that prospective teachers have the mental preparation, skill [3].

The process of education for prospective teachers need many things, including giving them the opportunity to practice teaching. Micro teaching is compulsory courses taken and the compulsory pass for S1 students (undergraduate) the Faculty of Teacher Training and Education at the Universitas Pasundan. In this case, micro teaching aims to establish and develop the basic competencies of teaching as a provision for teaching practice in schools in the PPL program. Through this course, students are provided with the skills to teach and later they will become teachers at elementary, junior high, or high school.

Micro teaching can specifically provide teaching skills for prospective teachers. The importance of micro teaching courses shows that this course can influence the teaching skills of students as prospective teachers which will be proven by the existence of actual teaching practices in certain schools in the Praktik Pengalaman Lapangan (PPL) activities.

This study aims to find out how to practice micro teaching, how to teach skills and how much influence the practice of micro teaching has on the teaching skills of students at 2017/2018 Academic years.

## II. RESEARCH METHODS

Survey research method using Quantitative Research. In compiling instruments or data collection tools, the variables that are the main reference for researchers in compiling questionnaires consist of questionnaires about micro teaching practices and teaching skills of students. The method used in data analysis is simple linear regression analysis.

The researcher used a random sample technique and used the Slovin formula [4]. Sample calculation with an error rate of 5%, with the following Slovin formula:

$$n = \frac{N}{1 + N(e)^2}$$

7

Where:

$n$  = sample size

$N$  = population size

$e$  = Error tolerance limit

Based on the explanation above, then using the Slovin formula, the number of samples or respondents is 271 students.

### III. RESULTS AND DISCUSSION

#### a. Micro Teaching Practice

Micro teaching is one of the subjects that must be taken by all students of FKIP Universitas Pasundan Academic Year 2017/2018. This course is very important because it is an accumulation of the series of lectures that have been taken before. Micro teaching is also a teaching practice activity guided by a lecturer/lecturer appointed by the study program for one semester, with the aim of equipping students to prepare themselves mentally, spiritually, and materially, so as to gain experience from teaching preparation, implementation, to assessment [5].

The results of the study show that the description of micro teaching practices that have been carried out in the Unipas Faculty of Teacher Training and Education has been carried out in accordance with the stipulated conditions and has run very well. Evident from the acquisition of a score of 4.12 which shows a very good category. From the picture below is known that the dimension of the position with the highest score is the dimension of micro teaching benefits with a score of 4.23 with a very good category. The picture below is known that the dimensions of the position with the highest score is the dimension of the benefits of micro teaching with a score of 4.23 with very good category. There is also a stage dimensional micro teaching becomes the lowest dimension between the two dimensions with a score of 3.99, although still in the good category. In detail visible in the picture below:

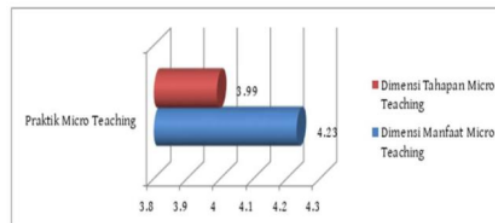


Figure 1. Micro Teaching Practice

Thus, micro teaching practices impact the teaching skills of teachers or prospective teachers. This is reinforced by definition of micro teaching that is one approach or model or technical training teaching practice in a limited scope to develop the basic skills of teaching carried out in isolation and in a simplified situation [6]. In addition, about the purpose of the micro teaching is meant to improve the performance of teachers or prospective teachers regarding teaching skills [7]

Teaching skills is a skill that requires a lot of skill and contains a lot of action, whether to include a technique delivery of material, the use of the method, the use of media, and to create conditions conducive to the learners in the learning process. To attract students interest in learning, teachers must have a qualified teaching skills, utilizing a variety of models, methods or media, in order to achieve the learning objectives.

As for teaching skills that must be mastered by a teacher or prospective teacher, among others [2]:

1. Skills opening and closing the lesson,
2. Skills explained,
3. Questioning skills,

10

4. Skills provide reinforcement,
5. Skills using instructional media,
6. Skills to guide small group discussions,
7. Classroom management skills,
8. Held a variety of skills, and
9. Teaching skills of individuals and small groups.

