

Analysis of Students Basic Teaching Skills on Teaching Practice of Micro-Teaching Courses

Kusmiyati*, I Wayan Merta

Biology Education Study Program, FKIP University of Mataram, Mataram, Indonesia

*E-mail: kusmiyati.fkip@unram.ac.id

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Abstract: Basic teaching skills are skills that prospective teacher students must have. This research aims to determine the level of basic teaching skills in teaching practice among Biology Education students taking the Micro Teaching course in class A group B in 2022/2023. Data was collected from observations of student teaching practices through peer teaching. The instrument used is an observation sheet derived from indicators of eight aspects of basic teaching skills, with answer choices using a Likert scale. The data was analyzed descriptively by calculating the average score obtained by each indicator on the eight aspects of basic teaching skills observed. The observation results show that students' average in all aspects of basic teaching skills is very good. In contrast, the results of observations on the indicators for each element of skills show categories that vary from quite good, good, and very good. It can be concluded that students have been able to apply the eight aspects of basic teaching skills in teaching practice very well. However, if we look at the indicators for each aspect of skills, there are still students in the quite good and good categories.

Keywords: Basic Teaching Skills; Micro-Teaching; Teaching Practices.

Introduction

Basic teaching skills are skills that prospective teacher students must have so that when they enter society as teachers, they can carry out innovative, fun, effective, and efficient learning processes. The Micro Teaching course is mandatory for all Biology Education students in the 6th semester of the 2022/2023 academic year. Students trained to understand basic teaching skills and apply them to teaching practice with fellow students in small groups or peer teaching.

In implementing learning practices, professional educators must use a clear basis so that learning becomes more focused and not haphazard in achieving learning goals. An educator is also a teacher. A professional educator must have pedagogical, professional, and social competencies. The teaching profession is a special field that is carried out with the following principles: (1) having academic qualifications and educational background according to the field of work; (2) having competencies required according to the field of work [1]. An educator must have nurturing, loving, and nurturing qualities. This is the opinion of [2], who states that an educator has the characteristics of nurturing, teaching, and educating. According to [3], educational activities are defined as efforts to help someone master knowledge, skills, attitudes, and values.

The importance of basic teaching skills in producing quality, effective learning means that it is not enough for student teachers to master these skills in theory; they must be trained in the direct learning process, especially in micro-teaching courses. Apart from mastering basic teaching

skills, student teachers are also trained to determine learning tools to make learning effective and efficient.

Research Method

This research was conducted on Biology Education students who took the Micro Teaching course in class A group B in 2022/2023. This research aims to determine the level of basic teaching skills of students when carrying out teaching practices. Data was collected from observations of teaching practices carried out by students through peer teaching. The data presented in this paper is limited to the results of student teaching practice and then interpreted.

Data collection uses observation sheets. The instruments used were derived from eight aspects of basic teaching skills: opening a lesson, explaining, managing the class, asking questions, guiding small groups, providing variations, providing reinforcement, and closing the lesson. Answer choices on a Likert scale of 1-5 from very poor, not good, quite good, good, and very good. The data was analyzed descriptively by calculating the score obtained by each indicator on the observed aspects of basic teaching skills, then looking for the average and creating 5 categories [4], namely 1 = very poor, 2 = not good, 3 = quite good, 4 = good and 5 = very good

Results and Discussion

The observations on all aspects of basic teaching skills showed that the average student was in the excellent

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category (Table 1). This means that students could apply basic teaching skills in their teaching practice. Students already have mastered the primary capital in learning, so they are ready to carry out teaching practice at school, and the learning carried out is effective and efficient. Prospective teacher students already can master the material and the ability to master the methodology or the ability to master the procedures for delivering the material. Teachers who master basic teaching skills well will be liked and awaited by their presence in class by students because they can manage learning so that it remains conducive, provide enjoyable learning, and minimize all disruptions during the teaching and learning process.

The opinion of [5] states that basic teaching skills must be mastered by prospective teachers, regardless of the grade level and field of study they teach, to carry out the teaching and learning process well. In addition, [6] stated that the teaching skills students learn in micro-teaching courses directly affect students' teaching skills and readiness. According to Setiawan [7], to achieve these skills, practice is needed in carrying out the learning process to carry out teaching activities well.

