

A Planning Design of Micro-Teaching Course (Study from University of Riau – Indonesia)

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ABSTRACT

Micro-Teaching is known as a teaching laboratory to create future professional teachers. It is pointed that Micro-Teaching is essential. Unfortunately, the courses of Micro-Teaching are taught by a number of lecturers with varied syllabus. This study is intended to provide a Planning design to Micro-Teaching courses that will be used as a standard guideline lecturing in the Department of Economics Education Faculty of Education in Riau University. Data is gained from study literature and is analyzed by doing emphasis on content analysis technique and further supported by interview and Focus Group Discussion (FGD) techniques. We found that the Planning Design is basically encompasses four elements that must be performed sequentially: Micro teaching comprehension; Observing learning models, Preparing Lesson plan, and Practicing the 11 teaching skills. Those 4 elements are set in the syllabus document of Micro Teaching which is presented across 16 times of learning activities.

Keywords: University; education, planning design, Micro-teaching

1. Introduction

The main purpose of the Institutions of Personnel for Education (LPTK) including the Faculty of Education is to create professional teachers in their fields. This means that the professionalism of teachers has become something worthy in line with quality of education [1]. We have to realize that the quality of the nation's future depends on education, especially formal education [2]. Therefore it is not debatable to mention that every graduates of the Institute of Personnel for Education, or the Faculty of Education, is required to have the ability to carry out his duties excellent as an educator/teacher [3].

It is necessary to pay attention to the theory of teachers' competencies which is consisted of three dimensions: (1) the nature of the noble personality, (2) mastering of fields of study, and (3) teaching skills or education skills [3]. The third dimension of teachers' competency is closely to the characteristic of educational bachelor. Therefore, teaching skills or education skills are the most dominant element to accomplish institution objectives. This specific theory especially the third dimension reflects the notion that professional teachers are not born but must be created/shaped; and an effort to achieve the intention could be fulfilled through courses which are categorized to pedagogic and strategic, one of which is Micro-teaching [4].

Micro teaching is one approach or method to train the teaching performances conducted in a "micro" or simplified. This simplification is related with each component of learning, for

example in terms of time, material, number of students, type of teaching basic skills practiced, the use of methods and media, and other elements of learning [5]. Moreover Dadang Sukirman argues that a micro teaching is also a process to train pre-service teachers as well as to train, develop, and improve teaching skills to whom already being teachers, commonly we call in-service training [6]. The objective of its simplification, explained by Theo Hug, is to nurture and advance pedagogical skills (acquisition of skills in teaching) [6]. According to Jerich, and Rohani, study about micro teaching initially has developed in the University of Stanford in 1963 in order to figure out a proper training method more effectively for teachers' candidates or pre-service teachers. Teaching is a combination amongst intellectual ability, teaching skills, talents, and art that totally could be developed through learning and experiencing, so that one's teaching skills should be trained continuously[7]. Micro teaching confirmed as a noble method to develop skills of teachers candidates. This is stated by Kpanja as referred by Abdurrahman KILIC that Micro teaching has been viewed as a successful method in teacher candidates education and being used in several places, stages of professional development for some time now. It is especially used to improve teacher candidates' pedagogical skills[8]. Similar statement stated by Fernandez that Microteaching is an effective teaching method that is used for the professional development of pre-service and in-service teachers[9].

The implementation of Micro-teaching courses in the Department of Economic Education at the Faculty of Education University of Riau is carried out by six lecturers; unfortunately it has been conducted for years without guided by any certain standard. Moreover, lecturers have their own standards concerning with content, implementation procedures, as well as different assessment. This condition causes students' achievement in different level of competencies. The same marking could reflect different level of competencies.

Considering the importance of Micro-teaching, in order to keep the quality and the consistency of the lecturing implementation efficiently and effectively, it is necessary to formulate micro teaching lectures standardization so that it can be used as the standard guidelines for the implementation of Micro-teaching itself effectively.

The term of standardization can be state as ... the activity of establishing, with regard to actual or potential problems, provisions for common and repeated use, aimed at the achievement of the optimum degree of order in the given context ". So, standardization is a set of activities, with regard to issues that need to be addressed; these activities are often repetitive and of achieving the intended result/product optimally. Specifically, activities within the standardization consist of formulating, disseminating and implementing standards or documents [3]. While Micro-teaching, R.N. Jensen defines it as a system that allows a prospective teacher to develop skills in applying specific teaching techniques [10]. Mc. Laughlin & Moulton also define Micro-teaching is as designed performance training method to isolate the component part of the teaching process, so that the trainees can master each component one by one in a simplified teaching situation [11]. Referring to the two experts' opinions, it means that through various types of activities in the course of Micro teaching, students involved in the course should have the knowledge, attitudes, and master in any component of teaching skills.

