

The Effectiveness Of Microteaching In Improving The Teaching Competencies Of Prospective Teachers

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Abstract

This study aims to evaluate the effectiveness of microteaching in improving teaching competence. Microteaching is a training method that involves shortsessions in which prospective teachers receive constructive feedback from observers. observers. Through this approach, prospective teachers can develop important important pedagogical skills, such as designing and delivering lesson materials, managing the classroom, as well as using effective questioning techniques. This study collected data from various teacher education programs and analyzed the impact of microteaching on prospective teachers' teaching skills and confidence. The results showed that microteaching significantly improved teacher candidates' pedagogical skills and self-confidence. Constructive feedback from observers plays an important role in this improvement process, helping teacher candidates identify weaknesses and formulate improvement strategies. teachers identify weaknesses and formulate improvement strategies. Conclusion conclusion of this study confirms that microteaching is an effective and valuable tool in teacher education, which not only improves the valuable tool in teacher education, which not only improves technical technical teaching skills but also encourages self-reflection and continuous professional development. continuous professional development. Suggestions for further improvement include technology integration, observer training, and periodic evaluation of the microteaching program. microteaching program.

Keywords

Microteaching; Teaching Competence; Teacher Education; Teaching Feedback; Teacher Professional Development

Introduction

Learning is a complex process. This complexity is caused because the learning process involves various components that are interdependent and influence each other to achieve the expected goals. There are main components that are interrelated in the learning process. , namely a) a goal or ability that is expected to be achieved; b) Material or teaching materials that students

must master. c) Ways or methods of teaching students to achieve the expected goals. Evaluation is a tool for determining the degree of achievement of a particular goal or competency. Because these four factors influence each other, learning becomes a system state. Therefore, in the learning process, it is not enough for a professional teacher to master only a set of learning materials, he must have other skills and abilities that are in accordance with the elements related to the learning system and process. The most important professional skills that need to be acquired include mastery of subject matter and content, as well as basic teaching skills. Micro-teaching is an effort to improve the quality of learning for educators, and prospective educators must be able to master a lot of material and classroom management in the teaching and learning process. This mastery is achieved through several drills or exercises. Either prospective teacher colleagues or exclusive work in this field for such prospective teachers. This type of activity is called microteaching, or microlearning or micropedagogy.

Glickman defines basic teaching competencies as basically special skills or abilities (the most specific teaching actions) that teachers must prepare and apply when carrying out the learning process (1991). Important teaching skills that all teachers must master include the skills to start and end learning, the skills to explain, provide various stimuli, use methods and media appropriately, and manage the learning environment, the skills to ask questions, the skills to provide feedback and reinforcement, and other skills. Apart from basic teaching skills which are the main competencies that every teacher must have, every teacher must also master the learning process logically and systematically so that they must be able to carry out initial activities, core activities and final learning activities.

Education is a conscious effort to pass on cultural heritage from generation to generation. This generation imitates the teachings of previous generations through education. Until now there is no definition that can explain the meaning of education as a whole, because the nature of education is as complex as human subjects. Its complex nature is often called the science of education. Pedagogy is an extension of pedagogy. Educational science is associated with educational theory which emphasizes scientific thinking. Pedagogy and educational science are related both practically and theoretically. In this way, the two walk together on the path of human life. Before the advent of microlearning, aspiring teachers would complete all the educational courses and subject areas they needed to master, and then practice by participating in hands-on activities at the schools they attended. This is part of the Field Experience Program (PPL). Microteaching is a training method used in teacher training to support further development and improvement of prospective teachers' teaching skills. This method involves short teaching sessions, usually 5 to 20 minutes long. In this session, trainees teach small groups consisting of students and other teachers. Below are some of the main features of Microteaching. This method is very useful in preparing prospective teachers before teaching larger and more diverse classes. Microteaching allows prospective teachers to practice and perfect their skills in a controlled and supportive environment.