Table 1. Average Score on Basic Teaching Skills Aspects

No	Skill aspect	score	Category
1	Opening Lesson	5	Very good
2	Explains	4	Good
3	Managing class	5	Very good
4	Guiding the group	4	Good
5	Ask	4	Good
6	Provides variety	5	Very good
7	Providing reinforcement	5	Very good
8	Closing the lesson	5	Very good
	Average	4.6=5	Very good

Observation results on indicators for each skill aspect show categories ranging from quite good, good, and very good. The following describes the indicators for each aspect of basic teaching skills observed.

Lesson Opening Skills

The results of observing lesson opening skills on the indicators of attracting attention and providing motivation show that the average student is in the very good category while providing references and making connections to the good category (Table 2). This result can be understood because the skill of opening a lesson is the beginning of the success of the overall learning process. All learning tools prepared to achieve learning objectives will be successful based on the teacher's success in opening the lesson. These results show that students have mastered the things that should be done in preliminary activities so that students are motivated and interested in participating in the learning process. This is argued by [8], which states that factors that support the success of the learning process include the ability of the teacher to open the lesson. According to [9], opening a lesson is an effort to create preconditions so that students can focus mentally and pay attention to the lesson

that will be carried out, thereby positively affecting learning activities. Anonymous [10] added that achieving teaching objectives depends on the method used by the teacher at the beginning of the lesson. [11] emphasized that the skill of opening a lesson is an activity carried out by teachers to create initial conditions so that students are ready to receive lesson material.

Table 2. Average Scores on Opening Lessons Indicators

No	Indicator	Score	Category
1	Draw attention	5	Very good
2	Gives motivation	5	Very good
3	Provide references	4	Good
4	Make connections	4	Good

Students can provide references and make connections well. It can be seen that when carrying out teaching practice, students convey objectives, convey the main problems being studied, and ask questions that can generate motivation and curiosity about the material being studied. Apart from that, students have also made connections by receiving the previous material. As stated in [12], preliminary activities include (1) Preparing students psychologically and physically for following the learning process; (2) Providing students with contextual learning motivation according to the benefits and application of the material in everyday life; (3). Asking questions that link previous knowledge with the material to be studied; (4) Explain the learning objectives. Elisa [13] added that opening a lesson is the teacher's ability to create an atmosphere so that students are mentally and mentally prepared to focus on things learned, such as conveying goals, motivating, and attracting students' attention.

Explaining Skills

The results of observations on all indicators of explaining skills show that the average student is in a good category. This means that the average student has mastered all indicators of explaining abilities, although they still need to be improved towards the very good category. Students are aware of the importance of explanation skills in learning practice. Explaining is organizing lesson material systematically to make it easy for students to understand. As argued by [14], explaining means presenting verbal information systematically organized to show relationships.

If we look at each student's scores, there is still one student with a pretty good category in the example use and organization indicators. Three students in the very good category were seen in the clarity and emphasis indicators. Students are still in the pretty good category in using examples and organizing, which indicates that they still need to improve their mastery of methods in applying these two indicators. Students use examples and illustrations to make it easier for students to understand abstract concepts. Students in the very good category on indicators of clarity and emphasis indicate that they have mastered these skills very well because explaining without emphasis will be challenging to understand. Voice intonation is very

important in learning activities. Clarity in explaining material will impact student understanding and avoid misconceptions. As [15] argues, if teachers cannot explain well and correctly, then misconceptions can occur.

Students can combine the characteristics of the material to be presented with the attributes of the students so that the explanation planning is good. When explaining, they also add examples and illustrations, emphasize, and provide feedback by allowing students to ask or answer questions. Students can differentiate between explanation skills and the lecture method because the learning carried out is student-centered. As argued by [14], the principles of explanation skills include explanations that can be interspersed with questions and answers, must be relevant to the learning objectives, explanations are given if there are questions from students or planned by the teacher, the material must be meaningful for students and appropriate to student characteristics. It was further explained that the components of explanation skills include planning explanations and presenting explanations with things that must be paid attention to, namely clarity, use of examples or illustrations, giving emphasis, organization, and feedback.