From this research, we would produce a design of guidelines for planning standard of Micro-teaching course at on the Department of Economic Education Faculty of Education University of Riau.

2. Research Methods

This research is categorized as a development research aimed to develop a planning design for Micro-teaching course. The design is developed refer to the references obtained from library research which is conducted in the following stages: (1) Identify and develop your topic

- (2) Find background information
- (3) Find books, find articles, find Internet resources, find video
- (4) Evaluate what you find
- (5) Cite what you find
- (6) Library vocabulary: common terms defined [12].

A variety of documentation of library study sourced from books, scientific articles, and other written documents relevant to the micro-teaching, then analyzed with the technique of content analysis. In this technique we figure out data to answer every research stage, then supported further by data obtained from interview and Focus Group Discussion (FGD) techniques.

3. Result and Discussion

According to the stages of library research stated on the research methods, the results of each of stages are as follows.

3.1. Identify and develop your topic

The core problem of the research is a planning design for the standardization of Micro-teaching course. We, research members, identify and develop this topic through several discussions and we come to a narrow specific problem of the research, namely 'the content standard of micro teaching course'.

3.2. Find background information

We determine the content standard as a specific problem of the research started from the information of the Eight National Education Standards applied in Indonesia, to be precisely standards of Graduates competency, Learning content, Process, Assessment, Teachers and education personnel, Facilities and infrastructure, Management, and Financing [11,138]. One of those 8 national standard that we discuss is the content standards which play an important part of Micro-teaching learning process.

3.3. Find books, find articles, find internet resources, find video

We search variety books, journal, and other additional literatures; we also meet several experts in educational and learning fields in the form of FGDs; we come to the result as follow:

The procedure of Micro-teaching learning is carried out likely a cycle, as follows: (1) understand the theory of teaching skills, (2) discuss the principles and skills that should be

perform, (3) practice teaching skills with friends for 10-15 minutes, (4) videotape and watch the video-recorded as an input to the skills improvement over the skills already trained [5]. There are five steps to be taken in Micro-teaching learning process, namely: (1) introduce the concept of Micro-teaching; (2) present several learning models and do discussions, (3) plan and prepare of teaching performance, (4) teaching practice, and (5) discussion of feedback [10].

Relation to teaching practice, Allen and Ryan, stating some typea of teaching skills, include: a) skills of opening the lesson, b) closing the lesson, c) explaining, d) handling a variety of stimulus, e) questioning, f) questioing further, g) giving feedback and reinforcement, h) guiding the discussion, i) teaching small groups and individuals, j) creating illustrations and examples, and k) managing classroom [6].

Referring to several experts mentioned earlier, we could underline that Micro-teaching courses has several procedures:

- (1) introduction of the concept of micro learning,
- (2) discuss the principles and skills that must be done
- (3) the presentation of the model and discussion,
- (4) planning/preparation to do teaching,
- (5) practicing with friends for 10-15 minutes,
- (6) record the video, and
- (7) watch the video recorded as an input to the skills improvement over the skills already trained

Those procedure is developed by Kartikowati, Gimin, and Haryana in their study. They modified the initially Model of LCMT – Learning Centre Micro Teaching by adding the concept of Teamwork. This study concluded a significant influence on applying the Model LCMT+)Teamwork toward some discussed component of micro teaching over students. The improvement average of students' teaching training on 48% compare to previous achievement (without teamwork) [7]. This founding points out the role of teamwork being implementing by students in the process of micro teaching course.

In the meantime, regarding to kind of teaching skills that must be mastered by students involved in Micro-teaching course, there are 11 integrated basic skills [14], namely:

- (1). Setting induction – the skill of opening the lesson;
- (2). Mastering and explaining the material;
- (3). Questioning skills;
- (4). Guiding discussion;
- (5). Teaching variation skills;
- (6). Reinforcement and motivation;

- (7). Class management skills;
- (8). Assessments;
- (9). Using various learning media;
- (10). Using language, performance, movement, and time using.
- (11). Closing the lesson.

Other educational experts states that Micro-teaching learning has at least 4 steps:

- (1) Orientation of briefing, in the orientation activities, the lecturers deliver an explanation about all things related to Micro-teaching.
- (2) Observation, this activity aims to recognize and acquire the real picture in the classroom.
- (3) Limited Skills Training, the core Micro-teaching is to provide an intensive training, so that students could master various teaching skills.
- (4) Integrated Skills Training (LKTP), this exercise is a further form of limited skills.

Of those teaching skills discussed above, it could be formed into three phases that must be carried out during the briefing session of teaching skill, to mention: Cognitive phase, Training phase, and Feedback phase.

On the other hand, Fenrich has a different point of view. He explains that development guidebook is a systematic process of ongoing activities”, as displayed on Figure 1. [5].

