

Enhancing Basic Teaching Skills Through Guided Practice In Microteaching Learning

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ABSTRACT

Microteaching learning helps prospective teacher students hone their teaching skills before starting to work in real classrooms. Guided practice involves feedback and guidance from the supervising lecturer to support students' teaching practices. This research aims to describe the improvement of basic teaching skills through guided practice in microteaching learning. The method used is quantitative descriptive. The research subjects involve 13 students from the Indonesian Language and Literature Education Program. Data collection was conducted during microteaching sessions through direct observation by filling out instruments assessing basic teaching skill mastery. Data analysis techniques include several steps: (1) describing the data as a whole, (2) recording observation data in tables, (3) calculating values using the average and percentage formulas, (4) comparing the results with mastery level calculations, (5) interpretation and drawing conclusions. The research results conclude that the mastery level of basic teaching skills through guided practice in microteaching learning: the first teaching practice with an average score of 63.80 is at a good mastery level, the second teaching practice with an average score of 77.22 is at a good mastery level, and the third teaching practice with an average score of 84.77 is at a very good mastery level. The improvement in students' basic teaching skills through guided practice in microteaching learning from the first to the second teaching practice increased by 21.03%, the improvement from the second to the third teaching practice increased by 8.45%, and the overall improvement from the first to the third teaching practice increased by 31.26%."

Keywords: Basic Teaching Skills, Guided Practice, Microteaching

A. INTRODUCTION

One crucial skill for those preparing to become future educators is the ability to teach. Amid the changing dynamics in the world of education, with the increasing development of information and technology access, prospective educators must be more professional and adept in teaching. They should be capable of providing students with a beneficial learning experience. Basic teaching skills are highly important for prospective educators, serving as a guide in conducting the learning process and playing a significant role in the success of education (Nurwahidah, 2020, Ariyana, 2023, Suendarti & Lestari, 2020).

Microteaching is a training method designed to assist prospective teachers or educators in acquiring better teaching skills. It aims to enhance the teaching skills of educators, preparing them to face real classroom environments. Microteaching is particularly beneficial for novice teachers, providing them with an opportunity to easily learn the art of teaching (Wangchuk, 2019, Brent et al., 1996, Remesh, 2013). As students in the Indonesian Language and Literature Education Program, they are expected not only to have a strong understanding of language structure, grammar rules, literary conventions, and language usage in various contexts but also to practice their teaching skills. They are expected to teach lesson materials effectively and enjoyably.

Microteaching serves as an early experience and practice in teaching, acting as a research tool to explore the training effects under controlled conditions. It is a preparatory process where participants test their teaching abilities intending to improve the application of theory into practice. Microteaching helps participants better diagnose the complexity of the teaching process and generate alternative solutions to identified problems during the implementation sessions. Additionally, microteaching contributes to the development of critical thinking skills, a highly necessary requirement for a quality teacher (Cooper & Allen, 2015, Babalola, 2010, Bell, 2007, Popovich & Katz, 2009, İLYA, 2022).

Microteaching functions as a teaching experience for prospective educators in designing, delivering, and reflecting on brief lessons (Ledger & Fischetti, 2020, Asregid et al., 2023). Through microteaching, aspiring teachers can gain direct experience in teaching and have the opportunity to plan and deliver lessons in a real setting. This allows prospective teachers to gradually develop teaching skills, enhance confidence in facing actual teaching situations, and provides opportunities for them to learn and collaborate with fellow students by sharing experiences, teaching strategies, and feedback. In this way, they mutually support and enrich their learning (Annisa et al., 2023, Nasution et al., 2023). The ability of basic teaching skills in

microteaching is crucial for students as it can enhance their teaching abilities, create a better and more effective learning environment, and prepare them to become quality teachers. This preparation ensures that students will be more ready and confident when they eventually teach in a classroom setting (Yuni Rhamayanti, 2018, Putra et al., 2020).

