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Analysis of Small Group and Individual Teaching Skills Students of Microteaching Learning

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Abstract: Small group and individual teaching is a form of learning that allows teachers to pay attention to each student, and establish a closer relationship between teachers and students as well as between students and students. This study aims to determine the ability of small group and individual teaching skills possessed by semester VI students of Primary School Teacher Education Study Program for the 2021/2022 academic year in the microteaching course. The basic teaching skills that must exist in a teacher or educator can be divided into eight types of skills. These skills play a very important role and determine the quality of learning, namely: explaining skills, opening and closing skills, questioning skills, skills to provide reinforcement, skills to carry out variations, skills to guide discussions and teach small groups and individuals, and skills to manage classes. To achieve the research objectives, the researcher used the type of research used was descriptive qualitative research to describe descriptively the basic teaching skills of prospective elementary school teacher students in microteaching courses involving 10 students. Data collection was done by direct observation in the form of a questionnaire given to students. Data were analyzed quantitatively and presented in tables.

Keywords: Analysis, Individual Teaching Skills, Small Group Teaching Skills

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INTRODUCTION

Elementary school is the first school that gets a big focus and hope to be able to provide basic concepts for children. Therefore, there should be a correlation between people's expectations and the goals of basic education. The general purpose of basic education is to lay the foundation for intelligence, knowledge, personality, noble character, and skills to live independently and participate in further education.

Education is the main link in the formation of the nation's next generation. The more sophisticated and advanced the quality of education, the more advanced the country is. School is a conscious and appropriate exertion to stimulate, nurture, assist, and guide an individual to grow all his latent capacities to achieve superior self-quality. Education is not just a matter of information processing techniques, even the application of "learning theory" in the classroom or using the results of subject-centered "achievement exams". Education is a complex endeavor to adapt culture to the needs of its members and to adapt its members to the way they know the needs of the culture. According to Ki Hajar Dewantoro, education generally means efforts to promote the growth of character (inner strength, character), mind (intellect), and the child's body.

Some experts formulate the notion of learning including according to Syaiful Sagala in Ramayulis, learning is teaching students to use educational principles and learning theories which are the main determinants of educational success. Learning is a two-way communication process. Teaching is done by the teacher as an educator, while learning is done by students. Learning is a process in which a person's environment is intentionally managed to allow him to participate in behavior that can produce a response to a particular situation (Putu Cahyani, 2021). According to Oemar Hamalik, learning is a structured combination that includes human elements, material facilities, equipment, and procedures that influence each other to achieve learning objectives. The success of a learning process and being accepted by students as a teacher requires a Learning Implementation Plan and skills in teaching.

The lesson plan is one of the tools in a teaching and learning process that must be prepared by the teacher. Teachers are required to have competence in preparing lesson plans in accordance with government regulations. Lesson plan describes the procedure and organization of learning to achieve a basic competency. Without planning, you will experience difficulties and even failure in achieving the desired goals. Lesson plans are an attempt to predict the actions to be taken in learning activities. Lesson plan needs to be

developed to coordinate learning components including core competencies, basic competencies, learning objectives, learning materials, methods, learning activities, learning tools and resources, and assessment (Putri, 2016; Rashad Ali Bin-Hady & Abdulsafi, 2018).

Based on the problems related to the duties of an educator, it becomes a discussion in the community so that the aspects of competence that educators must have become the public's assessment. The low quality of learning caused by the demands for an educator, the lack of facilities and infrastructure in schools, and the low competence possessed by educators also cause the learning process to not run optimally (Telaumbanua, 2020). In other aspects, educators are required to be able to provide the best for their students. Whereas achieving educational goals does not happen as easily as turning the palm of the hand, but it takes a long process and a strong will from an educator himself.

In preparing for this, Primary School Teacher Education Study Program, Universitas Muhammadiyah Purworejo, Indonesia, prepared several courses to provide students with a set of knowledge and skills regarding the teaching and learning process and other activities in theory and practice courses. One of the practical courses is a *microteaching course.* In this course, students will gain experience related to basic teaching skills (Fernández, 2005).

Micro Learning or also called *Micro Teaching* is an integrated process formed from several elements whose main task is to carry out learning. Learning and teaching are components that cannot be separated; teaching contains simultaneously in the form of elements such as technology, knowledge, art, and also taste (Azis et al., 2021). In addition, experts in Fatwa Arifah et al. (2020) define *microteaching* as follows, Fakhrah & Unaida (2021) said microteaching is one model of teaching practice training in a limited scope (micro) to develop basic teaching skills (base teaching skills) that are carried out in isolation and in simplified situations. *Microteaching* is a teacher training technique through the practice of various teaching skills in specific situations with the help of feedback in the form of images to increase student engagement (Kula Ünver et al., 2020; Suryana, 2018).