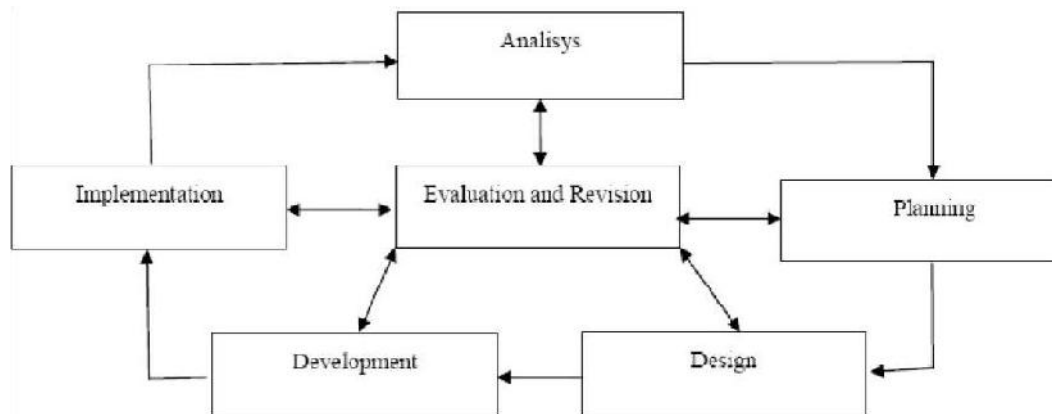


FIGURE 1. Instructional Development Cycle

According to Fenrich... ‘Instructional development cycle include phase analysis, planning, design, development, implementation, evaluation and revision. Phase evaluation and revision is an ongoing activity conducted in each phase along the development cycle. So after each phase, that will be evaluated on the results of these activities, then revised according to the results of evaluation, to the next phase’[5]. It is combine by Kartikowati’s et.al. research (2014) as mentioned earlier which is come to the developed design, to mention that the study has verified empirically and theoretically over the power of kelompok/teamwork within micro teaching course. The design is displayed as follow:

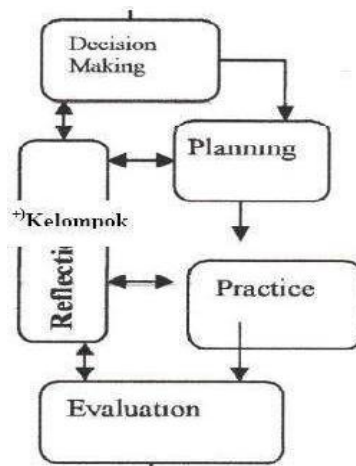


FIGURE 2. Design Model of LCMT+Kelompok/Teamwork.

3.4. Evaluate what you find

The fourth activity of this study is the procedure of Evaluate what you find. This activity is done by evaluating the findings of theoretical studies in the third part related to "a planning design of Micro-teaching courses".

3.5. Cite what you find

One of the basic principles underlying micro-teaching program is "planned" [13], including: (1) the material, (2) methods, (3) the purpose, (4) teaching and learning activities, (5) aids that used, (6) the behavior, and (7) performance [10].

Based on the findings of material content, as well as planning contents as described above, then we arrange The competency standard and Material of Micro teaching, as described on Table 1.

TABLE 1. Basic Competencies and Core Material of Micro-teaching

Basic competencies	Core Material / Sub-Core Material
Understanding the concepts, and the objectives of Micro-teaching course	1. Concept, Nature and Characteristics of Micro-teaching 2. Eleven teaching skills and its characteristics
Being able to analyze learning models.	1. Observing video of learning activity 2. Discussion about the results of the observation
Formulate Lesson plan	1. Curriculum, Syllabus and Lesson plan 2. Formulate lesson plans (lesson plans, teaching materials, worksheets, teaching media, and assessment)

Teaching practice, and discussion of the feedback	<ol style="list-style-type: none"> Teaching practice of 11 teaching skills and video recording. including Setting induction, Explaining the material; Questioning skills; Guiding discussion; Teaching variation skills; Reinforcement and motivation; Class management skills; Assessments; Using various learning media; Using language, performance, movement, and time using; and Closing the lesson as well as observation. Watching video recorded; followed by discussion about the feedback of teaching practice
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3.6. Library vocabulary: common terms defined

After setting a standard of Micro-teaching learning, learning process can be divided into four major parts: (1) mastering the concepts and characteristics of Micro- teaching, (2) Being able to observe learning practice on the basis of 11 basic teaching skills, (3) formulate learning media computer-based learning, and (4) teaching practice. In short, the sequence of Micro-teaching material, the outcome, and the assignment to promote successful learning of Micro- teaching is outlined on Table 2.