Some issues in microteaching learning among students in the Indonesian Language and Literature Education program at the Faculty of Education, Universitas Muhammadiyah Bengkulu, include students lacking experience in planning and managing lessons and not yet grasping basic teaching skills. During teaching practice in front of peers and instructors, students often feel nervous and anxious, hindering their ability to teach effectively. Instructors may not always provide constructive and in-depth feedback to students after microteaching sessions, making it challenging for students to identify and address weaknesses in their teaching skills. Additionally, guidance for students in microteaching is not always systematic and structured. The issues in microteaching learning can be addressed through the use of guided practice. Guided practice is a systematic, intentional, planned, continuous, and goal-directed activity that is actively and consistently pursued until the objectives are successfully achieved (I Wayan Suardana, 2020). The guided practice method is a learning approach based on instructions and explanations that provide opportunities for prospective educators to develop specific skills in microteaching. The advantages of guided practice according to (Marti Marganingsih, 2022, Luh & Merta, 2022, Julianai et al., 2019, Pusparini, 2020) include creating a conducive and active learning environment, enhancing fluency, precision, and completeness in performing tasks, providing opportunities for students to practice and apply with assistance or guidance, and improving the accuracy of implementation in learning practices. Several previous studies related to the use of guided practice methods have been carried out, namely research conducted by (Marti Marganingsih, 2022) paper titled "Improving Short Story Writing Skills through Song Texts Media with Guided Practice Method". The research aims to identify the appropriate media to assist students at SMAN 2 Maja in enhancing their short story writing skills. The research findings indicate that utilizing the guided practice method to improve short story writing skills for eleventh-grade science students at SMAN 2 Maja yields positive results. Further research by (Indah Ekamawati Basoa, Sitti Rabiah, 2023), titled "Improving Short Story Writing Skills in Indonesian Language Subjects Through Guided Practice Method for Grade XI Students at SMAN 12 Makassar". The research aims to enhance the writing skills of eleventh-grade social science students at SMAN 12 Makassar in writing short stories using guided practice. The research results indicate that with guided practice, the short story writing

skills of eleventh-grade social science students at SMAN 12 Makassar have shown a significant improvement. (Kurniawan et al., 2023) research titled "Efforts to Improve Script Writing Skills of An-Nahar PKBM Participants through Guided Practice Method". The research aims to describe the improvement in script writing skills using the guided practice method. The research results indicate a significant improvement in the script-writing abilities of An-Nahar PKBM participants through the guided practice method. (Sujono, 2021) research titled "Improving Simple Story Writing Skills by Implementing Guided Practice Method and Song Texts Media." The research aims to enhance students' abilities in writing simple stories through the use of guided practice techniques and song text media. The research results indicate that the skills in writing simple stories improved after participating in learning through the guided practice method with song text media. The research by (Muti Umanahu, Wachyudi Eksan, 2022)], titled "Improving Oral Reading Skills Through Guided Practice Method in Third-grade Students of Public Elementary School 115, South Halmahera Regency." The research aims to describe the improvement of oral reading skills through the guided practice method in third-grade students of Public Elementary School 115, South Halmahera Regency. The research results indicate that the implementation of the guided practice method in the third-grade class of Public Elementary School 115, South Halmahera Regency, has a positive impact on the development of Indonesian language learning. Students show enthusiasm and proactivity in learning, leading to a significant improvement in both the learning enthusiasm and the students' mastery level of the presented material.

The preliminary research mentioned above all utilizes the guided practice method, but these studies differ in terms of their objectives and objects. The goals and objects vary, ranging from improving short story writing skills in high school, enhancing oral reading skills, to improving skills in writing simple stories. In the research aimed at improving writing abilities, an additional element is introduced through the use of song text media.

Based on the aforementioned issues and preliminary research, the researcher aims to examine how the improvement of basic teaching skills among students occurs through guided practice in microteaching learning in the Indonesian Language and Literature Education program at the Faculty of Education, Universitas Muhammadiyah Bengkulu. The goal is to describe the enhancement of students' basic teaching skills through guided practice in microteaching learning.

B. METHOD

The method employed is quantitative descriptive to describe the improvement of students' basic teaching skills through guided practice in microteaching learning. The research subjects involve 13 students from the Indonesian Language and Literature Education program during microteaching learning sessions. Data collection takes place through direct observation during microteaching sessions by completing instruments assessing basic teaching skill mastery. The data analysis technique includes several steps: (1) describing the data as a whole, (2) recording observation data in tables, (3) calculating values using average and percentage formulas, (4) consulting the calculation results with the mastery level to determine the qualification of basic teaching skill proficiency. The qualifications include $81.25 < x \leq 100$ (excellent), $62.50 < x \leq 81.25$ (good), $43.75 < x \leq 62.50$ (satisfactory), and $25.00 < x \leq 43.75$ (poor). The last step involves (5) interpretation and concluding.

