



The Effect of Microteaching Lectures in Improving Nine Basic Teaching Skills for University Students

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Abstract

The microteaching course is a course that is obligated to students of the Islamic Religious Education study program at Universitas Negeri Padang. This course aims to train students to master basic teaching skills while implementing them in the classroom. This research aims to analyze whether the microteaching course is effective to improve students' ability to master nine basic teaching skills before and after taking the microteaching course. This research uses quantitative methods with a correlational approach. Data sources were taken from active students of the Islamic Religious Education study program at Universitas Negeri Padang batch 2020. All research data was processed statistically using quantitative analysis software IBM SPSS Version 29 For Mac. The results of the analysis show that the microteaching course is effective in improving the ability of Islamic Religious Education students to master nine basic teaching skills before and after taking the microteaching course according to student perceptions. The results of this research can be used as initial data for future researchers in studying this problem in different contexts and issues.

INTRODUCTION

The microteaching course is developed to train future teachers in mastering basic teaching skills in a simpler scope before performing the EFT (Educational Field Training). The microteaching course is prepared for prospective teachers from all levels of education to provide benefits related to the preparation, presentation and application of lessons (Isnaniah & Imamuddin, 2022).

The implementation of microteaching learning is very effective and has a positive impact such as students being more prepared, confident, able to master the class, and improving students' teaching skills so that it influences their readiness to teach during Practical Field Experience (Lubis et al., 2019; Pransiska, 2020; Zuhri, 2017).

Learning the microteaching course assists teacher students in practicing communication skills in a simple and easy to understand manner. The final target of microteaching learning that will be achieved is to develop prospective teachers who have knowledge of the learning process and are skilled in the learning process and have good attitudes and behavior as teachers (Arsil, 2017).

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The skills of teacher students in the learning process will have an impact on students' interest and motivation in learning. Basic teaching skills need to be mastered by future teachers so that students become joyful, active and enthusiastic in participating in the learning process. Basic teaching skills are professional abilities that are integrated in nature as a renewal of various teacher competencies (Ashirin et al., 2021).

However, knowledge of basic teaching skills of teacher students is still lacking. This is proven by the results of interviews conducted with students of the Islamic religious education study program who took part in the microteaching course, which stated that the practical way of teaching in front of the class was not carried out individually, but rather by means of group presentations according to the material that had been distributed. Understanding and implementing basic teaching skills is often an obstacle experienced by students (Nurwahidah, 2020). Future teachers are hesitant to present in front of the class, class management that is not yet optimal, and teaching media and learning methods that lack variety (Mardiah & Yulhendri, 2020).

There are nine basic teaching skills that teacher students are required to have according to Mulyasa, (2007) consists of: (1) opening lessons, (2) closing lessons, (3) asking questions, (4) providing strength, (5) facilitating variations, (6) explaining, (7) guiding small group discussions, (8) teaching small groups and individuals, and (9) class management.

Based on the above explanation regarding the importance of the microteaching course for future teacher students from the Islamic religious education study program at Universitas Negeri Padang in escalating the nine basic teaching skills, the writer is interested to conduct research related to it titled *The Effect of Microteaching Lectures in Improving Nine Basic Teaching Skills for University Students*.

METHODS

This research uses a quantitative method with a descriptive research type. Sudaryo, (2021) states that quantitative is a method that examines a population or sample using research instruments to test hypotheses that have been determined with the results of statistical or quantitative data analysis (Asril et al., 2023; Engkizar et al., 2018; Iskandar et al., 2023; Sandra et al., 2024; Yusnita et al., 2018). A quantitative method is used because data collection, data interpretation and display of results contain numbers that have meaning (Engkizar, 2014).

Correlational research is used to determine the level of relationship between two or more variables studied. Correlational research aims to find whether there is a relationship between two or more variables and to find out the extent of closeness or relationship of two or more variables (Sugiyono, 2014). Qualitative information is obtained from responses of questionnaires. Questionnaires are a list of questions that are given to a person willing to respond (respondent) in accordance with the user's request (Sudaryo, 2019).

In this study, questionnaires were distributed to 86 respondents from 114 populations following the Krijie and Morgan principles. The questionnaire contains complete answer choices, so respondents are only required to choose one of the answers provided. The purpose of distributing this questionnaire is to determine the effectiveness of learning microteaching courses in improving the ability of Islamic Religious Education students' class of 2020 in mastering nine basic teaching skills at Universitas Negeri Padang.

