

Analysis of Microteaching Implementation of PGSD Students at Muhammadiyah Purworejo University

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1. Abstract

Research conducted to describe the skills to open and close learning, the skills to hold variations, provide reinforcement, and lead small group discussions in PGSD (Elementary School Teacher Education) students semester VI of Universitas Muhammadiyah Purworejo. This study aims to determine in which category PGSD (Elementary School Teacher Education) students in semester VI carry out training as teachers in opening and closing learning skills, variation holding skills, strengthening skills, and leading small group discussion skills. The methods used in research are qualitative methods and literature studies. The source of data from the study was 7 students of Muhammadiyah Purworejo University PGSD (Elementary School Teacher Education) study program. The results of the research of PGSD (Elementary School Teacher Education) students in semester VI of the University of Muhammadiyah Purworejo as prospective teachers seen from several indicators that exist in several components of learning are generally included in the category of both in carrying out skills in opening and closing learning, skills in holding variations, providing reinforcement, and leading small group discussions.

Keywords: *microteaching, teaching skills, skills component*

2. Introduction

Supporting the achievement of good student learning outcomes, the role of teachers is needed in the implementation of learning or learning activities (Apriansyah & Lindawati, 2022). Teaching is an activity that requires mastery of knowledge, skills, and the cultivation of good values for students (Isnaniah & Imamuddin, 2022). In the implementation of direct learning, teachers really need special skills in teaching. This teaching skill is a person's ability or creativity possessed by a teacher when carrying out learning activities (Susanto, 2022).

The purpose of having teaching skills is to attract the attention of students and learning activities can run efficiently and effectively. Basic skills that are very important for teachers to master include teacher skills in opening and closing in learning, skills to hold variations, provide reinforcement, and lead small group discussions. Opening learning is preparing students mentally and paying attention to the things they will learn (Chera et al., 2022).

Opening and closing skills. Opening a lesson is an effort made by the teacher before starting learning activities to create conditions for students and prepare mentally and focus students' attention on the things to be learned so that students are easier to understand and understand. There are four components of open learning skills including focusing attention and arousing student interest, generating motivation, giving references, and relating lessons that have been learned to new topics. While closing skills are efforts or ways made by a teacher in ending learning. There are 2 components in closing skills. There are 2 components in closing skills including reviewing and evaluation. In closing learning

activities are not only used to end learning activities, but can be used to end each title of the discussion. The skill component of closing learning is reviewing and evaluating.

The basic teaching skills that educators must have next are the skills to hold variations. (Susanti & Janattaka, 2020) The skill of holding variations refers to a person's ability to introduce variation or change in a particular context or situation. It involves creativity, flexibility, and the ability to think beyond predefined boundaries. In the context of education, the skill of holding variations is the ability of a teacher to present learning in different ways, adapt learning methods and strategies, and vary the use of media, materials, or teaching styles. Teachers who have the skills to hold variations are able to provide interesting learning experiences and motivate students, avoid boredom in learning, and present approaches that suit the diverse learning styles of students.

The skill of holding variations is also related to innovation in learning. Teachers who possess these skills can create an engaging and enjoyable learning atmosphere, enrich students' learning experiences, and encourage students' active involvement in the learning process. Overall, skill holds an important variation in creating effective and engaging learning for students. Teachers who are able to vary in learning can achieve learning goals in innovative ways, enrich students' learning experiences, and facilitate better understanding.

Components of skills vary including, variations in teaching there are variations in tone and volume of voice and speed of speech, variations in facial expressions, head / body movements to clarify agreement, narrating students' attention with the silence or silence of the teacher, making eye contact with students, changes in movement, focusing on

students, changing the teacher's position in the classroom, variations in using media and variations in student interaction patterns and activities.

The skill of providing reinforcement is a skill of approval given from educators to students to increase learning motivation (Aini & Pujiastuti, 2020). Based on this understanding, the skill of providing reinforcement consists of several components that can be done by an educator to students. Here is a breakdown of the components of the reinforcement skills already mentioned:

- a. Verbal Reinforcement: Teachers provide verbal reinforcement through sentences that appreciate or give appreciation to the achievements or efforts made by students. For example, teachers use phrases like "Yes, that's great!", "That's exactly the answer!", or other words that show respect for students.
- b. Gesture Reinforcement: The teacher provides reinforcement through gestures or body expressions. This includes facial expressions, body movements, smiles, eye rolls, clapping, head nods, or thumb raising as a form of recognition and appreciation for the efforts or achievements of students.
- c. Reinforcement Approaching Students: Teachers provide reinforcement by approaching students or sitting in their discussion groups to pay more attention to their learning or work activities. By doing this, teachers show interest and concern for learners, which can increase their motivation to learn.
- d. Touch Reinforcement: Teachers provide reinforcement by using polite and appropriate physical touch, such as patting a student's shoulder, shaking hands, or raising a student's hand as a sign of appreciation and encouragement for students.

- e. Reinforcement by Giving Gifts/Marks: Teachers provide reinforcement by giving gifts or tokens of appreciation to students as a form of recognition for their achievements or efforts. This can be in the form of special praise, certificates, stickers, or other small gifts that can motivate learners to continue to excel.
- f. Reinforcement by Providing Fun Work: Teachers provide reinforcement by giving fun tasks or work to learners. For example, the teacher asks a student to help his friend or lead a certain activity. This can create a positive learning atmosphere and increase student motivation in the learning process.