C. RESULTS AND DISCUSSION

Based on the data analysis of students' basic teaching skills through guided practice in microteaching, the average score for the first teaching practice is 63.80, falling within the range of 62.50 to 81.25 with a qualification of 'good.' See the following figure:

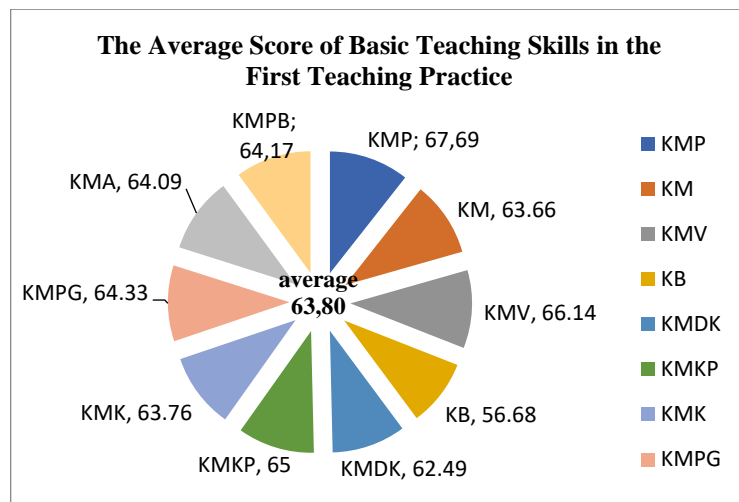


Figure 1. Average Basic Practical Teaching Skills First

Notes:

- KMP (Opening Lesson Skills)
- KM (Explaining Skills)
- KMV (Creating Variation Skills)
- KB (Questioning Skills)
- KMDK (Guiding Group Discussions Skills)
- KMKP (Teaching Small Groups and Individuals Skills)
- KMK (Classroom Management Skills)

KMPG (Reinforcement Skills)
 KMA (Using Aids/Media Skills)
 KMPB (Closing Lesson Skills)

The average score for the second teaching practice basic teaching skills is 77.22, falling within the range of 62.50 to 81.25 with a qualification of 'good.' For more clarity, refer to the following figure.

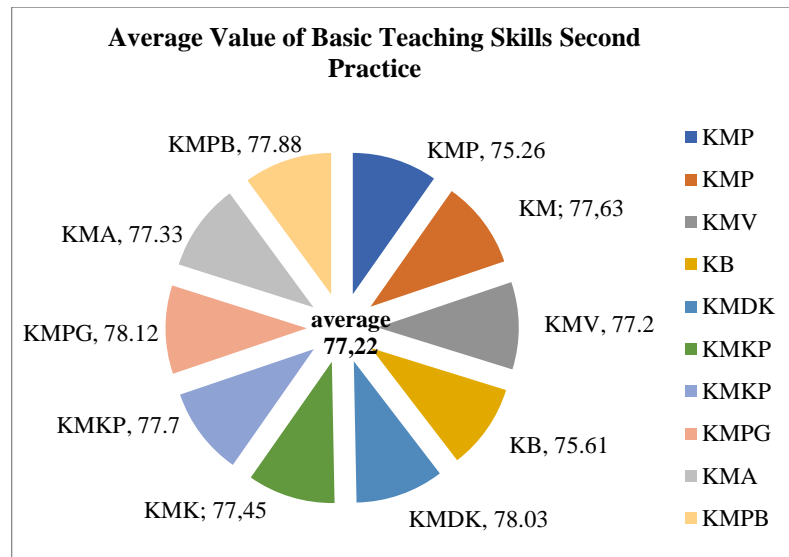


Figure 2: Average Basic Teaching Skills Score for the Second Teaching Practice.

The average score for the third teaching practice basic teaching skills is 84.77, falling within the range of $81.25 < x \leq 100$ with an 'excellent' qualification. For more clarity, refer to the following figure.

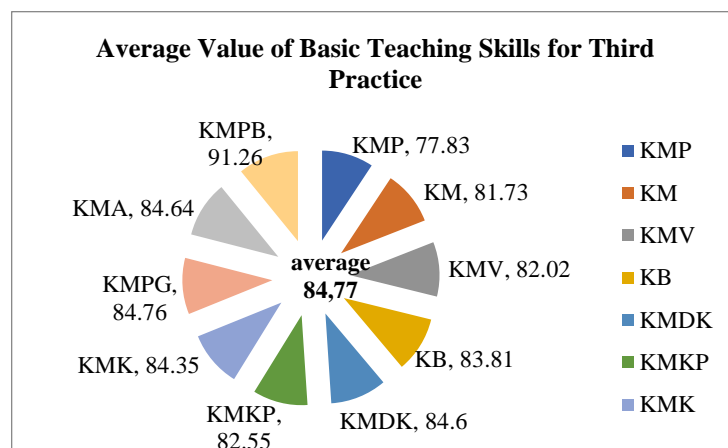


Figure 3: Average Basic Practical Teaching Skills

There is an improvement in basic teaching skills from the first to the second teaching practice by 21.03% (from 63.80 to 77.22); from the second to the third practice, there is an

increase of 8.45% (from 77.22 to 83.75); and an overall increase from the first to the third practice by 31.26% (63.80-83.75). Please refer to the following figure:

