

Teaching Skills of the Prospective Physical Education Teachers Based on Group Learning Commitment

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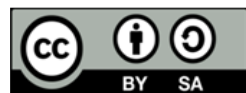
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ABSTRAK

Pengajaran mikro berfokus pada upaya kolaborasi siswa untuk meningkatkan keterampilan mengajar. Keterampilan mengajar sangat penting dimiliki oleh calon guru. Namun permasalahan masih muncul karena semua anggota tidak berkomitmen untuk mendukung keterampilan mengajar sebagai tujuan akhir pembelajaran micro-teaching learning. Tujuan dari penelitian ini adalah untuk menguji perbedaan keterampilan mengajar calon guru pendidikan jasmani berdasarkan pembelajaran kelompoknya. komitmen. Penelitian ini menggunakan metode kuantitatif komparatif design. Sampel yang terlibat adalah 41 mahasiswa yang sedang memprogram mata kuliah micro teaching. Data keterampilan mengajar dikumpulkan dengan menggunakan pedoman observasi dan data komitmen belajar kelompok dikumpulkan dengan menggunakan Skala Komitmen Organisasi. Teknik yang digunakan untuk analisis data yaitu analisis deskriptif kualitatif, kuantitatif dan statistik inferensial. Temuan membuktikan bahwa mereka yang memiliki komitmen belajar kelompok yang tinggi memiliki keterampilan mengajar yang lebih baik daripada mereka yang memiliki komitmen belajar kelompok yang rendah. Komitmen belajar kelompok dapat membantu siswa memiliki keterampilan mengajar yang baik melalui penciptaan rasa nyaman dalam belajar, menindaklanjuti refleksi sebagai tanggung jawab untuk memperbaiki diri, dan berusaha membantu rekan sejawat melalui peran pengamat dan refleksi.

ABSTRACT

Microteaching focuses on student collaboration efforts to improve teaching skills. Teaching skills are essential for prospective teachers. However, problems still arise because all members are not committed to supporting teaching skills as the ultimate goal of micro-teaching learning. This study aimed to examine differences in the teaching skills of prospective physical education teachers based on group learning. Commitment. This study uses a comparative quantitative design method. The sample involved is 41 students who are programming micro-teaching courses. Skills data were collected using observation guidelines and group learning commitment data using the Organizational Commitment Scale. The techniques used for data analysis are qualitative descriptive analysis and quantitative and inferential statistics. The findings prove that those who commit to group learning have better teaching skills than those who have a low commitment to group learning. Commitment to group learning can help students acquire skills through creating a sense of comfort in learning, reflecting on a responsibility to improve themselves, and trying to help peers through the role of observer and reflection.

1. INTRODUCTION

Micro-teaching focuses on student collaboration efforts to improve teaching skills. This focus implies that students strive and are committed to helping and supporting each other in exploring their potential through various learning experiences (Ledger & Fischetti, 2020; Lyashenko & Malinina, 2015; Saito & Atencio, 2013). However, several problems arise that not all students involved in group learning have a high commitment. For example, some students are reluctant to carry out their duties and responsibilities and give support and objective assessment to colleagues through their roles as observers and reflection. It will disrupt the communication process between colleagues and contribute significantly to the failure to achieve learning objectives because the data on students' teaching skills are not credible (Bilen, 2015; Shaalan, 2019). As a result, when placing students into study groups, lecturers must also

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ensure that each group member has a high commitment so that learning interactions are more productive and learning objectives are achieved.

Commitment is a strength that binds a person toward relevant actions with one or more targets and that encourages someone to be able to adjust and respond as well as to have self-efficacy (Bangsa, 2019; Özgenel, 2019; Qureshi, 2019). The target of micro-teaching is to improve and enhance the teaching skills of prospective teachers by optimizing group learning (Bilen, 2015; Yuliani, 2018). Lecturers must ensure their prospective teachers to have high motivation and learning commitment because the prospective teachers have the various limitations and disparities on their teaching skills (Kotherja & Kotherja, 2016; Fitriani, 2017). In addition, lecturers organize the way the prospective teachers can learn in a group that suits them and can do humanist and supportive interaction so that the prospective teachers feel comfortable during the study.

Commitment is an internal motivation that encourages someone more determined and tenacious in doing their jobs to improve work performance. They can complete the task as their responsibility because they have committed themselves to the task or because of their own will, though they experience various obstacles (Hagenauer et al., 2018; Lailiana, N. A., & Handayani, 2017). Commitment also affects one's learning outcomes and organizational performance (Duprez et al., 2021; Setiowati, 2015). Although commitment to learning contributes to work performance team performance, employee performance, and teacher competence (Mart, 2013; Mohamad, & Nawawi, 2020; Siri, Supartha, Sukaatmadja & Rahyuda, 2020). However, in particular, group learning commitment has not been studied for its contribution to the teaching skills of prospective teachers. When students study in small groups, they contribute to improving their teaching skills through their learning commitment.

