

## The Influence of Micro Teaching Implementation for The Field Practicing Students of IAKN Tarutung

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### Abstract

*The purpose of this study was to clarify how much the influence of the implementation of micro teaching for the field practicing students. The research method was descriptive and inferential quantitative research. The population in this study was all 2018 academic students with a total of 210 students with a sample of 63 amount. Data were collected by 33 questionnaire items. The results of the data analysis showed that there was a positive and significant effect of the implementation of micro teaching upon the field practicing students. The research result showed that  $t_{obt} = 7,087$   $t_{(tabel=(0,05,df=n-2=61))} = 0.05$ ,  $df = n-2 = 61) = 2$ , Hypothesis testing using the F test of which  $F_{obt} > F_{tabel}$  is  $50.22 > 1.39$  thus  $H_0$  was rejected and  $H_a$  was accepted which means that micro teaching has positive and significant effect upon the Field Practicing students of IAKN Tarutung in academic year of 2017- 2018.*

*Keywords: The implementation of micro teaching, Field Practicing Students, the influence*

### I. INTRODUCTION

Micro teaching is a kind of academic program at training teachers universities all around Indonesia, it is held in stimulating teacher professionalism. The teacher figure as an

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inspirator and motivator is still irreplaceable even though there are sources of information and technology (internet) in this era. Micro Teaching is a series of activities carried out by universities in preparing students for teaching training before they go into the field. If it fails in the micro teaching course, the student cannot practice in the field. From the results of temporary observations in the field, some students were less able to make learning tools and show teacher competence in teaching. A study by a student of UNS Surakarta showed that with  $R_y(12) = 0,7353$ ;  $R^2 = 0,5410$ ;  $F_{count} = 20,02$  >  $F_{table} = 3,8$  and the equation of regression line  $\hat{Y} = 26,5 + 0,325X_1 + 0,454X_2$ . This study depicted the relative and effective contributions of  $X_1$  to  $Y$  as much as 49,01% and 26,50%, while  $X_2$  to  $Y$  were 50,99% and 27,57% (as taken from Natalia, 2013).

There is a strategy to improve teacher's professionalism is by nurturing knowledge, skills and certain attitudes as a professional teacher, among others, by carrying out Micro Teaching

According to Jensen (in Yatiman, 1999), Micro teaching is a system that allows a prospective teacher to develop their skills in applying certain teaching techniques. The word micro is derived from the fact that there is a limitation / reduction to the complexity of normal classroom learning. Learning time, number of students, scope of subject matter, teaching skills component reduced.

Micro-teaching is a form of educational practice model or teaching training. In the actual context of teaching contains many actions, both covering technical submission of Materials, Use of Methods, Use of Media, Guided Learning, Motivating, Managing Classes, Giving Assessments and so on. In other words, that teaching is very complex. Therefore, in the framework of mastering basic teaching skills, (questioning skills, reinforcement skills, varied skills, explaining skills, opening and closing skills, guiding small group discussions, classroom management skills and so forth). Prospective teachers need to practice partially, meaning: each component of the basic teaching skills needs to be mastered separately (isolated). Practicing to master basic teaching skills like that is called micro-teaching. Micro-teaching is a teaching situation that is carried out in a time and a limited number of students, in a duration of 5-20 minutes with the number of students totaling 3-10 people (Cooper and Allen, 1971). Micro teaching has been also described as scaled down teaching encounter designed to develop new skills and refine old ones (Asmani ini Natalia, 2013). A simple form of teaching, where prospective teachers / lecturers are in a limited and controlled classroom environment.

## II. Discussion

The most universal strategy to improve teacher's professionalism is by nurturing knowledge, skills and certain attitudes as a professional teacher, among others, by carrying out Micro Teaching. According to Jensen (in Yatiman, 1999), Micro teaching is a system that allows a

prospective teacher to develop their skills in applying certain teaching techniques. The word micro is derived from the fact that there is a limitation / reduction to the complexity of normal classroom learning. Learning time, number of students, scope of subject matter, teaching skills component reduced.