Regarding teaching ability, (Chrisvianty et al., 2020) states that there are elements in microteaching: (1) Skill goals or objectives; (2) Structure and organization; (3) Planning and schedule; (4) Coaching; (5) *Feedback*; (6) Students for *microteaching;* and (7) Activity suggestions.

The function of micro learning is that it is hoped that students who have participated in micro teaching are no longer awkward and shy in teaching, students are expected to be able to practice what they have learned well in front of the class, students must also be creative in

their lesson plans, can master the material, combine methods used, learning media, and evaluation that will be used in teaching (Apriani et al., 2020; Higgins & Nicholl, 2003).

In general, micro learning aims to form and develop basic teaching competencies as a provision for teaching practice in schools (Hazmi, 2019). In particular, the objectives of micro learning are as follows: (1) Forming and improving basic teaching competencies for limited; (2) Establishing and improving integrated and intact basic teaching competencies; (3) Forming personality competencies; and 4) Forming social competencies (Nurwahidah, 2020).

The benefits of micro learning that are trained intensively will provide benefits for students (Suryana, 2018), especially in the following ways: (1) Students become sensitive to phenomena that occur in the learning process; (2) Students become more prepared to carry out practical learning activities in schools/institutions education; (3) Students can self-reflect on their competence in teaching; and (4) Students become more acquainted with and understand the competence of teachers so that they can appear as teachers. Characteristics of microteaching is a teaching situation that is carried out in a limited time and number, namely for approximately 15 minutes with a total of approximately 20 students practicing.

The micro teaching procedures which were originally developed at Stanford are: planning, micro-teaching practice, observation, discussion, re-planning, microteaching re-practice, re-observation, and re-discussion. Microteaching procedures at The New University of Ulster, namely: planning, microteaching, observation, and discussion (Berangka, 2018).

The basic teaching skills that must exist in a teacher or educator can be divided into eight types of skills. These skills play a very important role and determine the quality of learning, namely: explaining skills, opening and closing skills, questioning skills, skills to provide reinforcement, skills to carry out variations, skills to guide discussions and teach small groups and individuals, and skills to manage classes (Rahmi & Rahman, 2018).

Small group and individual teaching is a form of learning that allows teachers to pay attention to each student, and establish closer relationships between teachers and students as well as between students and students (Hidayah, 2018). This activity includes the teacher's ability to give more attention to students and to approach students personally, the intensity of guiding and facilitating participants in learning activities so that more familiar learning conditions arise between teachers and students (Azis et al., 2021; Yuhandika et al., 2021). The number of students in this form of teaching ranges from 3 to 8 people for each small group, and 1 person for an individual. The limited number of students in this form of teaching allows the teacher to give optimal attention to each student. The relationship between teachers and students became more intimate, as well as the relationship between students.

The components and principles of this skill are: personal approach skills, organizing skills, guiding and facilitating learning skills, planning and implementing teaching and learning activities skills, and designing and implementing learning activities skills. The indicators for assessing the basic skills of teaching small groups and individuals are: (1) Personal approach skills; (2) Organizational skills; (3) Guiding skills and facilitating lessons; and (4) Planning and implementation skills for teaching and learning activities.

The principle of the researcher uses the title of teaching skills analysis for small groups and individual students of Primary School Teacher Education Study Program in Purworejo Muhammadiyah University, Indonesia semester VI based on the results of the microteaching learning evaluation conducted by assessing student performance, especially in terms of the ability to prepare lessons and carry out learning. Therefore, this study aims to describe the performance of students of the Primary School Teacher Education Study Program at the Purworejo Muhammadiyah University when carrying out microteaching learning. Student performance is measured based on the ability of students to develop lesson plans and carry out classroom learning. Furthermore, it was analyzed to determine the correlation between the two abilities, and to determine the student's response to feedback from fellow microteaching participants after their performance.