The current phenomenon of disruption shows that the needs and skills are quickly becoming outmoded (Galanakis et al., 2021; Yang et al., 2020). The era of disruption requires high adaptability followed by a stable commitment to learn. If it is not done, people will find it challenging to collaborate and compete (Dewi et al., 2019; Wang, 2020). One area that also has highly competitive value is education, particularly in teaching skills (Aydoğan & Akbarov, 2014; Huang et al., 2020; Sailer et al., 2021). The way is to set up prospective teachers in small groups when teaching. It is done not only to answer the concept of Micro but also to train and accelerate teacher candidates to commit and collaborate so that it encourages the improvement of teaching skills through their peers. Learning commitment of prospective teachers in group learning must be reflected through its affective, continuous, and normative dimensions (Adadan & Oner, 2018; Kim et al., 2019). Finding a commitment to a study group, makes it easier for people to concentrate on learning and as a necessary prerequisite for one's academic success and educational attainment (Lawrence, K. C., & Fakuade, 2021; Sa'adah, 2020).

Prospective teachers with good teaching skills will support their professional competence (Asad et al., 2020; Çepni et al., 2017). Therefore, improving teaching skills is a serious matter that should be considered by a prospective teacher (Helmiati, 2013). The teaching experience of the prospective teachers is the culmination of the educational process of being teachers, therefore, teaching practice plays an important role to acquire teaching skills (Cantürk-günhan et al., 2012; Tok, 2010). Also, the teaching experience must refer to the quality of learning because it is a measure that explains how good the interactional quality between teachers and students occurring during the learning process to achieve learning objectives (Blegur, J., & Wasak, 2017; Cantürk-günhan et al., 2012).

Continuous improvement in teaching skills through micro-teaching was done by preparing various teaching skills instruments, reflective practice, as well as supportive and solutive feedback from peers and lecturers (Haviz et al., 2020; Kim, S., Raza, M., & Seidman, 2019). Since the need for teacher competency become progressively complex, the prospective teachers must be well prepared in order to answer the needs of teachers and the development of learning quality (Asad et al., 2020; Fitria et al., 2018). The process of teaching skills practice should be done following the current and future educational need and teaching so that the prospective teachers must be highly committed as well as be able to adjust themselves to skill teaching demand in future.

Micro-teaching is effective for prospective teachers as it is a combination of theory and practice, training and research, as well as innovation and implementation by involving real teaching situations aiming to develop skills and help prospective teachers to have skills and styles in teaching (Banga, 2014; Choudary, F. R., Choudary, M. R., & Malik, 2013). Micro-teaching also provides opportunities to develop the teaching skills of prospective teachers by improving various tasks, helping eliminate errors, and improving teaching skills. Besides, micro-teaching also increases self-confidence and teaching performance in classroom, as well as develops classroom management skills (Bilen, 2015; Ledger & Fischetti, 2020).

The most significant difference from previous research is that in micro-teaching learning, the commitment of prospective teachers not only contributes to improving their teaching skills but also their commitment to contributing to the improvement of their peers' teaching skills through the role of an

observer because they provide reflection and correction of teaching skills according to the assessment instrument. This study aims to examine differences in student group learning commitment (high and low) on the teaching skills of prospective physical education teachers in micro-teaching lectures.

2. METHOD

This study uses a comparative design in order to compare the teaching skills of the samples based on their commitment to learning in groups. Experiment was only conducted on the teaching skills variable while the commitment variable was not. First, the samples' commitment on group learning was measured using the Organization Commitment Scale (OSC) and then grouped into two categories; high (77-88) and low (64-76). This grouping was based on the minimum value of 64, the maximum value of 88, the mean of 76.4, and the standard deviation of 6.4. Further, the samples conducted a teaching skill experiment for 4 days. Each sample used 30 minutes to carry out his/her learning. The 30 minutes was divided into three segments of learning activities; 7.5 minutes for the preliminary activity segment, 15 minutes for the content activity segment, and 7.5 minutes for the closing activity segment. A long whistle sound signed when to start and to end the learning activities of each sample. Samples performed their learning with 1 material only. It was managed because the experimental process referred to was tested at end of the semester of micro-teaching course. Thus, they experienced the teaching process through the previous meeting periods. The referred material was "Shooting and controlling the ball with foot". But, each sample may determine the material he/she wanted to deliver on the final test yet by considering the mastery level of the material. The samples were students of the Physical Education, Health, and Recreation Study Program, Faculty of Teacher Training and Education, Universitas Kristen Artha Wacana sixth semester, academic year 2018/2019, class A who participated in micro-teaching courses. The students involved consisted of 4 females and 37 males ($M = 23.29$, $SD = 1.99$). Samples were also determined using the population method. Thus, all class A students were assigned as samples.