The questionnaire includes instructions, in part A the respondents are asked to fill in self-identification in available columns, in part B to I the respondents are

required to choose one option in accordance to their situation and preferences to the alternative answers provided, including Completely Incomprehensible, Not Yet Understandable, Starting To Understand, Limited Understanding, Understand, Fully Understanding.

RESULT AND DISCUSSION

In the findings and discussion section, the author will describe all the results of the analysis of research findings related to the effects of microteaching lectures in improving the nine basic teaching skills of students. Each result and item described is directly discussed based on theory and previous research results that discuss these issues and problems in the same context. At the end of this article the author also closes with a discussion to complete the previous discussion.

Based on the results of research that has been carried out, learning the microteaching course in improving the nine basic teaching skills of students before and after taking the microteaching course shows effective results. This is shown from the results of the data obtained from the questionnaire data.

Next, we will discuss basic teaching skills for each skill. The following is data on nine basic teaching skills for prospective Islamic religious education teacher students, including:

Table 1. Data of Opening Lessons Skills

No	Item	Results (Mean)	
		Before	After
1.	Grabbing attention of students	3,63	4,93
2.	Arouse curiosity of students	3,46	4,81
3.	Deliver learning objectives	3,71	5,06
4.	Ask questions	3,78	4,99
5.	Deliver learning material	3,96	5,10
6.	Deliver task objectives and boundaries	3,61	4,92
7.	Starting learning process enthusiastically	3,56	4,95
8.	Determining learning process according to topic (reading/storytelling/demonstrating/discussing)	3,62	4,97
9.	Comparing new knowledge with already known knowledge	3,53	4,75
Total		32,86	44,48

Based on the data listed in table 1 above, data for skill in opening lessons are obtained by distributing questionnaires. In the before section, students' understanding regarding lesson opening skills was found to have a total average score of 32,86 and in the after section, the average score for students' understanding was 44,48. Based on this data, it is categorized that the microteaching course that has an effect in increasing students' perceptual understanding in mastering lesson opening skills.

The skill of opening a lesson is the ability possessed by a teacher to prepare mentally and attract the attention of students before entering the lesson so that they are focused on what will be learned and students have high motivation to continue following the lesson until it is finished with enthusiasm (Monica & Hadiwinarto, 2020). One indicator of skills in opening a lesson is arousing students' curiosity. This indicator is something that every prospective teacher needs to pay attention to because the emergence of human curiosity is defined as the desire to learn, know something and become an important part that can support and build students' knowledge (Ulya & Hayati, 2020).

Table 2. Data of Closing Lessons Skills

No	Item	Results (Mean)	
		Before	After
1.	Concluding the lesson	3,54	5,03
2.	Reviewing upcoming lesson	3,60	4,93
3.	Conducting learning evaluation	3,61	5,00
4.	Exploring students' opinions	3,56	4,84
5.	Provide follow-up actions such as Homework (Homework/Assignments/plans)	3,98	5,23
Total		18,29	25,03

Based on the data listed in table 2 above, data for skills in closing lessons were obtained by distributing questionnaires. In the before section, students' understanding regarding lesson opening skills was found to have a total average score of 18,29 and in the after section, the average score for student understanding was 25,03. Based on this data, it is categorized that the microteaching course has an effect in increasing students' perceptual understanding in mastering lesson closing skills.

The skill of closing a lesson must be possessed by every prospective teacher and implemented so that students get a complete picture of the material that has been taught. The skill of closing a lesson is to provide feedback and evaluate the learning experience for students at the end of the lesson (Maman, 2020).

Table 3. Data of Question Asking Skills

No	Item	Results (Mean)	
		Before	After
1.	Articulating question clearly	3,70	5,00
2.	Articulating question concisely	3,54	4,88
3.	Simplifying question	3,65	4,80
4.	Ask question in stages	3,49	4,74
5.	Ask questions to all students in class	3,88	5,03
6.	Centralizing question towards desired answer	3,57	4,88
7.	Restating question in different form	3,54	4,92
8.	Requesting different students to answer same question	3,89	5,08
Total		29,26	39,32

Based on the data listed in table 3 above, data for skills in closing lessons were obtained by distributing questionnaires. In the before section, students' understanding regarding lesson opening skills was found to have a total average score of 29,26 and in the after section, the average score for student understanding was 39,32. Based on this data, it is categorized that the microteaching course has an effect in increasing students' perceptual understanding in mastering questioning skills.