TABLE 2. Core competencies, Outcome, and Assignment in Micro Teaching Course

Week & Core Competencies	Outcome	Group Assignment
1. Understand the concept and characteristics of the micro teaching, and 11 teaching basic skills.	<input type="checkbox"/> Understand the concept and characteristics of the micro teaching <input type="checkbox"/> Understand the 11 basic teaching skills.	<input type="checkbox"/> Find out an Economic Curriculum valid for SMA/MA and IPS SMP/MTs
2. Ability to evaluate learning activities (video observation, discussion of the results of observation), and comprehend lesson plan.	<input type="checkbox"/> Ability to evaluate weakness of learning activities <input type="checkbox"/> comprehend lesson plan.	<input type="checkbox"/> Formulate Lesson plan of Economic of SMA/MA
3. Ability to create computer-based learning media (Power point, others)	<input type="checkbox"/> Ability to create computer-based learning media <input type="checkbox"/> Discussion assignments of Lesson Plan.	Revise Lesson plan Formulate Lesson plan of Economic of SMP/MTs
4-5 Teaching practice (10-15 minutes) focuses on: Opening and Closing the lesson	<input type="checkbox"/> Ability to open and close lesson activities in detailed	<input type="checkbox"/> Training to teach for groups <input type="checkbox"/> Two people so observer, Refletion, and Revision

6-8 Integrated teaching practices (25-30 minutes) focuses on Questioning skills and Reinforcement and motivation	<input type="checkbox"/> Ability to perform <input type="checkbox"/> questioning skills <input type="checkbox"/> Ability to perform enforcement, and giving motivation	Training to teaching in groups. Two people so observer, Reflektion, and Revision
9-12 Integrated teaching practices (40-45 min) focused on skills of Guide discussion.	<input type="checkbox"/> Ability to guidance group <input type="checkbox"/> discussion.	Training to teaching in groups Two people so observer, Reflektion, and Revision
13-16 Integrated teaching practices (40-45 min) focused on selected the most appropriate basic teaching skills	<input type="checkbox"/> Ability to select and employ appropriate basic teaching skills	Training to teaching in groups Two people so observer, Reflektion, and Revision

Note:

Must be carried out at any teaching practice across 6-16 times of learning activities

- Teaching skills of Opening, Closing, Explaining, class management, and various of teaching.
- Using various learning media, using proper language, performance, time using, and assessment.

To achieve the outcomes written on Table 2, especially to weeks 4 until 16, students in groups should perform learning activities, based on steps:

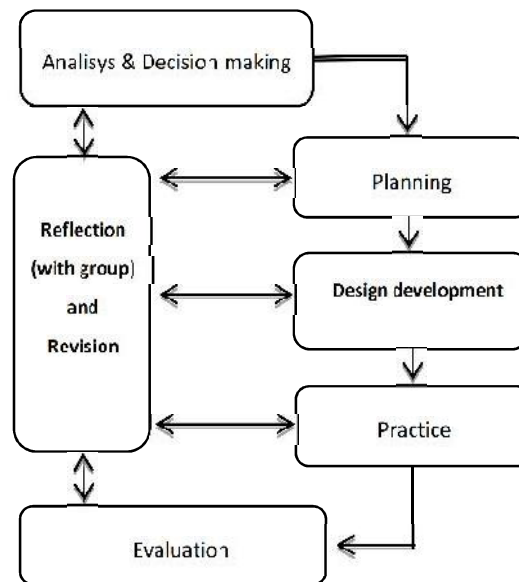


FIGURE 3. Steps on Micro-teaching Course

Steps displayed on Figure 2 explained that at the beginning, students of micro teaching conduct an analysis and decision making in groups about learning objectives as well as supporting learning stuff required, in order to construct lesson plan. Based on such lesson plan, students do teaching practice in small group (10-12 people). The process of teaching

practice should be video recorded, and it is observed by 1-2 persons of other students, accordingly by using observation sheet. The next step is doing evaluation to meet learning objective written in advance, and provide feedback toward one's achievement. Each step of students' learning activities is reflected in groups in order to figure out how far the achievement obtained.

4. Conclusion

It can be concluded that a planning design of Micro-teaching encompasses four elements: Understanding the concepts, and the objectives of Micro-teaching course, observation and evaluation model of learning implementation, Formulate Lesson plan, and Teaching practice over 11 basic teaching skills orderly, as follow: (1) Teaching practice (10-15 minutes) focuses on: Opening and Closing the lesson; (2) Integrated teaching practices, focuses on Questioning skills and Reinforcement and motivation; (3) Integrated teaching practices, focused on skills of Guide discussion; (4) Integrated teaching practices, focused on selected the most appropriate basic teaching skills. Within the integrated teaching training, in spite of being focused on training skills, other skills that should be practiced are: opening and closing teaching skills, mastering in explaining the material; using a variety of learning media; classroom management; held a variety of teaching; using language, performance and movements, as well as time using and assessment.

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