

The Effectiveness Of Micro Teaching Courses In Supporting The Success Of Arabic Language Students At Uin Datokarama Hammer On Field Experience Practice

Nur Azizah^{1*} Adawiyah S.Pettalongi² & Saude Saude³

¹ Islamic Religius Education Study Program State Islamic University Datokarama Palu, Indonesia

² State Islamic University Datokarama Palu, Indonesia

³ State Islamic University Datokarama Palu, Indonesia

*Corresponding Author: Nur Azizah E-mail Nhurazizah1201000@gmail.com

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ABSTRACT

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This preparation aims to determine the effectiveness of micro teaching courses in supporting the success of students in field experience practice. Micro teaching courses are an important aspect for students before going down in carrying out field experience practice (PPL) in schools, research using qualitative research. This study involved micro teaching lecturers and students as the first respondents. At the Faculty of Trabiyah and Teacher Science, micro teaching courses have been obtained and taught to prospective teacher students to prepare competent prospective teacher students before participating in Field Experience Practices (PPL) activities in schools that have been determined by the campus or those responsible. The results of this study are expected to contribute to increasing the effectiveness of micro teaching courses in supporting student success in field experience practice.

1. Introduction

Education is one thing that is needed for loyal individuals, in order to achieve or know the progress and quality of a nation. So it can be said that the success or progress of a bagsa or country can be seen from its education system. In the education system, the main target is to improve human resources (HR) to improve life both individually, society and nation.

One of the factors that can influence the success of education is the teacher. Therefore, teachers must meet the criteria set out in the education system. When someone serves as a teacher, it is not an easy thing to just stand and convey the material that is mastered in front of the class to students. However, there are many demands that must be mastered by every teacher who will teach both in terms of classroom management, how the teacher interacts with students so that students do not easily feel bored in the ongoing learning process so that students are able to achieve the desired learning objectives here learning is a complex process. Given the complexity of the learning process, for every prospective teacher student, teaching skills must always be trained and developed, so that maximum and professional abilities can be obtained. One of the efforts to prepare the ability of prospective teachers to face the complex learning tasks can be done through a process of training or learning by using a simplified learning model or more popularly called microteaching courses.

¹Nur Azizah is a Student of Islamic Religius Education Study Program at Postgraduate School, State Islamic University Datokarama Palu, Indonesia. This paper was presented at the 2nd International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2023, as a presenter, held by the Postgraduate School State Islamic University Datokarama Palu, Indonesia.

The Faculty of Tarbiyah and Teacher Science (FTIK), majoring in Arabic language education, is one of the departments that produces prospective Arabic language teachers who are competent and professional. Microteaching course is a practical course obtained by PBA students in level III even semester of Universitas Islam Negri (UIN) Palu to prepare prospective teacher students before participating in field practice activities (PPL) to schools or madrasahs that have been appointed by the PPL team as a place of teaching practice, so that microteaching has an important role in supporting the success of students in conducting field practice.

Microteaching is a learning training to prepare students to have teaching skills that are in accordance with the teacher's potential both in preparing learning tools, as well as implementing learning so that students who will carry out field practice (PPL) are declared ready and declared to have passed by the microteaching team. Field experience program (PPL) as a final program in the teacher curriculum structure, aims to actualize the various abilities that have been learned through lecture activities in campus. Teaching practice activities through the PPL program are expected to be a means of practicing students to practice learning activities. learning in an actual learning atmosphere. From the teaching practice activities that have been followed, it is expected to produce prospective teachers who have professional readiness to carry out teaching and other educational tasks in their future teaching places.

2. Literature Review

Micro learning is a training method designed in such a way as to isolate the component parts of the learning process so that prospective teachers/educators can master the skills one by one in a simplified teaching situation. The presence of micro learning (microteaching) has been around for quite a long time, around 1963. With the presence of microteaching, it is considered a program intended to train prospective educators and provide practical experience for prospective teacher students before being deployed directly to schools (PPL) to carry out real practice. So, micro teaching is a teaching practice activity carried out by prospective teachers or educators by simplifying the components of teaching skills such as the number of students, time, learning material in one or two small simplified units.

The presence of micro-learning (microteaching) has been around for a long time, around 1963. With the presence of microteaching, it is considered a program intended to train prospective educators and provide practical experience for prospective teacher students before being deployed directly to schools (PPL) to carry out real practice. Through the micro learning approach, it provides an opportunity for each prospective teacher to practice each element of learning safely, controlled, and controlled, so that prospective teachers can practice optimally so as to get optimal results..Microteaching for prospective teachers serves to provide new experiences for students who will become prospective teachers and give students the opportunity to find themselves as prospective teachers. Micro teaching has many benefits. This is felt starting from the teacher training program, thus the function of microteaching for prospective teachers and teachers:

- 1) Obtaining feedback on their performance in learning. This feedback is in the form of information about strengths and weaknesses. The strengths can be maintained or improved, while the weaknesses can be corrected so that the basic learning skills can be mastered properly.
- 2) Provide opportunities for prospective teachers to discover themselves as prospective teachers.
- 3) Finding models of a teacher's performance in learning, using the results of supervision as a diagnostic and remedial basis to achieve skill goals.

Benefits to those involved, and the process of discovering effective teaching methods. Micro teaching is very useful in the success of teaching training programs for prospective teachers. According to Kpanja, microteaching has been seen as a successful method in the education of prospective teachers and has now been used in several places for teacher professional development. Micro learning as a form of innovation or renewal to prepare and improve the quality of prospective teachers, of course there are new elements in it in fostering and improving the ability of prospective teachers compared to the approach taken before the emergence of microteaching.