METHOD

The type of research used is descriptive qualitative research to describe descriptively the ability of basic teaching skills of prospective elementary school teacher students in microteaching courses. Data collection was carried out in the even semester of the 2021-2022 academic year in the microteaching learning of the Primary School Teacher Education Study Program at Purworejo Muhammadiyah University, Indonesia. This study involved 10 students. The target of this research is the ability to use appropriate teaching skills in classroom learning. Data collection was done by direct observation in the form of a questionnaire given to students. In addition, to confirm the data, an observation sheet was used by looking at the results of the teaching practice assessment in the microteaching course. Data were analyzed quantitatively and presented in tables.

FINDING AND DISCUSSION

Based on problems related to the duties of an educator, it becomes a discussion in the community so that the aspects of competence that educators must have become the public's assessment. The low quality of learning caused by the demands for an educator, the lack of

facilities and infrastructure in schools, and the low competence possessed by educators also cause the learning process to not run optimally. In other aspects, educators are required to be able to provide the best for their students. Whereas achieving educational goals does not happen as easily as turning the palm of the hand, but it takes a long process and a strong will from an educator himself.

In preparing for this, Primary School Teacher Education Study Program, Purworejo Muhammadiyah University prepared several courses to provide students with a set of knowledge and skills regarding the teaching and learning process and other activities in theory and practice courses. One of the practical courses is a microteaching course. In this course, students will gain experience related to basic teaching skills.

Microteaching is one of the teaching practice training models in a limited scope (micro) to develop basic teaching skills (base teaching skills) which is carried out in isolation and in simplified situations. Regarding teaching ability, Chrisvianty et al. (2020) states that there are elements in microteaching: (1) Skill goals or objectives; (2) Structure and organization; (3) Planning and schedule; (4) Coaching; (5) Feedback; (6) Students for microteaching; and (7) Activity suggestions.

In general, micro learning aims to form and develop basic teaching competencies as a provision for teaching practice in schools (Lubis et al., 2019). In particular, the objectives of micro learning are as follows: (1) Forming and improving basic teaching competencies for limited; (2) Establishing and improving integrated and intact basic teaching competencies; (3) Forming personality competencies; and (4) Forming social competencies.

The basic teaching skills that must exist in a teacher or educator can be divided into eight types of skills. These skills play a very important role and determine the quality of learning, namely: explaining skills, opening and closing skills, questioning skills, skills to provide reinforcement, skills to carry out variations, skills to guide discussions and teach small groups and individuals, skills to manage classes.

Small group and individual teaching is a form of learning that allows teachers to pay attention to each student, and establish closer relationships between teachers and students as well as between students and students. Individual/individual teaching skills. The indicators for the assessment of basic small group and individual teaching skills can be seen in **Table 1**.

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Table 1. Basic teaching skills assessment indicators

Basic Teaching Skills	Indicator
Small group and individual teaching skills	Personal approach skills Organizing skills Skills to guide and facilitate lessons Skills in planning and carrying out teaching and learning activities

The research was conducted in 2021-2022 microteaching learning semester VI, students of the Primary School Teacher Education Study Program, Purworejo Muhammadiyah University. The research was conducted by direct observation to students. In addition, to confirm the data, observation sheets were used by looking at the results of the teaching practice assessment in microteaching courses that focused on small group and individual teaching skills. Small group and individual teaching skills can be seen in **Table 2**.

Table 2. Basic small group and individual teaching skills

Norm	Category	Frequency	Percentage
85-100	Very Good	5	50%
75-84	Good	3	30%
60-74	Enough	2	20%
50-59	Less	0	0%
<50	Fail	0	0%
Total		**10**	**100%**

Based on the **Table 2** can it was analyzed that the small group and individual teaching skills of semester VI students of Primary School Teacher Education Study Program obtained the results of data analysis that the percentage was categorized as good. Teachers can take a personal approach, organize, guide and facilitate lessons, as well as plan and carry out teaching and learning activities properly. Overall, 10 students of semester VI Primary School Teacher Education Study Program students have performed their small group and individual teaching skills well.

CONCLUSION

Based on the description of the findings of the research and discussion, it can be concluded that the average basic teaching ability of prospective teachers of the semester VI Primary School Teacher Education Study Program is in the good category. Even so, there are still shortcomings in the use of basic teaching skills in microteaching. This can be corrected by increasing the number of teaching exercises so that it is hoped that students who have participated in macro teaching are no longer awkward and shy in teaching, students are expected to be able to practice what they have learned well in front of the class, students must

also be creative in their lesson plans, can master the material, combine the methods used, learning media, and evaluations that will be used in teaching. Suggestions for further research, further research is needed to improve the basic teaching skills of prospective teacher students.

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