Teaching skills variable was collected using teaching skills observation guidelines. The guidelines were also used by the internship committee who administers students/prospective teachers who are taking an internship in schools. The observation guideline consists of 30 indicators with 4 scale points (good, fair, less, and poor). The indicators of the teaching skills are disciplined attitude, confident, responsible and sympathetic, able to link materials to other fields, use students as models, evaluate learning material, and so forth. Group learning commitment data was collected using the Organization Commitment Scale (OSC) developed by [Allen & Meyer \(1990\)](#). This scale was chosen for the small group in micro-teaching was a small organization purposing to improve teaching skills in a one-semester. This scale is constructed from 3 indicators; 1) Affective (1, 2, 3, 4, 5, 6, 7, 8), 2) Continuity (9, 10, 11, 12, 13, 14, 15, 16), and 3) Normative (17, 18, 19, 20, 21, 22, 23, 24). Negative statements are in numbers 4, 5, 6, 8, 9, 12, 18, 19, 24. The analysis technique used was a descriptive and independent test (Independent Samples Test). If the sig value less than 0.05 or the calculated t value is higher than the value of t table, then there are positive and significant difference in the teaching skills of prospective physical education teachers with high group learning commitment and low group learning commitment.

3. RESULT AND DISCUSSION

Result

The descriptive test was not conducted for the benefit of the teaching skills grouping or the learning commitment of the prospective teacher. Yet, it was done in order to split the number of samples into high group learning commitments and low group learning commitments. In the section of the design and procedure (see the research methods section), the samples were grouped into two groups, so that the descriptive test resulted the mean and standard deviation of the two groups. Based on data analysis indicated that the mean of samples in high group learning commitment was 101.7 with a standard deviation of 9.3. Whereas the mean of low group learning commitment was 95.6 with a standard deviation of 7.5. From the data, it was seen that the difference in mean was 6.1.

After passing the descriptive examiner, the next step is to test the hypothesis. If the Sig. is higher than 0.05, then the hypothesis is accepted. The hypothesis signifies that there is positive and significant difference in the teaching skills of prospective physical education teachers with high group learning commitment and low group learning commitment. Independent samples test proves that there is significant difference in the teaching skills of prospective physical education teachers with high group learning commitment and low group learning commitment. This decision refers to the t value of 2.292 (> 2.022) and the significance value of 0.027 (< 0.05).

Discussion

Group Learning Commitment Creates a Sense of Security and Comfort for Colleagues to Change

One of the factors that distinguish the commitment of prospective teachers is personal characteristics, including self-efficacy and self-esteem, so that they will be maximally committed to the study group if their self-efficacy and value he is stable (Blegur, et al., 2021; Moses, et al., 2019). For example, students believe in the evaluation results of their excellent teaching skills. Other research found that the prospective teachers enjoy the implementation of micro-teaching in view of the fact that they obtained information about teaching skills (Asad et al., 2020; Bilen, 2015). It is not only the teaching skills that improve but also the teachers' confidence. Furthermore, other research revealed that faculty instructors and supervisors contribute to the development of effective teaching skills of the prospective teachers as in teaching strategies, classroom management, and curriculum design during the first internship (Welsh & Schaffer, 2017). Besides, the improvement of skills is easy because prospective teachers can change their identities from students to prospective teachers.

Being successful in micro-teaching also depends on the communication they create. This results in learning commitment and pleasantness among students (Ledger & Fischetti, 2020; Saito & Atencio, 2013). The existence of peers can improve self-confidence, yet this improvement includes placing peers having caring, supportive, and inspirational attitudes, as well as doing solution-based evaluations (Blegur, Wasak, & Rosari, 2019). When prospective teachers are given surety to their psychological and social "security", they will be more committed to the goal of micro-teaching that is to improve their teaching skills. In addition, group coordinators who control learning groups through adaptive and integrative leadership styles can support the affective commitment of their group members (Lyashenko & Malinina, 2015; Martono, et al., 2020). Thus, various psycho-social supports from colleagues and group coordinators will provide student learning commitment because they study in a safe and comfortable atmosphere.

