

The Linkage of Online Microteaching Programs Helping Prospective Teacher Students Practice Reflective Thinking about Teaching Skills

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Abstract.

Improving students' teaching abilities, including microteaching, which is carried out online to maintain the quality of teaching abilities, teaching performance, as well as a good and structured teaching experience, is one way to increase graduates of educational faculties who are able to be competitive. With quality teaching skills that affect the ability to master the class and improve learning outcomes according to standards, it is expected to increase competitiveness through human resources who are able to turn challenges into opportunities. This research is a quasi-experimental research conducted on students in Universitas PGRI Semarang. The aim of the research is to find out the linkage of online microteaching programs that can help prospective teacher students practice reflective thinking about teaching skills through teaching practice, making learning model guides, and learning descriptions as an effort to prepare prospective teachers with quality teaching skills and experience. Every activity applied in the learning process is used as a reference for teachers to effectively help students develop communication skills through teaching skills.

Keywords: microteaching online, reflective thinking, teaching skills

Introduction

One of the most important factors in promoting and developing the quality of education and the teaching process is the teacher. Therefore, it is very important to provide training programs to educate teachers so that in their future careers as teachers they will be able to compete with the world's rapidly developing era. At this time, education has become the main tool so that it can always go hand in hand with changes in the world so that it can survive all forms of changes in the world's development so rapidly. Therefore, teachers are the main and vital part in education which has an important role in educating the nation's life so that the quality of teachers is very important for society and the nation (Karlström, Hamza, Karlström, & Hamza, 2019).

Teachers are expected to have knowledge and teaching skills that are able to balance the standards for student learning. Furthermore, teachers have a lot of responsibilities and attributes where they are expected to be able to become experts and experts for their profession, including

responsibility for the success of learning and education of students. Traditionally, teachers are considered as educational agents who have a very strong influence on the mental, emotional, and social development of students (Johnson & Dellagnelo, 2013; Veronika, Livia, Anna, & Eva, 2018). Dalam hal ini, guru yang profesional diharapkan memiliki kepribadian yang memotivasi, berorientasi terhadap kesuksesan, bersikap profesional, ketrampilan manajemen kelas, ketrampilan profesional, dan serta kemampuan beradaptasi, fleksibel, dan berpengetahuan. Karakteristik dari guru yang baik dan dibutuhkan pada abad 21 adalah guru yang memiliki cara berpikir yang kritis, kreatifitas, kemampuan mengatasi masalah, kemampuan menggunakan teknologi informasi, mempunyai kesadaran global, literasi lingkungan, kesadaran ekonomis, dan pengetahuan tentang kesehatan (He & Yan, 2011; Kilic, 2010; Markovic & Axmann, 2007).

As a multi-aspect approach, online microteaching integrates teaching strategies that are packaged in the form of videos equipped with feedback guidelines that must be filled in by the supervisor for the development of further teaching video performances. Feedback or input from supervisors and fellow practitioners will help prospective teacher students understand the strengths and weaknesses in their teaching practice. Furthermore, the discussion forums through the Zoom, Google Meet, SPADA, and WAG platforms involve comments and criticisms from both supervisors and fellow student teacher candidates, as well as communication regarding strategies and content of teaching delivered through video recordings. There are lots of research that investigates the facets of microteaching, but only few that undergo the study related to microteaching online in connection with reflective thinking skills. Thus, this study is trying to find out the linkage of online microteaching programs that helps prospective teacher students practice reflective thinking about teaching skills.

Literature Review

History and Definition of Microteaching Learning

The term microteaching was first introduced in 1960 by Dwight Allen is a teacher training laboratory technique in which the complexity of teaching is simplified and focused on parts of teaching skills separately in micro-learning sessions. The term microteaching was first introduced in 1960 by Dwight Allen is a teacher training laboratory technique in which the complexity of teaching is simplified and focused on parts of teaching skills separately in micro-learning sessions (J. Allen, Rowan, & Singh, 2020; Cooper & Allen, 1967).

Microteaching was developed at Stanford University with the aim of improving teachers' verbal and nonverbal skills in speaking and appearance in general. This educational program implies micro elements that systematically seek to simplify the complexities of the teaching process". This teaching model then spread to a number of universities in America and Europe in teacher education programs. Then in 1971, microteaching began to develop in the Asian region, especially Malaysia, the Philippines, and Indonesia. Micro learning is essentially an approach or learning model to train the appearance/teaching skills of teachers through part by part of each of these basic teaching skills, which is carried out in a controlled and sustainable manner in a learning situation (Bridging the school placement gap with peer micro-teaching lesson study, n.d.; Sessions, 2016).