By applying these reinforcement skills, an educator can create a positive learning environment, motivate learners, and increase their involvement in the learning process.

Small group discussion leadership skills are the eighth part of basic teaching skills that are important to acquire as a stage of development of a teacher's pedagogic competence (Vadia et al., 2023). So the skill of leading a small group is the ability of a teacher or facilitator to direct and facilitate discussion between a small group of students. The purpose of leading small group discussions is to encourage collaboration, critical thinking, and exchange of ideas between discussion participants. According to the results of Irawati research (in, Vadia et al., 2023) shows the management aspect of assessment skills in facilitating group discussion is lowest among all other areas of basic education, which is 51% less in the classroom. The skill of leading thematic learning group discussions also does not run optimally in research. Components in the skills to lead small group discussions include the ability to focus students' attention on the purpose or topic of discussion, clarify matters of opinion, analyze student views, spread participation opportunities, and close discussions.

Referring to the background of the research conducted, namely to determine the readiness of University of Muhammadiyah Purworejo students in mastering teaching skills. The teaching skills carried out are, opening and closing skills, variance holding skills, reinforcement skills, and small group discussion leadership skills. Referring to the explanation above, the researcher intends to conduct a study "Analysis of the Implementation of Microteaching for PGSD Students of Muhammadiyah Purworejo University".

3. Methods

1.1. Participant and context

This research uses a type of descriptive qualitative research, namely field research to find out all the symptoms that exist in life, what is happening? Why did it happen?, and how did it happen?. Qualitative research is research that examines the quality of relationships, activities, situations or materials. This means that qualitative research emphasizes more on holistic descriptions that can explain information about what activities or situations are happening (Fadli, 2021). When conducting qualitative research, the main goal is to find facts or phenomena to be easier to understand and allow the development of models that can generate new hypotheses (Hennink et al., 2020). Qualitative research emphasizes researchers' interpretation of how subjects construct meaning from their surroundings and how that meaning influences their behavior.

1.2. Material

The data analysis technique used refers to the book "Educational Research Methods: Quantitative, Qualitative, Combination, R&D, and Action Research," (Sugiyono, 2019) explaining several data collection techniques that can be used in educational research. Here are the data collection techniques used:

1. Observation

Conservation is an activity of observation, recording logically, objectively and rationally related to phenomena both in actual situations and artificial situations to achieve a goal.

2. Documentation

Documentation is the collection of data in the form of relevant documents as accurate evidence from the source. Documents can be photos of activities and questionnaire sheets.

1.3. Data collection and analysis

Data collection is carried out through observation, questionnaires, and documentation. The following is an explanation of the data collection carried out:

1. Observation

Observation is carried out when one of the students simulates learning in class.

2. Documentation

Documentation data is obtained when one of the students simulates learning in class. Hasil dan Diskusi

4. Results and Discussion

Based on the results of research conducted on the implementation of Microteaching by PGSD students of Muhammadiyah Purorejo University, several findings were found as follows:

4.1. Number of Students: There were 8 students who simulated teaching, with 1 male and 7 female. This information shows the composition of student groups involved in Microteaching practices.

4.1. Peer Rating

Each student in each meeting rates their peers who are performing. The assessment is carried out on several aspects, namely the skills to open and close learning, the skills to hold variations, the skills to provide reinforcement, and the skills to lead small group discussions.

4.2. Assessment Conclusion

Based on the assessment of the above-mentioned aspects, it was found that some aspects still did not appear and were not well understood by students. This shows the difficulties faced by students in practicing all aspects of the assessment that have been set.

4.3. Lack of Teaching Practice Hours

The difficulty experienced by students in practicing all aspects of assessment can be attributed to the lack of flying hours in teaching practice. In this context, "flight hours" refers to hands-on practical experience in teaching, which usually requires considerable time and opportunity to develop teaching skills effectively.

Based on these findings, it can be concluded that it is important for students to have more opportunities in teaching practice, both in the form of Microteaching and direct practice in the field. By increasing flight hours in teaching practice, it is hoped that students can overcome the difficulties faced and develop teaching skills better. In addition, there needs to be adequate support and coaching from the university and supervisors to help students face and overcome difficulties in teaching practice.

5. Conclusion

Based on research conducted on PGSD students in semester VI at the University of Muhammadiyah Purworejo, it can be concluded that all of these students have good opening and closing learning skills. They are able to prepare students mentally and attention before learning begins and end learning activities well. In addition, students also have the skills to hold variations in learning, such as variations in tone of voice, facial expressions, media use, and interaction patterns. They are also able to provide reinforcement to students through verbal reinforcement, gestures, approaching students, physical touch, giving gifts/signs, and providing pleasant work. In addition, students also have the skills to lead small group discussions with the ability to focus students' attention, clarify problems, analyze students' views, provide opportunities for participation, and close discussions.

This conclusion is based on qualitative research using observation, questionnaire, and documentation methods on 7 PGSD students at the University of Muhammadiyah Purworejo. This research revealed that PGSD students in semester VI at the university have good teaching skills in the aspects mentioned above.

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