Micro-teaching as a small group learning organization has provided possible opportunity and mood that allow the members to talk and share information and knowledge they consider useful to the organization. Additionally, micro-teaching is able to increase members' commitment to the learning process (Bilen, 2015; Qureshi, 2019). Valuable information shared and discussed is the result of peer observation on the teaching skills of prospective physical education teachers. Organizational support for sharing knowledge fosters the learning commitment, and interpersonal adaptability among members which ultimately underlies the job satisfaction of its members (Bintara et al., 2021; Ingemarson et al., 2014; Malik, & Kanwal, 2018). With the availability of various teaching skills assessment instruments, students no longer have "bad prejudices" on the results of peer/lecturer assessments but instead, focus on improving teaching skills according to the indicators in the assessment instrument.

There are several things influence people to remain in an organization; however, the younger generation has a lower organizational commitment rather than the older generation. The younger generation is also unwilling to stay in the same organization. The definite reason why members can leave or maintain their organization is a managerial factor (D'Amato, & Herzfeldt, 2018; Maryati et al., 2020). It will be a problem for the sustainability and achievement of organizational goals, including improving teaching skills. That is why lecturers must be able to maintain organizational stability by ensuring that the prospective teacher are highly committed to learning and remain involved in groups. For example, preparing open, fair, and objective instruments, ensuring student comfort in learning with caring, supportive, and inspirational colleagues, and encouraging the empowerment of group members (Amarjit, et al., 2012; Blegur, Wasak, & Rosari, 2019; Blegur & Lumba, 2019; Collings, Swanson, & Watkins, 2014; Kristiadi & Putra, 2016).

Following Up on Reflection on Teaching Skills from Peer Groups as a Commitment to Self-Improvement

Organizational commitment is connected to organizational learning. Significant relationships are also found in various levels of organizational learning with organizational commitment, whether the individual, group or organizational levels (Atak & Erturgut, 2010). Members with organizational commitment will influence the behavior of organizational citizens and work performance (Djati, & Khusaini, 2003; Hakim, 2015; Kiliç, 2013; Rose, Kumar, & Pak, 2009). Organizational commitment is also negatively related to turnover intentions therefore commitment helps prospective teachers to focus more on organizational goals (e.g improving teaching skills) (Sianipar & Heryanti, 2014). At the same time, the prospective teachers with good performance influence their commitment more in achieving their goals by trying to correct various omissions in the assessment instrument (Handoyo, 2018).

The process of supervision and the role of peers in organizations or small groups greatly determines the satisfaction of the members, for example carrying out direct, objective, and transparent evaluations in order to increase the beliefs and academic efforts of prospective teachers (Blegur, Wasak, &

Pabala, 2018; Yousef, 2016). The process of peer supervision must emphasize on the empowerment process so that it helps prospective teachers find the oversights while teaching in their small groups. Each prospective physical education teacher plays three different roles according to their function during micro-teaching; as a teacher, as an observer, as well as a student. For example, if they are participants, who are taught, then they play role as students taught by peers played role as teachers. In addition, they will also each play the role of observer and evaluator, making it easier for colleagues to diagnose various negligence, which will then be followed up in a reflective form.

Some students may be uncommitted because of their difficulty in diagnosing the disorder (Binali et al., 2021; Sa'pang & Purbojo, 2020). While other students may not be committed, he can be motivated to improve himself after he can identify their mistakes. Reflection should be based on instruments while prioritizing improvement efforts so that colleagues feel supported to develop. Student commitment to helping their academic development is 19.36% (Novitasari, Hidayati, & Setyowati, 2020). The complexity of the tasks, roles, and functions can consume the thoughts and energy of the prospective teachers and ultimately make them inconsistent carrying out their work targets. Moreover, the organization's target is to prepare prospective teachers who are competent and professional in managing the learning through teaching skills (Chusni & Hasanah, 2018; Hidayat et al., 2018). Teaching skills are the skills or abilities of a teacher in implementing and managing their learning class (Alaviah, Oesman, & Wardhana, 2016; Siregar & Manurung, 2020). Therefore, the prospective teachers must have teaching skills. If they do not, then learning becomes less effective and the learning goals cannot be achieved the maximum. For this reason, prospective teachers must keep in high commitment in order to improve teaching skills through micro-teaching.