Basically, the learning process occurs in interaction between teachers and students. Interaction can be realized by asking questions or problems to students (Lende et al., 2022). Questioning skills are the initial thinking process to hone students' thinking skills (Meldina, 2019). Questions must be phrased clearly and concisely to encourage student activity and participation so that learning objectives can be achieved as planned.

Table 4. Data of Providing Strength Skills

No	Item	Results (Mean)	
		Before	After
1.	Saying "I'm happy" to students who follow lesson well	3,51	5,18
2.	Complimenting students with the word "smart"	4,08	5,46
3.	Responding to students with the word "correct, right, spot on"	4,23	5,53
4.	Giving a "thumbs up" to students who bravely answer questions	4,12	5,49
5.	Giving "applause" to students with highest grades	4,22	5,46
6.	Giving "gift" to students who are active during lesson	4,10	5,28
7.	Avoiding negative responses to students	4,12	5,38
8.	Provide advice to students who misbehave	4,39	5,46
Total		32,77	43,24

Based on the data listed in table 4 above, data for skills in providing strength were obtained by distributing questionnaires. In the before section, students' understanding regarding lesson opening skills was found to have a total average score of 32,77 and in the after section, the average score for student understanding was 43,24. Based on this data, it is categorized that the microteaching course has an effect in increasing students' understanding of perceptions in mastering the skills of providing reinforcement.

Every student need strengthening in learning because strength is a reward that can create encouragement and enthusiasm for learning and can change student behavior (Agustina et al., 2020; Putra et al., 2023). Strengthening skills such as giving praise with the phrase "smart", saying the phrase "I'm happy" to students who are following the lesson well, giving a smile, nodding or so on provides their own meaning for students. Students feel appreciated by their teachers resulting in them remembering what they had learned from the beginning to the end of the lesson (Listia et al., 2023).

Table 5. Data of Facilitating Variations Skills

No	Item	Results (Mean)	
		Before	After
1.	Voice variations	3,32	4,85
2.	Changing teaching positions	3,64	5,16
3.	Variating learning media	3,42	5,03
4.	Diverse interaction patterns	3,47	5,02
5.	Ice breaking	3,44	5,15
Total		20,91	30,26

Based on the data listed in table 5 above, data for skills in facilitating variations were obtained by distributing questionnaires. In the before section, students' understanding regarding lesson opening skills was found to have a total average score of 20,91 and in the after section, the average score for student understanding was 30,26. Based on this data, it is categorized that the microteaching course has an effect in increasing students' understanding of perceptions in mastering skills in carrying out variations.

Variation skills are skills related to teacher activities in the context of learning interactions with the aim of increasing student learning motivation and at the same

time reducing feelings of boredom, and can generate passion, interest and effective learning activities (Kurniati & Liani, 2019). The skill of providing variation is important for prospective teachers to have so that boredom in the learning process can be overcome so that students' interest in learning can increase.

Table 6. Data of Explaining Skills

No	Item	Results (Mean)	
		Before	After
1.	Deliver material clearly using easy to understand language	3,74	5,06
2.	Explain material with examples and illustrations	3,72	5,05
3.	Deliver material in a systematic manner	3,64	5,04
4.	Relevant explanation containing everyday life	3,77	5,22
5.	Explanation able to make students solve problems	3,64	4,91
6.	Explanation able to make students understand material	3,77	5,08
Total		22,20	30,36

Based on the data listed in table 6 above, data for skills in explaining were obtained by distributing questionnaires. In the before section, students' understanding regarding lesson opening skills was found to have a total average score of 22.20 and in the after section, the average score for student understanding was 30.36. Based on this data, it is categorized that the microteaching course has an effect in increasing students' perceptual understanding in mastering explanation skills.

Explaining is a teaching activity that cannot be avoided by teachers. Explaining skills are an important aspect in learning activities because teacher and student interaction occurs in the classroom (Masni, 2017). The teacher's skills in explaining learning material can have a significant influence on students' understanding of the material presented during learning (Rosida et al., 2023). Thus, the teacher's skills in explaining help students understand the material presented.