The results showed that students taught the skill description FKIP UNPAS excellent academic year 2017/2018. Evident from the acquisition score of 4.12 which shows the very good category. The figures for each of the following dimensions:

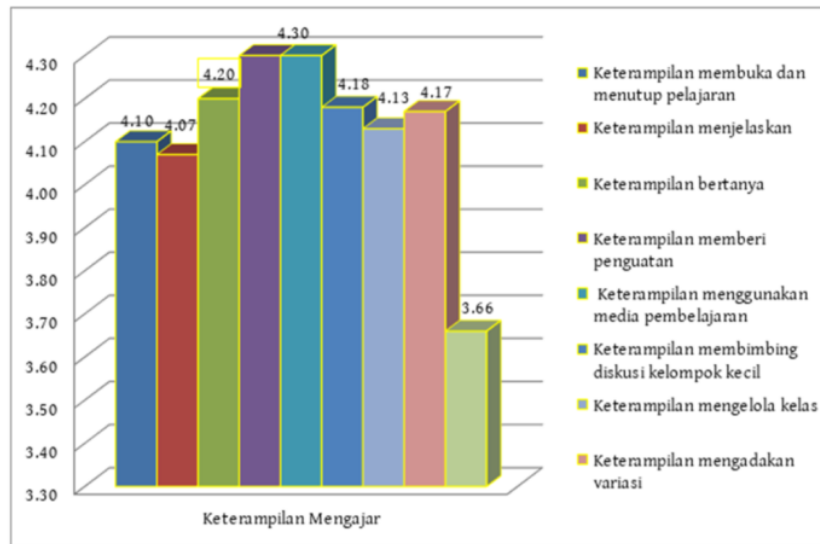


Figure 2. Description of Teaching Skills

The picture above shows that the dimensions of the study with the highest score is the dimension of skills provide reinforcement and skills in using media with a score of 4.30 with very good category. There is also a dimension of teaching skills individuals and small groups into the dimension of the lowest among the other dimension with a score of 3.66, although still in the good category. This means teaching students skills will increase and quality if it had followed the practice of micro teaching which is run in accordance with applicable regulations.

16

As it is known that in improving the quality of human resources, required quality education. One of the main requirements that must be considered in the development of education in order to contribute to the improvement of human resources is the teachers and educational personnel. Teachers are the critical success factors of the learning process. To achieve the success of the learning process of a teacher is required to have the ability and the basic skills needed for a smooth learning process effectively and efficiently. Teaching skills is one thing that must be owned by teachers and prospective teachers. To help prospective teachers to master and develop some of the skills necessary to teach the exercises or practice beforehand, namely with micro teaching practice.

#### b. Learning Media Influence

The latest findings show that the practice of micro teaching positive effect on the teaching skills of the students FKIP UNPAS academic year 2017/2018.



Table 1. Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.532 <sup>a</sup>	.283	.281	5.881

a. Predictors: (Constant), Praktik Micro Teaching

From the results table above, shows the great value of correlation / relationship (R) that is equal to 0.532 and a large percentage also described the influence of independent variables (independent) on the dependent variable (dependent). From the table above analysis, it is found that the coefficient of determination (R<sup>2</sup>/R Square) is approximately 0.283 which implies that the influence of the independent variables (Micro Teaching Practice) on the dependent variable (Teaching Skills) is 28.3%, while the remaining 71.7 % influenced by other variables. Preparation and implementation of micro teaching practice has been carried out properly and affect the teaching skills of the students. This means that the better the quality of learning in subjects related to the micro teaching combined with practice, the better the preparation and implementation of micro teaching practices, the stronger and the greater the influence on the teaching skills of the UNPAS FKIP students for Academic Year 2017/2018.

#### IV. CONCLUSION

Conclusion The study refers to the results of research and studies that have been done: 1), the description of the preparation and implementation of micro teaching practices that have been carried out in FKIP UNPAS academic year 2017/2018 showed very good category. It is known that the dimensions of the study with the highest score is the dimension of the benefits of micro teaching with very good category. 2) a description of the teaching skills of the students FKIP UNPAS excellent academic year 2017/2018. Evident from the acquisition score that shows the very good category. Dimensions of research with the highest scores are skills provide reinforcement and skills using instructional media. There is also a dimension of teaching skills individuals and small groups into the dimensions of the lowest among the other dimensions, although still in the good category. Third, the relationship between micro teaching practice toward teaching skills have a positive relationship. This means that the research hypothesis which states "there are significant micro teaching practice toward teaching skills" is received with a percentage of 28.3% influence.

Suggestion 1) students, in implementing micro teaching practices are expected to develop teaching skills when plunged into schools and being able to make the learning takes place in an interactive, inspirational and fun so that they can make learners can participate in following the process of learning activities. 2) institutional FKIP / UNPAS, is expected to be a source of

information, especially in improving the performance of students in teaching and also can be used as input and efforts to improve the teaching skills of the students through micro teaching practices towards better again. 3) lecturer, is expected to provide an explanation or strengthening in subjects related to or associated with micro teaching, which will enhance and develop the teaching skills of the students.