The differences that are quite obvious are among others before the existence of micro learning, to foster and improve teaching skills, prospective teachers directly practice in front of the actual class. Of course, as a supervisor of Field Experience Practices, it will have difficulties during the assessment process whether it meets the criteria determined as a professional teacher, where the strengths and weaknesses are as well as those felt by practicing students can have difficulty improving themselves in their teaching abilities, because they do not get input on their strengths and weaknesses during the teaching process. As described above, it can be concluded that micro teaching courses have an important role for prospective teacher students as follows:

- 1) Each student teacher can practice part by part of each teaching skill that he/she must master in a more controlled and controlled manner.
- 2) Each student teacher can find out the level of strengths and weaknesses of each type of teaching skill that must be mastered.
- 3) Each student teacher who has done it passes the observer.
- 4) Each student teacher can do a re-training process to correct deficiencies and to further improve the skills they already have.

In micro teaching, every training activity is carefully planned, then there is strict and careful control to observe every skill that is trained, there is a feedback discussion and recommendations or improvement solutions are submitted. Said by Allen and Ryan "micro teaching allows for the increased control of practice". With micro learning, it is intended to increase control over every aspect that is trained, so that from this control valuable input will be obtained to improve professionalism.

3. Methodology

The type of research used is qualitative approach research, because it requires an explanation of the mastery of students in conducting microteaching practices. The location of this research is at Datokarama State Islamic University in Palu. This research was conducted officially and obtained a research permit from the campus, especially at the Tarbiyah faculty, majoring in Arabic, so that this research was known by informants at the research location. This is intended so that the author can work with informants who have a close relationship with the author's research, so that the obstacles known during the research can be resolved. Throughout the research activities the author was present as a full participant without being represented by anyone from another party. In this study, the authors obtained data from the field during the research process, in the form of information about the mastery of students' abilities in micro teaching practices in Arabic language education students. The data obtained came from microteaching course lecturers, Arabic language education students, as well as facilities and infrastructure that have a relationship with this research. The data collection techniques by means of observation, interviews and documentation.

Then the data analysis technique used is data reduction, namely the author summarizes some data obtained from the field, then takes some data that represents it to be included in this discussion. Data presentation is the process of displaying data that has been collected by researchers as a basis for drawing the right conclusions. After the amount of data is collected by taking some data from the total amount available. Next is to present the data into the core of the discussion of the results of the field research obtained. Data verification is a number of data and information that enter the discussion of this research will be selected for validity and truth so that the data included in this discussion are data whose accuracy is not in doubt. In this case the author examines the effectiveness of microteaching courses in supporting the success of students in field experience practice. Trakhir is checking the validity of the data, checking the validity of the data is also intended so that there is no doubt about the data obtained both from the author himself and the reader so that in the future no one will be harmed, especially the author who took his time and devoted all his energy to compiling this scientific work. Checking the validity of the data is applied in this study so that the data obtained is guaranteed its validity and reliability, in this case the author conducts a review, whether the facts as a result of the research are valid.

4. Results and Discussion

Historically, the Arabic language education study program in the tarbiyah department of STAIN Datokarama Palu was established in 1997 based on the decree of the President of the Republic of Indonesia No.11 of 1997 dated March 21, 1997. More specifically, the Arabic language education study program which now stands as an Arabic language education department, has a very big responsibility in an effort to foster and develop the potential of students in this country who have professional competence in the field of Arabic language learning, research and have broad religious thoughts and insights and are not exclusive.

At the Faculty of Trabiayah and Teacher Science, micro teaching courses have been obtained and taught to prospective

teacher students including Arabic Language Education students in level III even semester of Universitas Islam Negri (UIN) Palu to prepare competent prospective teacher students before participating in Field Experience Practices (PPL) activities in schools that have been determined by the campus or those responsible.

In the micro teaching course, students will be guided on how to teach well so that in the field of "field experience practice (PPL)" students are able to teach well. Micro teaching courses are also courses that determine whether or not students can participate in field experience practice (PPL), before doing teaching practice, of course, students will be given theoretical provision in advance about what needs to be done and what needs to be prepared by students when practicing students know the basics and theories of learning, teaching skills related to learning, lesson plans and other media that will be needed when teaching.

"For students who do not pass and still have time to improve, they will be given relief, namely two retries, after performing, they will be corrected both in terms of shortcomings and advantages through the supervisor and their peers who are in the room. When doing micro teaching in. Then from there it will be known what needs to be improved and improved so that it has the capital to dare to appear in class and when it comes down to Field Experience Practice (PPL) already has capital at least courage and experience teaching in front of the class. What if when doing teaching practice students are still not capable and still have many mistakes, they will be given two opportunities to repeat and improve what is lacking in the teaching process, because when carrying out the practice there are several parts in it, namely teachers, students and supervisors (supervisors).

5. Conclusion

Micro teaching is a practical course that students do as a prerequisite when going down in Field Experience Practice (PPL) at schools that have been determined from the campus in order to practice what has been obtained during micro practice on campus, the difference is that in micro practice students will carry out the teaching process with a short / limited to a minimum of 15 minutes while in field experience practice the teaching process follows the rules at school can be 1-2 hours in one meeting. In this study, researchers concluded that micro teaching courses are very effective for prospective teacher students who will take part in field experience practices because students who have taken micro teaching courses already understand the basics of what is done when practicing in schools starting from making rpp and teaching processes in the classroom from opening to closing the teaching process.

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