Table 7. Data of Guiding Small Group Discussion Skills

No	Item	Results (Mean)	
		Before	After
1.	Formulate topics to be discussed	3,37	4,83
2.	Hold open discussions	3,68	5,05
3.	Straighten students' flow of thinking	3,44	4,88
4.	Pay attention to students in discussions	3,67	5,22
5.	Grading discussion results	3,79	5,08
6.	Follow up results of discussions from discussion summary	3,72	4,98
Total		21,67	30,04

Based on the data listed in table 7 above, data for skills in guiding small group discussions were obtained by distributing questionnaires. In the before section, students' understanding regarding lesson opening skills was found to have a total average score of 21.67 and in the after section, the average score for student understanding was 30.04. Based on this data, it is categorized that the microteaching courses has an effect in increasing students' perceptual understanding in mastering the skills of guiding small group discussions.

The ability to guide small group discussions must be carefully prepared for prospective teachers before carrying out discussion activities so that learning goes as expected. The skill of guiding small group discussions is defined as a process that is

carried out regularly and involves a group of individuals in direct interactions aimed at sharing information, solving problems and making decisions (Fikri et al., 2022).

Table 8. Data of Teaching Small Group Discussions and Individuals Skills

No	Item	Results (Mean)	
		Before	After
1.	Identify learning theme to determine correct model according to the material's characteristics	3,45	4,86
2.	Formulate plans for learning process	3,48	4,94
3.	Show sensitivity towards students	3,57	5,00
4.	Deeply recognizing students' characteristics personally	3,48	5,01
5.	Encouraging students to complete tasks well	3,59	5,14
6.	Develop self-learning materials with packages or learning module	3,49	5,08
Total		21,06	30,03

Based on the data listed in table 8 above, data for skills in teaching small groups and individuals were obtained by distributing questionnaires. In the before section, students' understanding regarding lesson opening skills was found to have a total average score of 21.06 and in the after section, the average score for student understanding was 30.03. Based on this data, it is categorized that learning the microteaching course has an effect in increasing students' perceptual understanding in mastering small group discussion teaching skills and individual teaching.

Mastery of small group and individual teaching skills increases student participation in learning because there is a close relationship between teachers, students and fellow students, thus encouraging each student to dare to express opinions to create two-way communication (Sabrina et al., 2022). Group teaching and individual teaching skills allow for closer relationships between teachers and students and students and students.

Table 9. Data of Class Management Skills

No	Item	Results (Mean)	
		Before	After
1.	Modification of behavior	3,38	4,76
2.	Dividing attention comprehensively	3,53	4,96
3.	Centralizing group attention	3,39	4,95
4.	Managing groups in learning process	3,45	5,04
5.	Warning students who are wrong	3,71	5,19
6.	Give clear instructions in every learning process	5,57	5,16
7.	Develop students' understanding in the learning process	3,51	5,12
8.	Develop a sense of responsibility in students	3,51	5,06
9.	Allocate learning according to schedule	3,56	5,11
Total		33,61	45,43

Based on the data listed in table 9 above, data for skills in managing the class were obtained by distributing questionnaires. In the before section, students' understanding regarding lesson opening skills was found to have a total average score of 33.61 and in the after section, the average score for students' understanding was 45.35. Based on this data, it is categorized that learning the microteaching course has an effect in increasing students' understanding of perceptions in mastering class management skills.

Class management skills play a role in creating a conducive and effective learning process. Class management skills are the teacher's ability to create and maintain optimal learning conditions and restore them if disruptions occur in the learning process (Sari et al., 2022; Utami et al., 2020; Wildayanti et al., 2022). To achieve the expected learning objectives, it is necessary to pay attention to prospective teachers' classroom management skills so that learning becomes meaningful.