#### REFERENCE

- [1] Undang-Undang Republik Indonesia Nomor 14 Tahun 2005
- [2] Sa'ud. (2013). Pengembang an Profesi Guru. Bandung: Alfabeta.
- [3] Asmani. (2013). Prosedur Penelitian (Suatu Pendekatan Praktik). Jakarta: PT Rineka Cipta.
- [4] Umar, Husein. (2013). Metode Penelitian untuk Skripsi dan Tesis. Jakarta: Rajawali.
- [5] FKIP Universitas Pasundan. 2017. Buku Panduan Praktik Pengalaman Lapangan. Bandung.

- [6] Halimah, Leli. (2017). Keterampilan Mengajar sebagai Inspirasi untuk Menjadi Guru yang Excellent di Abad Ke-21. Bandung: PT Rafika Aditama.
- [7] Bamawi & M. Arifin. (2016). Micro Teaching (Praktik Pengajaran yang Efektif & Kreatif. Yogyakarta: Ar-Ruzz Media.

# Prosiding EFFECT OF MICRO TEACHING PRACTICE OF TEACHING

## ORIGINALITY REPORT

19%

SIMILARITY INDEX

14%

INTERNET SOURCES

8%

PUBLICATIONS

9%

STUDENT PAPERS

## PRIMARY SOURCES

1	<a href="http://eprints.unm.ac.id">eprints.unm.ac.id</a> Internet Source	4%
2	Submitted to State Islamic University of Alauddin Makassar Student Paper	2%
3	<a href="http://eprints.ums.ac.id">eprints.ums.ac.id</a> Internet Source	2%
4	Helma Deti, Wedra Aprison, Risdoyok Risdoyok. "The Effect of Online Micro Teaching-Learning on The Perception of Managing IRE Students' Class", Nazhruna: Jurnal Pendidikan Islam, 2022 Publication	1%
5	<a href="http://ecampus.iainbatusangkar.ac.id">ecampus.iainbatusangkar.ac.id</a> Internet Source	1%
6	<a href="http://ojs.unm.ac.id">ojs.unm.ac.id</a> Internet Source	1%
7	<a href="http://journal.uinmataram.ac.id">journal.uinmataram.ac.id</a> Internet Source	1%



8	Ramli Bakar. "The influence of professional teachers on Padang vocational school students' achievement", <i>Kasetsart Journal of Social Sciences</i> , 2018 Publication	1 %
9	<a href="http://www.gssrr.org">www.gssrr.org</a> Internet Source	1 %
10	<a href="http://download.atlantis-press.com">download.atlantis-press.com</a> Internet Source	1 %
11	Devi Rahmiati, Jaka Permana, Rina Indriani, Saiful Almujab, Leni Maryani. "IMPLEMENTATION OF GOOGLE CLASSROOM AS MEDIA IN ELEMENTARY SCHOOL TEACHER EDUCATION UNIVERSITAS PASUNDAN", <i>Jurnal Basicedu</i> , 2019 Publication	1 %
12	<a href="http://files.eric.ed.gov">files.eric.ed.gov</a> Internet Source	1 %
13	Submitted to Universitas PGRI Semarang Student Paper	<1 %
14	<a href="http://proceedings.itltrisakti.ac.id">proceedings.itltrisakti.ac.id</a> Internet Source	<1 %
15	Halisah Suriani, Nursafiah, Rika Aswarita, Isnaini, Habibul Akram. "Socialization of Basic Teaching Skills: Community Service in the Student Microteaching Program at the	<1 %

University of Gunung Leuser", Mattawang:  
Jurnal Pengabdian Masyarakat, 2022

Publication

16

-, Sukidjo. "The Competence of Junior High School Economic-Social Studies Teachers in Research", Journal of Education and Learning, 2015.

Publication

<1 %

17

Wahyu Oktamarsetyani, Paidi Paidi. "The analysis ability of technological content knowledge (TCK) of biology education's students in Universitas Ahmad Dahlan in preparation of learning plan", JURNAL BIOEDUKATIKA, 2019

Publication

<1 %

18

[deranugraha.com](http://deranugraha.com)

Internet Source

<1 %

19

[garuda.ristekbrin.go.id](http://garuda.ristekbrin.go.id)

Internet Source

<1 %

20

[repository.iainbengkulu.ac.id](http://repository.iainbengkulu.ac.id)

Internet Source

<1 %

21

[www.iiste.org](http://www.iiste.org)

Internet Source

<1 %

22

Wahyuddin, Wawan. "The Relationship between of Teacher Competence, Emotional Intelligence and Teacher Performance

<1 %

# Madrasah Tsanawiyah at District of Serang Banten", Higher Education Studies, 2016.

Publication

---

---

Exclude quotes      Off

Exclude matches      Off

Exclude bibliography      On