Class Management Skills

The average student's results of observations on all indicators of class management skills show the very good category (Table 3). This means that students have successfully mastered and applied the theory in practice with class management skills. Students can control the class when disturbances occur and organize and control students and learning facilities to make the learning process fun, effective, and efficient. As argued by [16], classroom management is the teacher's skill in creating and maintaining optimal conditions and restoring them if there is a disruption in the educational interaction process. Skills related to creating and maintaining optimal learning conditions, according to [14], include showing responsiveness, reprimanding, giving clear instructions, providing reinforcement, and focusing the group's attention. According to [17], For the learning process to be optimal, it is necessary to pay attention to environmental factors such as classroom arrangements, including seating arrangements, lighting, class color choices, room temperature, and the ratio of the number of students to the area of the room.

Table 3. Average Score on the Class Management Indicator

No	Indicator	Score	Category
1	Maintenance of learning conditions	5	Very good
2	Control of learning conditions	5	Very good
3	Teacher attitude	5	Very good

Skills in Carrying Out Variations

The observations on all indicators of variation skills show that the average student is in the very good category, which means that students have mastered the theory and

applied the variation skills very well in practice. Students have been seen using various media for 21st-century learning, such as using the internet to search for data, images, or other learning resources and using power points, videos, and pictures. Aqib [18] explains that media can channel messages and stimulate students' thoughts, feelings, attention, and will, encouraging learning. [19] emphasized that using learning media in teaching and learning can generate new desires and interests, generate motivation, and stimulate learning activities. According to [20], media is a form of all intermediaries that humans use to convey or spread ideas, notions, or opinions to transfer these ideas to the intended recipient. [21] added that in 21st-century learning, teachers and students can use the internet to access big data as a learning resource. Students can learn anywhere and anytime with a variety of learning materials.

Variations in teaching have also been seen during practice, including variations in voice, changes in teacher position, the concentration of attention, eye contact, and facial expressions or body movements, which have been carried out very well. Students have varied their voices. When conveying information, the voice's intonation, loudness, and softness have been adjusted. Position changes have also been made not only in one position. Changes in expression and hand or body movements have also been done very well to clarify the presentation of information. Variations in interaction patterns have been carried out very well, and the changes in interaction can be seen when students work in groups to complete student worksheets.

The variation chosen depends on the characteristics of the material to be delivered, the learning model and method chosen, and the characteristics of the students. The variations carried out aim to avoid student boredom and boredom during the learning process so that learning becomes meaningful, effective, and efficient. As the opinion of [8] states, maintaining students' attention to learning can be done by using various learning elements or elements, including summarizing learning parts into sections in teaching materials and presenting various information interactively. They also used media functionally and in a balanced manner as part of their learning.

Questioning Skills

Based on observations on all indicators of questioning skills, the average student shows a good category. This indicates that students have been able to master the question skills material and apply it in teaching practice, although they still need to be improved to the very good category. During training, the average student has practiced basic questioning skills, including giving short and precise questions. When asking students to answer, turns have also been moved, and questions are given to the whole class, not just to one person. When asking questions, they also allow students to think. Mastery of questioning skills is essential to create meaningful learning. As [22] states, the purpose of questions asked by teachers is for students to learn, gain knowledge, and improve their thinking abilities. [23] added the objectives of questioning skills include encouraging students to think to solve problems, awakening

old understanding, arousing student interest, investigating and assessing student mastery of the material.

If we look at each individual's score, one student still has a pretty good category for focusing attention. This happens because when asking questions, the student doesn't give them enough time to think and doesn't move their turn to answer. Students have asked questions throughout the class to specific students or distributed student responses to other students but have not appointed other students to answer the same questions and asked students to respond immediately without giving them a chance to think. Questions that are formulated and used appropriately in teaching and learning activities will be a powerful communication tool between teachers and students. The existence of question-and-answer activities between teachers and students in class shows dynamic and multidirectional interaction. As [24] states, asking questions is a skill to get answers or feedback from others.