The word microteaching comes from two words, namely micro and teaching. Micro means small, limited, and narrow, while teaching means educating or teaching. Microteaching means a teaching activity where everything is minimized or simplified. In other words, microteaching is an action or teaching and learning exercise activity in a laboratory situation. Microteaching can be described as a “minimized” teaching process, designed to develop new skills and improve existing skills (Arifmiboy, Iswari, Jamna, & Agustina, 2017; He & Yan, 2011; Series, 2019).

Dwight Allen (D. Allen, 2019), defines microteaching as a teaching situation that is carried out in a limited time and number of students, namely for 5-20 minutes with a total of 3-10 students. Microteaching is a performance training method designed to limit the components of the learning process so that the practitioner can master the components one by one in a simple teaching situation where the training procedure is equipped with laboratory tools, aiming to simplify the complexity of the conventional teaching and learning process.

Teachers with Reflective Thinking

Bolton & Delderfield (2018) say that practicing to be reflective will enable prospective professional teachers to learn from themselves, study, work, and experience how they relate to their social environment with family, coworkers, and society. Dewey (in Suharna, 2018) says that there are two roles of teachers in reflective thinking. First, the teacher must be an observer of students in the classroom by knowing all the conditions that can make conditions better or worse. Second, teachers must know how to organize the environment to support student learning. By knowing what is best for their students, reflective teachers can improve their professionalism. This is in line with the opinion of Cartee, et al (in Wuisan, 2015) reflective teachers are teachers who always test their reactions to students and their actions aim to understand students more closely through activities in the school environment, discussing them and reading books to improve their professionalism.

According to Imawanty & Fransiska (2019), reflective teachers are teachers who are able to use assessment of learning outcomes to improve the quality of their teaching and know when their teaching strategies are less than optimal so that they can help students achieve learning success. Furthermore, Schön (in Tajik & Pakzad, 2016) reflective teachers are teachers who critically examine their practice, generate new ideas on how to improve their performance that will affect student learning and put those ideas into practice. Therefore, a reflective teacher is a teacher who wants to learn to always want to improve his shortcomings in teaching, find new ideas to find the right solution from his shortcomings and realize it to help students achieve learning success.

Theoretical Overview of Online Microteaching

Many experts have synthesized and introduced various settings for various micro-teaching purposes. It begins by designing opportunities for novice teachers to experience teaching. This practice is related to activities to improve the quality of teaching in the school environment (Majoni, 2017; Ur, 2019). Others have introduced microteaching as a collegial setting, where colleagues and colleagues sit together to increase their capacity in several skill areas: interviewing, mentoring, clinical activities, and other reflective practices. These practices are primarily aimed at seeking the potential for skill enhancement for a particular job purpose or position. Instructionally, several practitioners have demonstrated their practice of incorporating video recording and video conferencing as part of their delivery method and evaluation process. The integration of such videos into microteaching is often found on

YouTube. Both pre-service for student teachers and lecturers agree to share their practice with the public (Deneme, 2020; Yuan, Mak, & Yang, 2020).

Based on the explanation above, it is evident that microteaching is very supportive of teaching practice training activities aimed at improving critical thinking skills and self-reflection of prospective teacher students. In order to align teaching practice training techniques according to the mainstream of 21st century education skills, this study will argue that a multifaceted approach of microteaching can be applied through online learning. Online microteaching integrates video-recorded teaching strategies with follow-up in the form of feedback from supervisors and student teacher candidates. This technique helps prospective teacher students benefit from self-reflection and the process of improving critical thinking skills that are not only based on comments from fellow student teachers but also from supervisors (Yuan et al., 2020).

Method

This study was quasi-experimental with one group pretest posttest design. The samples were determined using a purposive sampling technique resulted in a total of 24 prospective teachers in Universitas PGRI Semarang. Data were collected through observational tests equipped with rubric assessment, then analyzed using the t-test.

Finding and Discussion

The rapid development of science and technology requires universities to prepare competent human resources in their fields, one of which is the ability to teach in their environment and people around the world in English which is considered an international language in the world. To improve the ability of prospective teacher students in good teaching skills in English, strategic efforts are needed, one of which is a microteaching program designed according to the needs of lecturers or faculties either online, offline, or blended learning. Therefore, PGRI Semarang University moves quickly in improving the ability of prospective teacher students to have teaching skills in English through online microteaching assessment designs.