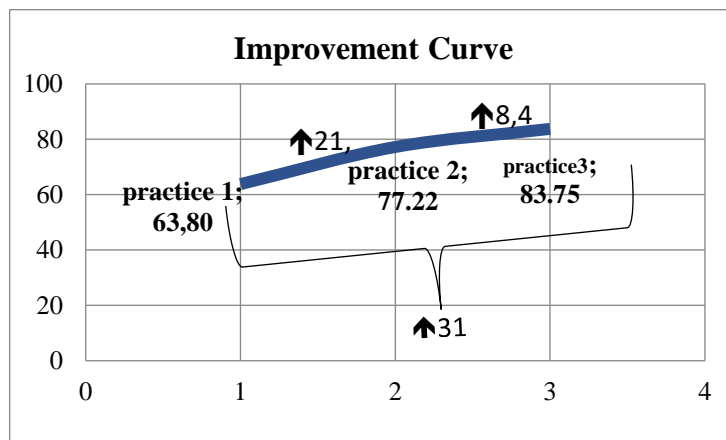


Figure 4. Curve of Improvement in Students' Basic Teaching Skills

Based on the research results, the basic teaching skills of students with the guided method in microteaching learning have improved from the first practice with a score of 63.80 and a 'good' qualification, the second practice with a score of 77.22 and a 'good' qualification, to the third practice with a score of 84.77 and an 'excellent' qualification.

The basic teaching skills of students using the guided method in the first microteaching practice scored 63.80 with a 'good' qualification. However, in terms of basic teaching skills, the expected goals have not been fully achieved, and the implementation has not been entirely successful. In terms of opening the lesson, students have not clearly conveyed the learning objectives and do not yet comprehend the basic competencies. The delivered learning material is either too brief or lacks detail, resulting in a lack of a clear understanding of the material to be studied. The references provided are inadequate, and the reading materials are not entirely supportive, lacking motivation to engage other participants. Ideally, in opening a lesson, prospective teacher participants should conduct orientation, and apperception, provide guidance, give motivation, convey learning objectives, and convey the basic competencies/indicators to be achieved. Opening a lesson plays a crucial role in learning to prepare the mental state and direct students' attention to the lesson material, including orientation, apperception, providing motivation, conveying learning objectives, conveying basic competencies/indicators, and presenting the scope (Madjid, 2019, Fitri et al., 2020). In terms of the explaining skill, movements, teaching style, and intonation have not been varied. The teacher candidate's gaze is only directed at a few students, and emphasis on important points of the lesson has not been done. Ideally, teacher candidates should understand the

learning objectives and focus on the topics to be explained, build interest and provide context, vary their voice and facial expressions to emphasize key points to maintain students' attention, and provide opportunities for questions. In terms of the skill of providing variations, most students only use one method and have not employed various methods. The formation and feedback interaction patterns have not been varied. Establishing good variations in microteaching learning involves diversity in methods, strategies, and resources used to convey the learning material. Selecting methods that are suitable for the learning material and objectives, involving students actively to reinforce their understanding. In terms of the questioning skill, many students still struggle to articulate questions clearly, coherently, and progressively. The questions are not aligned with the lesson content and have not reached all participants, failing to encourage interaction among participants and provide sufficient thinking time. An effective questioning skill in microteaching plays a key role in building effective interaction between the teacher and students. This is achieved by posing open-ended questions involving the entire class to encourage students to think more deeply and provide more comprehensive answers, varying the types of questions to engage students in various levels of thinking. The questions given are tailored to the difficulty level and allow time for reflection. "In terms of the skill of guiding group discussions, many students still fail to focus participants on the objectives and themes of the discussion, do not motivate participants to actively engage and contribute ideas, do not provide reinforcement support, and some have not explained the steps of the discussion.