Skills Provide Reinforcement

The results of observations on all skills indicators provide reinforcement. On average, students are in the very good category. This can be seen when carrying out teaching practice. The average student verbally reinforces with appropriate, good, or good words. As in [25]'s opinion, verbal reinforcement is comments in the form of praise, support, recognition, and encouragement used to strengthen students' behavior and performance. Reinforcement can be in the form of words such as right, good, right, yes, intelligent, and great, or in the form of sentences such as your answer is correct, one hundred for you, your opinion is correct, your work is very good, and so on.

During practice, the average student also uses non-verbal reinforcement, such as moving their body parts by clapping their hands or raising their thumb. Students reinforce when giving awards to students who dare to answer questions, ask questions, and dare to conclude. The reinforcement provided makes students more appreciated and motivated to learn, making learning more meaningful, effective, and efficient. As the opinion of [26] states, reinforcement has an essential role in a learning process that has meaning and quality. Susanto [27] added that allowing students to do fun activities can give them a sense of self-confidence while giving positive comments makes students feel appreciated and makes students participate actively in learning.

The observations show that students have made variations in providing reinforcement. It can be seen that non-verbal reinforcement is carried out simultaneously with verbal reinforcement. Non-verbal reinforcement is carried out to provide verbal reinforcement. For example, when a student does something correctly, they are given reinforcement with good words and a thumbs up or a round of applause. Reinforcement like this reduces boredom so that learning continues effectively and efficiently. Sabri [28] emphasized that reinforcement should be varied so that students do not get bored with the praise given and are more active in learning.

Awards or praise are also seen to be immediately given to students who dare to express opinions or other activities that require reinforcement. This is done so that students feel appreciated and recognized for their abilities and become motivated, which ultimately makes learning meaningful. Usman [29] stated that reinforcement should be given immediately after students perform the expected behavior to make reinforcement more meaningful and recognize students as having abilities. [30] emphasized that reinforcement is a form of teacher response to modify student behavior, which aims to increase student attention to the ongoing learning process and the material being discussed, increase student motivation and interest in learning, and increase student participation in education.

Small Group Guiding Skills

The average student's skills in guiding small groups are in a good category. Students have carried out learning in groups, organized learning activities, assisted according to student needs, and encouraged students to learn. The small number of students in the group means that learning can run well, and the teacher can give optimal attention to students. As argued by [31], indicators for assessing basic small group teaching skills include skills in guiding and facilitating students by showing readiness to help with complete understanding and openness; demonstrating warmth and sensitivity to student needs; organizational skills, placing students in appropriate and heterogeneous groups; and coordinate learning activities systematically.

The skills of guiding small groups still need to be improved because there are still 2 students in the pretty good category on the indicator of increasing student opinion. Students who provide guidance are still focused on specific groups and are not evenly distributed to all groups. Students don't ask enough challenging questions and don't provoke the atmosphere by asking questions that invite differences of opinion. Small group learning allows attention to students, considering that individual students have different thinking, emotional abilities, talents, interests, comprehension skills, and so on. These differences require attention so that students can develop and achieve optimal learning outcomes. In line with the opinion of [29], small group guiding skills enable teachers to pay attention to students. Students learn more actively and meet their needs optimally.

Lesson Closing Skills

The results of observations on all indicators of skills in closing lessons show that the average student is in the excellent category. This indicates that students have mastered and applied the theory to close the lesson well. This can be understood because the position of closing a lesson is the same as opening a lesson. When closing a lesson is done well, the learning results will be effective and efficient, and students will be motivated to participate in lessons the following week. Students have concluded the material, given evaluations, presented topics that will be presented at the next meeting, reflected, given positive

messages to students, and prayed. The opinion of [13] states that closing a lesson is an activity of reviewing lessons that have been carried out and concluding with students, providing motivation and encouragement, carrying out evaluations to see the achievement of learning objectives, Closing a lesson as a reflection carried out by teachers and students to see the relevance between previous lesson, that day's lesson and the lesson for the following week.

Conclusion

Students have been able to apply eight aspects of basic teaching skills in teaching practice very well, although if you look at the indicators for each aspect of skills, there are still students in the pretty good and good categories.

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