Teaching skills are not permanent skills, however, they can change according to the needs over time. Therefore, prospective teachers must be able to adjust to the change in learning activities onward (Kim et al., 2019; Sailer et al., 2021). As evidence, practical teaching activities in schools have shown that the problems experienced by prospective teachers are mostly in the aspects of planning, knowledge on the subject, using teaching materials, motivation, communication, time management skills, and of behavior management (Alhaddad et al., 2015; Tok, 2010). Other problems occurred are 1) Lack of readiness mental to deal with students while learning, 2) Lack of readiness in learning media, 3) Lack of mastering learning skills, explaining skills and of classroom management skills, and 4) Lack of emotional preparation to deal with students' character diversity in learning (Afifah, 2017). If lecturers can control potential problems through the preparation of open, fair, and objective instruments (Blegur & Lumba, 2019; Collings, R., Swanson, V. & Watkins, 2014), give students a sense of comfort while studying because their colleagues are caring, supportive, and inspirational, and empower students through the role of evaluators, then they will strengthen their commitment to becoming professional teachers by continuously updating their teaching skills from time to time (Blegur, Wasak, & Rosari, 2019).

Commitment to Helping Colleagues Improve their Teaching Skills through the Role of Observer and Reflection

When a prospective teacher is in a study group, he is expected to be able to integrate into his/her group so that he/she can sense various problems experienced within the group. For instance, when other prospective teachers are not yet optimal using verbal or/and nonverbal feedback in their teaching practice, the others may give input. This process reflects the high commitment of prospective teachers on helping to advance their groups. In any event, micro-teaching is considered as an opportunity to improve the teaching skills of the prospective teachers like the real teaching situation, therefore they must be able to receive feedback from both lecturers and peers about positive and negative aspects of their performance and be able to improve them in teaching practice (Albhnsawy, A. B., & Aliweh, 2016; Yuliani, 2018).

To prefect the group learning commitment of the prospective teachers, lecturers should facilitate them to recognize their targets in groups, either group target or individual targets in agreements, because commitment is a process of following up on agreements (Asad et al., 2020; Latifah et al., 2019). After determining the targets and objectives in micro-teaching lectures, the lecturer and each group member must ensure their commitment and responsibility (Cantürk-günhan et al., 2012; Fernández et al., 2020). So they are not only present to improve themselves, but also help improve their colleagues. The target or goal decides the initial attitude of the prospective teachers to commit to the learning with others in a group. After they are in a group, lecturers and peers prepare a supportive, caring, collaborative and empowering group environment in order to ensure that the commitment of prospective teachers to their targets or goals (improving teaching skills) is sustained.

The comfortability in learning group helps prospective teachers to carry out their responsibilities, such as, responsibility for teaching, observing, providing solutions, and for being taught (Haviz et al., 2020; Rusydiyah et al., 2021). Not only the aforementioned responsibilities, they are also responsible for

improving themselves and helping other peers through objective and accountable assessment on the teaching skills (Magiera & Zambak, 2021; Parmin et al., 2015; Warshauer et al., 2021). This commitment to progress creates trust and effectiveness in achieving organizational goals, which ultimately makes all members feel comfortable because they can trust each other through peer assessment that is oriented towards improvement and progress (Ulusoy & Çakiroğlu, 2018; Yuan, Y., Feng, B., Lai, F., & Collins, 2018). Comfortability helps the prospective teachers achieve their goals. In this sense, they will not think of leaving their study group as well for the study groups also help them to achieve their goals and targets. The case of this study has proven that the prospective physical education teachers with high group learning commitment and with low group learning commitment differ significantly in their teaching skills.

This study provides evidence that students with high group learning commitment have better teaching skills than those with low group learning commitment. The improvement of teaching skills is identified in the comfortable feeling during learning not to be easily contaminated or provoked by various unproductive behavior practices. Through a high commitment to learning, students consistently improve themselves through reflection from their peers because their goal of studying in groups is to improve teaching skills. The results of their peer observations are used to enhance their teaching performance. What is new is that prospective teachers are also responsible for enhancing the teaching skills of their peers through observation and reflection activities in which they are obliged to assess the work of their colleagues objectively. In addition, with a high commitment, they are also responsible for ensuring that all members of the group have good teaching skills. Suppose they do not have a high commitment. In that case, they can provide "fictitious" observations of teaching skills and reflection results so that their colleagues cannot diagnose the results of their teaching skills objectively and then mistakenly respond to the effects of these observations and reflections.

4. CONCLUSION

The results of the study have provided evidence that group learning commitment affects the teaching skills of prospective physical education teachers. Group learning commitment is important. It ensures the prospective teachers to make improvements to their teaching skills continuously. The continuity is characterized by addressing all input from peers on some indicators of teaching skills. Prospective teachers can inventory various inputs. But those with high learning commitments will legitimize more the inputs through actions of change to become more productive for themselves and groups.

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