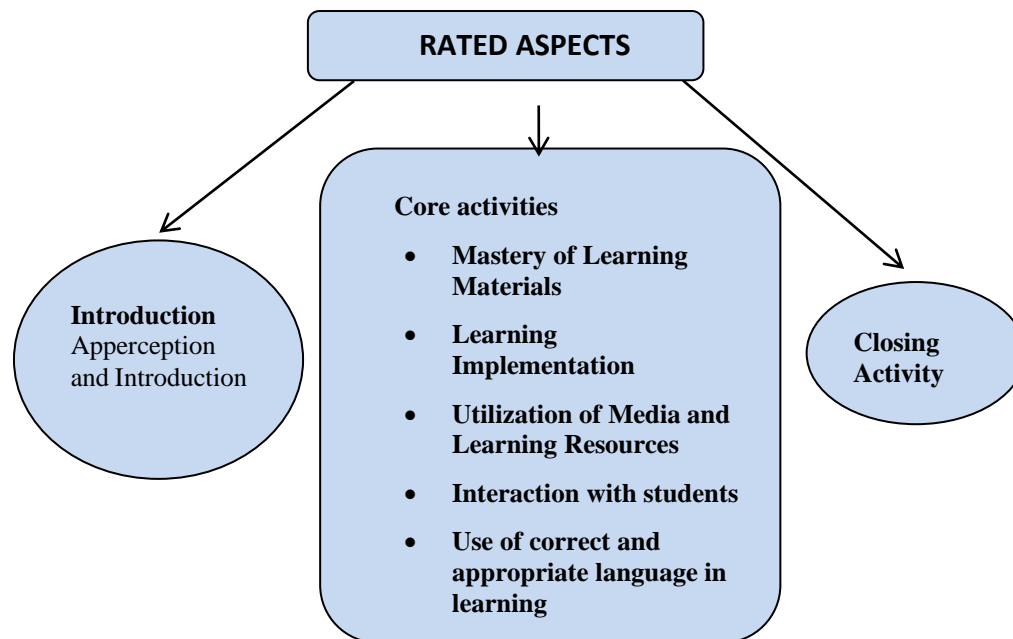


Figure 1 LEARNING IMPLEMENTATION ASSESSMENT INSTRUMENTS

In the practice of online microteaching, there are three main things that prospective teacher students need to pay attention to, train and develop, namely introduction, core activity, and closing. In preliminary activities, prospective teacher students are expected to develop apperception and preliminary teaching skills. Among them are building religious attitudes in accordance with the teachings of the religion they adhere to, building student motivation to learn, giving apperception, and conveying the steps of learning activities and competencies to be assessed.

The next teaching skill that needs to be trained and developed by prospective teacher students is the core activity. The first is the ability to master learning materials by adapting learning materials to learning objectives, linking learning materials with other knowledge relevant to everyday life, presenting material discussions appropriately, completely, and systematically.

The second is the implementation of learning where student teacher candidates will practice a lot how to carry out learning according to the lesson plan framework, interactively, inspiring and multifaceted, interesting, fun, and learn more. In addition, student teacher candidates also practice and develop challenging learning implementations, motivate students, foster creativity, foster independent thinking, foster a literacy culture, and develop students' questioning skills.

Teaching skills at the core activity points that need to be trained and developed by prospective teacher students are the use of media and learning resources that accommodate technological developments, demonstrate skills in using learning media and learning resources, involve students in the use of learning media and learning resources that are able to generate messages interesting and impressive.

Teaching skills in the next core activity are interactions with students that foster active participation, give a positive response, show an open attitude, grow the joy and enthusiasm of students, and show conducive and constructive personal relationships. Student teacher candidates must also understand how to apply the correct and appropriate use of language in learning as a part that must be developed in the implementation of core skills in teaching.

The last teaching skill in the implementation of learning is the closing activity. In this skill, student teacher candidates will practice how to make summaries by involving students and carrying out learning assessments, providing follow-up on assessment results and reflecting on learning.

Furthermore, to find out the difference in the average of the two samples of paired data, namely the ability to carry out learning for prospective teacher students on the results of the pre-test and post-test whether a treatment has a certain effect or not, the pre-test and post-test data are tested using Paired- Sample T Test with the following results:

Table 1. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-Test - Teaching Practice	96.2865	20	1.90297	.42552
Post-Test - Teaching Practice	97.1880	20	1.98507	.44388

Table 1 Paired Samples Statistics shows the increase in the average value of the Learning Implementation of prospective teacher students from Pre-test (96.2865) to Post-test (97.1880).