Conducting effective group discussion guiding skills requires sensitivity to group dynamics, listening skills, and the ability to steer discussions in a productive direction. Successfully guiding group discussions in microteaching requires several skills and strategies, including setting discussion goals, establishing rules and norms, providing supporting materials, choosing an appropriate group size, encouraging participation from all group members, providing constructive feedback to participants, creating a positive atmosphere that supports collaborative learning, and fostering mutual respect. The skill of teaching small groups and individuals involves the teacher's ability to build a healthy and close relationship between the teacher and students, as well as among students. In this aspect, students have not fully encouraged participants to complete learning tasks, have not fully employed an individual approach, and have not guided and facilitated learning. Implementing the skill of teaching small groups and individuals requires a different approach. This can be done by understanding the characteristics and individual needs of participants, building good relationships with each

participant, utilizing interactive teaching methods that can enhance participant engagement, providing individual feedback, and encouraging collaboration and discussion among participants. The skill of teaching small groups and individuals involves the teacher's ability to build a healthy and close relationship between the teacher and students, as well as among students. In this aspect, students have not fully encouraged participants to complete learning tasks, have not fully employed an individual approach, and have not guided and facilitated learning. Implementing the skill of teaching small groups and individuals requires a different approach. This can be done by understanding the characteristics and individual needs of participants, building good relationships with each participant, utilizing interactive teaching methods that can enhance participant engagement, providing individual feedback, and encouraging collaboration and discussion among participants. The aspect of reinforcement skills in students has not provided physical reinforcement gestures, and in delivering reinforcement, warmth, enthusiasm, and meaningfulness have not been demonstrated. Effective or ideal reinforcement skills in microteaching involve the ability to provide constructive, supportive, and motivating feedback to participants practicing teaching in a small-scale environment. Principles and steps to implement effective reinforcement skills in microteaching include focusing on positive aspects, and ensuring that feedback is constructive. The aspect of using media/tools, there are some students who do not use media, and even if they use media, it is not in line with the characteristics of the learners. It has not fostered the learners' motivation or curiosity toward the learning material.

The ideal skill of using media or tools in microteaching involves the ability to use various teaching media or tools effectively to support instruction and facilitate student understanding aspect of closing the lesson, not all students emphasize, reflect, provide feedback/assessment, appreciate the learning, give proportional and thought-provoking assignments. The ideal skill of closing a lesson in microteaching involves the ability to end the learning session in a way that reinforces student understanding, summarizes the learning material, and leaves a positive impression. The first teaching practice still had many skills that were not mastered, so intensive guided exercises were conducted on how to implement good basic teaching skills in microteaching so that in the second teaching practice and as it progressed, students understood and were able to practice basic teaching skills. The steps taken by the lecturer in conducting guided exercises include setting common goals, designing training plans, providing guidance and reference materials, giving constructive feedback that includes positive points and areas that need improvement, and encouraging reflection, demonstration, or direct presentation by

modelling the desired basic teaching skills, providing emotional support by giving encouragement and motivation when participants face challenges, and providing moral support, facilitating discussions and collaboration, developing follow-up plans, and assessing progress and development.

Based on the preliminary research explained above, it is evident that using the guided training method leads to improvements in basic teaching skills, learning achievement, short story writing ability, and oral reading skills. Marganingsih's study shows an enhancement in short story writing skills through song text media using the guided training method. Basoa et al observed an improvement in short story writing abilities in the Indonesian language course through guided training. Kurniawan et. al. found an increase in script-writing skills among An-Nahar PKBM students using guided training. Sujono's research indicated improved simple story writing skills through guided training and song text media. Umanahu et al. demonstrated an enhancement in oral reading skills through guided training. Guided training has the main objective of improving individual skills, including enhancing technical, interpersonal, and communication skills required to achieve goals. Through reflection and feedback from the instructor, guided training provides students with the opportunity to practice basic teaching skills intensively. It enables them to identify and address weaknesses in classroom management and content delivery. Guided training also helps individuals develop good habits for their performance. With the assistance of the instructor, this training allows individuals to gain a better understanding. Guided training enhances individual performance as well. Through proper training and guidance, students can master and apply basic teaching skills more effectively, fostering an optimistic attitude towards challenges and change. Guided training provides valuable feedback that helps students understand what needs improvement and how to address it.

D. CONCLUSION

Based on the research findings, it can be concluded that there is an improvement in basic teaching skills through guided training in microteaching. The first practice in microteaching had a score of 63.80, the second practice had a score of 77.22, and the third practice had a score of 83.75. The percentage increase in the students' basic teaching skills through guided training in microteaching from the first to the second practice was 21.03%, the increase from the second to the third practice was 8.45%, and the overall increase from the first to the third practice was 31.26%.

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