The function of Micro Teaching is :

- Gives real teaching experience and exercises a number of basic teaching skills
- Prospective teachers can develop their teaching skills before they enter the field
- Provides the possibility for prospective teachers to acquire a variety of basic teaching skills

The hallmark of micro teaching is to use friends or students as students. Supervision is carried out by supervisors, practical teachers and students. The frequency of repetition teaching depends on the micro teaching supervisor. Micro teaching unit (study program) provides learning communication media and microteaching models in the form of videos, tape recorders, slides and so on.

Field practical experience activities are educational practices (extracurricular activities) that must be carried out by each student and are not limited to teaching practice but also include educational tasks. Field experience is gained through introducing the learners to real life that they encounter with the field (field familiarization), the formation of limited teaching skills (isolated skill development) and actual teaching (real classroom teaching) in the formation of educational professions. (Practice Field experience, PAK study program guidelines page 1, 2018). Field experience is a teaching practice program with its main component in the form of training, both in artificial situations and in real situations. (sanjaya 2011). Thus, the field experience or educational practice is the core of all academic activities. This activity is an event to form and foster professional competencies of prospective teachers.

In general, the aim of the field experience program or educational practice is to form professional teachers who are linked to the ten basic competency profiles of teachers, so that students as prospective educators are able to:

- a. mastering the curriculum of the field of study
- b. managing teaching and learning programs
- c. manage class
- d. using source media
- e. managing teaching and learning interactions
- f. Assessing student performance
- g. Get to know the administration, situation and condition of the school
- h. Mastering the foundations of education
- i. Get to know the functions and programs of guidance and counseling services.

Micro teaching certainly has benefits. The followings are the advantages of micro teaching according to Zainal, 2013:

- a. develops and maintains certain skills of teacher candidates in teaching;
- b. controls and practices teaching skills;
- c. improvement can quickly be noticed;
- d. improves the practice of teaching skill mastery;
- e. when practicing is ongoing, teacher candidates can focus their attention objectively;
- f. demands to develop systematic and objective observation patterns; and
- g. increases the efficiency and effectiveness of the use of school in relatively short teaching practice time.

This research belongs to quantitative research using inferential methodology within the sample of 63 students from 210 populations. To obtain the data, one group pretest-posttest design was used to see the real achievement after the treatment in the form of teaching. Data gathering was done from the pretest and posttest result. Pretest was conducted to see the learners competence and existence prior to the research, whereas posttest was done to see the learners competence or achievement after treatment by teaching them in the classroom.

The result of the result showed that  $t_{obt} = 7,087 > t_{tabel}(\alpha = 0,05, df = n-2 = 61) = 0,05$ ,  $df = n-2 = 61) = 2$ , Hypothesis testing using the F test of which  $F_{obt} > F_{tab}$  is  $50.22 > 1.39$ . The interpretation of this numeric administered data is, that alternative hypothesis ( $H_a$ ) was

accepted and null hypothesis (H0) was rejected, which implies that micro teaching is significantly influencing the field practicing students' ability at IAKN Tarutung in academic year 2017-2018.

Table 1. Instrument of assessment of micro teaching practice

Student's Name :  
Student's Number :  
Semester :

Day/ Date	Practi ce	Scoring Aspects											Time management	Seriousness in teaching	Average Score	
		Perfor mance	Teaching-Learning Activities									Evaluation				Scoring
			Opening			Core Activities				Closing						
			Greetings & Worship	Brainsto rming	Referen cing	Use of Materi al	Use of method, strategy, & approach	Use of Media	Class manage ment							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		

- PS:
1. Score range : 10-100
  2. Average Score :  $\frac{\text{Total Score}}{12}$
  3. Scoring by lecturer should be done at least 5 times
  4. Scoring by peer students should be done at least 5 times
  5. Additional practice can be conducted until student can teach well