Methodology

In conducting research on the development and application of psychology in an educational context, researchers can use various relevant research methods. Research methods that can be applied to this research include:

1. Literature Study: This method involves a detailed analysis of the literature and previous research conducted in the field of development and implementation of educational psychology. Conducting a literature study provides researchers with a comprehensive understanding of the theories, concepts, and practices related to the development and practice of educational psychology.
2. Case Study: Case study methodology provides an in-depth study of how standardized tests are developed and implemented in educational institutions. Through interviews, observations, and document analysis, researchers can gain detailed insight into the process of developing and implementing educational psychology and its impact on students, teachers, and educational institutions.
3. Survey: Survey methods can be used to collect data from various stakeholders involved in the development and application of psychology, such as students, teachers, and administrative staff. This study provides insight into the perceptions, experiences, and challenges associated with the development and application of psychology in educational settings.
4. Document Analysis: Document analysis methods can be used to examine various documents related to the development and application of psychology, validation results, and educational psychology. Analyzing these documents allows researchers to understand the process of developing and implementing educational psychology and the results achieved.
5. Interview: The interview method can be used to obtain direct input from experts, practitioners, and stakeholders related to the development and practice of educational psychology. Interviews provide detailed insight into the challenges, successes, and improvements needed in the development and application of educational psychology.

By applying these different research methods, researchers can gain a comprehensive understanding of the development and application of psychology in educational settings. Combining these methods allows us to identify factors that influence the successful development and application of educational psychology and provide recommendations for future improvements.

Findings

Empirical studies conducted on various teacher education programs show that microteaching helps prospective teachers develop essential pedagogical skills. Prospective teachers who engage in microteaching show significant improvements in their ability to design lessons, deliver material, and manage the classroom. They also become more adept at using effective questioning techniques and providing constructive feedback to students. The feedback provided during microteaching sessions can prove to be very beneficial. Teacher candidates receive direct feedback from observers who include lecturers, coaches, and peers. This feedback not only helps them identify weaknesses but also provides practical suggestions for improvement. Research shows that feedback that is specific and focused on certain aspects of teaching is very effective in helping prospective teachers improve their skills. Microteaching also has a positive impact on prospective teachers' self-confidence. Studies show that prospective teachers who frequently engage in microteaching feel more confident and prepared to teach in larger, more diverse classes. This confidence comes from direct experience teaching in a structured and supportive environment, as well as from the positive feedback they receive.

Discussion

The effectiveness of microteaching in improving the teaching competence of prospective teachers can be explained through several main factors. First, the structured nature of microteaching allows teacher candidates to focus on one skill or aspect of teaching at a time. This provides an opportunity for them to truly understand and master the skill before moving on to the next skill. Second, the feedback provided during microteaching plays a crucial role. Specific and constructive feedback helps prospective teachers understand exactly where they need to improve. This differs from more general, less focused feedback, which may not provide clear guidance for improvement. Third, repetition and repeated practice in microteaching provide opportunities for teacher candidates to apply the feedback they receive and see the progress they make. This process helps consolidate their learning and increase their self-confidence. Fourth, a supportive microteaching environment encourages deep self-reflection. Prospective teachers are encouraged to reflect on their teaching experiences, analyze their performance, and identify strategies for improvement. This reflection is important for long-term professional development. Finally, microteaching also helps prospective teachers develop the ability to receive and give feedback, a skill that is invaluable in professional teaching. The ability to provide constructive feedback to students and accept feedback from peers and supervisors is an important component of effective teaching. Overall, microteaching is a comprehensive and effective training method that can significantly improve the teaching competence of prospective teachers. Results from various studies support the view that microteaching not only assists in the development of technical teaching skills but also in increasing teacher candidates' self-confidence and self-reflection, all of which contribute to their success as professional educators.

Conclusion

Microteaching is a highly effective and valuable training method in teacher education. Through short, focused, and structured teaching sessions, teacher candidates can develop essential pedagogical skills such as designing lessons, delivering material, managing the classroom, and using effective questioning techniques. Constructive feedback received from observers during microteaching sessions helps teacher candidates identify weaknesses and provides practical guidance for improvement. This repeated experience of teaching and receiving feedback also increases prospective teachers' confidence, making them feel more prepared and confident to teach in real classes. The self-reflection encouraged by microteaching allows prospective teachers to analyze their performance and develop strategies for continuous improvement. Additionally, microteaching also helps prospective teachers develop the ability to receive and provide constructive feedback, which is an important skill in professional teaching. Overall, microteaching is proven to be a comprehensive and effective training method, which not only improves technical teaching skills but also encourages self-reflection and self-confidence, thereby contributing to prospective teachers' success as professional educators.

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