Table 2. Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre-Test - Teaching Practice & Post-Test - Teaching Practice	20	.341	.141

Table 2 Paired Samples Correlations analyzes whether there is a significant relationship between the pre-test scores of prospective teacher students and the post-test scores of prospective teacher students. It appears that the Correlation value (.341) by looking at the value of Sig. (0.000) < . So it can be concluded that the Pre-test and Post-test have a significant relationship.

Table 3. Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Me an	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-Test - P Teaching Practice - air 1 Post-Test - Teaching Practice	-9 0150	2.2327 4	.49925	-1.9464 5	.14345	-1. 806	19	.001

Table 3 Paired Samples Test, the first is to show the difference in the mean of the Pre-test and Post-test and the standard deviation of the difference in the mean. Then the second is to test whether the Pre-test and Post-test scores have increased significantly, so the hypothesis can be made: = The increase in the Pre-test and Post-test Learning Implementation scores is not significant. The value of t count (-1.806) indicates that the value of Sig. (2-tailed) is 0.001. Because Sig. (2-tailed) (0.001) < (0.025), then it is rejected. So the increase in the value of the Pre-test and Post-test Learning Implementation is significant.

Teachers play an important role in the education system because a pedagogical program is said to be adequate and efficient if education is able to provide experienced, highly knowledgeable and motivated teachers to carry out methodological issues in educational teaching as well as possible. In addition, some researchers have shown that teacher evaluation has a positive impact on the teaching and learning process which is considered to be an important point in the education system. Based on the statement above, it is very important for universities that have faculty of education to have outstanding programs that can increase the learning power of prospective teacher students to have deeper knowledge, skills, and insights in teaching performance and education. Life skills that can enhance their careers as professional teachers in the future.

The results show that in the online microteaching system, students will have good teaching skills if their application is supported by reflective thinking skills at the beginning and end of the learning process. This is in line with what was stated by (Handayani, 2018). Furthermore, the results of this study also support the statement from Ledger & Fischetti (Ledger & Fischetti, 2019) that mastery of learning materials, mastery and selection of media and learning resources are part of teaching skills that need to be trained and possessed by prospective teacher students, all of which are reflected in the ability to think reflectively.

Although in this study the microteaching program was carried out online, it did not reduce the criteria for training and development in which student teacher candidates continued to practice and develop maximally teaching skills such as opening and closing learning skills, explaining skills, questioning skills, reinforcement skills, variety skills. , skills in guiding small group discussions, and skills in managing classes which strongly confirm previous research that

has been carried out by many previous researchers (Cristina et al., 2016; Darmayenti, Besral, & Kustati, 2019; Handayani, 2018; Seidman, 1968).

Conclusion

The learning scenario for the implementation of online microteaching assessment includes three main components of student competency assessment: (1) the ability to prepare lesson plans or lesson plans, (2) teaching skills in the practice of implementing learning, and (3) personality and social competencies.

In the practice of online microteaching, there are three main things that prospective teacher students need to pay attention to, train and develop, namely introduction, core activity, and closing. The results of the analysis of research data on the assessment of learning implementation show the difference in the average of the two paired data samples that were tested using the Paired-Sample T Test with the following results: The Paired Samples Statistics table shows an increase in the average value of the learning implementation of prospective teacher students from the Pre-test (96.2865) to Post-test (97.1880). The results of the research data analysis also show that the Correlation value (.341) by looking at the value of Sig. (0.000) < . So it can be concluded that the Pre-test and Post-test have a significant relationship. The value of t count (-1.806) indicates that the value of Sig. (2-tailed) is 0.001. Because Sig. (2-tailed) (0.001) < (0.025), then it is rejected. So the increase in the value of the Pre-test and Post-test Learning Implementation is significant.

Professional and competent teachers are teacher standards that must be achieved by prospective teacher students at PGRI Semarang University. Therefore, student teacher candidates need to be trained to develop and practice 3 core teaching skills which include three main things in outline, namely the ability to prepare and design lesson plans or lesson plans, implementation of learning, and personality and social competencies.

In the era of globalization, the scope of the workforce continues to expand across the country. This, on the one hand, opens up very wide job and career opportunities, but on the other hand it will make job competition tougher. Job competition is no longer only with people in this country, but also people around the world. The ability to speak English also makes it easier to adapt to a new environment.

Therefore, it is very important to prepare students, especially Universitas PGRI Semarang students to have professional teaching skills and have an identity with teaching standard criteria that have met the Learning Implementation assessment format consisting of 39 points so that they are ready to compete in the globalization era and are ready to face the MEA.

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