Based on tables 1 to 9, the nine basic teaching skills can be visualized in the following table:

Table 10. Data of Class Management Skill

No	Item	Results (Mean)	
		Before	After
1.	Opening Class Skills	32,86	44,48
2.	Closing Class Skills	18,29	25,03
3.	Asking Question Skills	29,26	39,32
4.	Providing Strength Skills	32,77	43,24
5.	Facilitating Variations Skills	20,91	30,26
6.	Explaining Skills	22,20	30,36
7.	Guiding Small Group Discussions Skills	21,67	30,04
8.	Teaching Small Group Discussions and Individuals Skills	21,06	30,03
9.	Class Management Skills	33,61	45,35
Total		232,63	318,11

Based on the table above, the average score for understanding the basic skills of teaching Islamic Religious Education students before taking part in the microteaching course in the lesson opening skills section obtained an average score of 32.86 and after 44.48. In the skill section for closing the lesson, it was found that the average score obtained was 18.29 before taking the microteaching course and 25.03 after taking the microteaching course. Furthermore, asking skills before learning microteaching found an average value of 29.26 and after learning microteaching found an average value of 38.32. The skill of providing reinforcement before learning microteaching obtained an average value of 32.77 and after learning microteaching obtained a value of 43.24. Furthermore, explaining skills before learning microteaching had an average score of 21.67 and after learning microteaching it increased to 30.04. In terms of small group discussion teaching skills and individual teaching, the results before microteaching were found to be 21.06 and after 30.03. Likewise, with class management skills, the score obtained before learning microteaching was 33.61 and after learning microteaching, the score was 45.35. Thus, the average score obtained before learning microteaching was 232.63 and after learning the microteaching course, the score was 318.11.

Hypothesis testing is carried out using IBM SPSS Version 29 For Mac software with the decision-making condition that if the significance value is < 0.05 then H_0 is rejected, and H_a is accepted. Meanwhile, if the significance value is > 0.05 , then H_0 is accepted, and H_a is rejected. The following are the results of calculations using the T-test:

Table 11. Paired Sample Correlations Hypothesis Test Results

		Mean	N	Std. Deviation	Standard Error Mean
Pair 1	Before				
	Microteaching Course	25,8478	9	6,16612	2,05537
	After	35,3456	9	7,70697	2,56899

 Microteaching
Course

Table 12. Paired Sample Correlations Hypothesis Test Results

		Mean	Correlation	Significance	
				One-sided p	Two-Sided p
Pair 1	Before and After Microteaching Course	25,8478	0,996	<0,001	<0,001

Table 13. Paired Samples Hypothesis Test Results

		Mean	Correlation	Significance	
				One-sided p	Two-Sided p
Pair 1	Before and After Microteaching Course	-9.949778	1,64924	<0,001	0,001

Based on the table above, a significance value of <0.001 is obtained, which is smaller than 0.05, meaning that H_0 is rejected, and H_a is accepted. The data above also shows that there is a significant relationship between students' mastery of basic teaching skills before and after attending microteaching lectures with a correlation value of 0.996.

Based on the research results above, it can be assumed that microteaching lectures have an effect in improving students' ability to master the nine basic teaching skills. These results show that learning microteaching courses is effective in improving the ability of Islamic Religious Education students in mastering nine teaching skills according to student perceptions.

Microteaching courses are courses that train students' skills to provide experience so that students can understand and master the implementation of learning according to the components in the teaching process (Abdillah & Rochmawati, 2022). Microteaching helps teachers to better understand the teaching and learning process and provides opportunities to learn teaching skills, learn their own way of teaching and learn the way of teaching of others (Reddy, 2019).

Basic teaching skills are professional abilities that are complete and comprehensive as an update of various teacher competencies (Ashirin et al., 2021). The basic teaching skills that prospective teachers must master include: (1) opening lessons, (2) closing lessons, (3) asking questions, (4) providing strength, (5) facilitating variations, (6) explaining, (7) guiding small group discussions, (8) teaching small groups and individuals, and (9) class management (Mulyasa, 2005).

The effect of microteaching lectures in improving students' nine basic teaching skills is assessed from students' perceptions of the extent to which they understand the material that has been taught so that mastery of basic teaching skills can increase before and after attending microteaching lectures.

Based on the statement above, the research results show that the effect of microteaching lectures in improving the ability of Islamic religious education students in mastering the nine basic teaching skills before and after attending microteaching lectures has a close and significant relationship. This can be seen based on the

correlation coefficient test value of 0.996, which means the correlation level is very strong.

CONCLUSION

Based on data that has been collected and processed from research on the effects of microteaching lectures in improving students' nine basic teaching skills, it can be concluded that microteaching lectures are categorized as effective because there is a positive and significant relationship between mastery of the nine basic teaching skills before and after learning microteaching courses.

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