Tarutung, .....  
Reviewer,

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### III. Implementation of Practice Field Experience

The implementation of Practice Field experience is carried out through guidance and assistance, meaning that students who will carry out Practice Field experience receive direction from the instructor and assistance from their respective departments / study programs. In the book on Pekerti Teaching Materials page 313; Practice Field experience Procedure is written as follows:

- a. Field introduction stage; as a preparatory stage by showing readiness in preparing lesson plans and showing readiness in implementing and assessing learning
- b. Learning implementation stage; practice basic teaching skills in the form of real situations, practice various teaching techniques
- c. Assessment stage; tutor teacher gives an assessment for each student doing learning in class, each element involved in giving a judgment filling out the assessment in the assessment format provided by each department / study program
- d. Reporting phase

Micro learning is not a substitute for field practice, but is part of the field experience program that seeks to generate, develop and foster certain skills of prospective teachers in dealing with real classes. Micro teaching is an integral part of practical field experience courses implemented on campus with a peer teaching model. To obtain adequate provision as a prospective teacher is expected to master the sharing of competencies, both through preservice and inservice training. One form of preservice training for prospective teachers is through the formation of teaching skills both theoretically and practically. Practically speaking, the ability to teach can be trained through micro teaching activities. With micro teaching, students are expected to be prepared when they have to teach in the real field. This is in line with Shah & Masrur (2011) saying that a trained teacher performs better in questioning, listening, giving feedback, designing teaching-learning skills.

In practice, micro teaching includes orientation activities, observation of learning in schools or institutions that will be used for Practice Field experience, as well as teaching practices with the peer teaching model. The implementation of this peer teaching model is seen as the most flexible implemented before students conduct real teaching in Practice Field experience activities in schools. In micro teaching, students can practice the performance of basic teaching competencies in a limited and integrated manner from a number of basic teaching competencies, with material competency, students, and the time presented is limited (microed).

Micro teaching is also a training tool to appear brave in facing the class, controlling emotions, talking rhythm, and others. Micro teaching practice is carried out until the student concerned has sufficiently mastered competency as a prescription to take part in the Field Experience Practice at school or institution. (Drafting Team of UNY's Micro Teaching Guide, 2011: 2).

The location of this research is Tarutung IAKN which was conducted in July to November 2018. The population was students in semester VIII with a total of 210 people and 30% of the total population of 63 people would be taken.

#### IV. CONCLUSION

1. Micro Teaching is a model of teaching practice training with a limited scope (micro) to develop basic teaching skills (base teaching skills) that are carried out in isolation and in situations that are simplified or minimized.
2. The success of Practice Field experience when they are able to stimulate student's minds to arouse curiosity, able to convey material well with good classroom mastery as well, able to meet the targets to be achieved in the learning program that has been set
3. There is a positive relationship between variable X with variable Y, which is a positive relationship between the implementation of micro teaching on the success of academic Practice Field experience 2018 because the value of  $r_{\text{count}} > r_{\text{table}}$  is  $0.672 > 0.244$ .
4. There is a positive and significant influence between the implementation of micro teaching on the success of the 2018 academic Practice Field experience due to the determination test  $r^2 = 45.2\%$ . Significant test of influence obtained by  $F_{\text{count}} > F_{\text{table}}$  is  $50.226 > 1.39$ .

Based on theoretical and research results it can be concluded that by using the implementation of micro teaching to students on campus it will be able to increase the success of 2018 academic Practice Field experience.

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Since this research proved that the implementation of micro teaching influenced the field practical students of academic year 2018, it is expected that the department can facilitate the implementation of micro teaching programs more than ever for the next termination students who take the same program for the next academic year. The main prerequisite needed to support the implementation of micro teaching is the laboratory. The laboratory is very important as a place for experimentation, training, and scientific assessment. Besides the supervisor is a background of education and has had 5 years of teaching experience.

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