

Microteaching Setting during the COVID-19 Pandemic from the Author's Point of View

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ABSTRAK

Microteaching adalah salah satu teknik pelatihan guru yang membantu peserta pelatihan guru untuk menguasai keterampilan mengajar dan mengembangkan strategi pengajaran. Dampak pandemi COVID-19 membuat kursus microteaching dilakukan secara daring. Penelitian ini bertujuan untuk menganalisis pengalaman microteaching mahasiswa Pendidikan Seni Pertunjukan dalam mata kuliah microteaching selama pandemi COVID-19. Sesi microteaching dibagi menjadi dua sesi yaitu sesi microteaching berbasis teori online dan sesi microteaching berbasis praktik offline. Penelitian ini menggunakan penelitian kualitatif. Rancangan penelitian yang digunakan adalah sudut pandang penulis. Penulis bersentuhan langsung dengan orang, situasi, dan fenomena yang diselidiki. Teknik analisis data dilakukan dengan mengamati dan mencatat secara sistematis gejala-gejala yang muncul pada objek penelitian. Dalam microteaching setting ini, penulis mengamati bagaimana siswa mengembangkan proses belajar mengajarnya sendiri dengan merencanakan, mengajar, mengamati, mengevaluasi, dan merefleksi pembelajaran. Temuan penelitian ini menunjukkan bahwa penerapan microteaching secara online dan offline di masa pandemi COVID-19 memiliki kelebihan dan kekurangannya masing-masing. Selain itu, sisi teknis juga perlu mendapat perhatian. Siswa masih belum menunjukkan kematangan dalam menguasai prinsip-prinsip pengajaran di kelas. Studi ini digunakan sebagai sarana untuk meningkatkan pengajaran siswa untuk menjadi pendidik masa depan dalam situasi yang tidak terduga.

ABSTRACT

Microteaching is one such teacher training technique which helps the teacher trainee to master the teaching skills and develop teaching strategies. The impact of the COVID-19 pandemic has made microteaching courses conducted online. This study aims to analyze the microteaching experience of Performing Arts Education students in a microteaching course during the COVID-19 pandemic. The microteaching session is divided into two sessions: online theory-based microteaching sessions and offline practice-based microteaching session. This study used a qualitative research. The research design used is the author's point of view. The author has direct contact with the people, situations, and phenomena being investigated. Data analysis techniques are carried out by systematically observing and recording the symptoms that appear in the object of research. In this microteaching setting, the author observes how students develop their own teaching and learning processes by planning, teaching, observing, evaluating, and reflecting on learning. The findings of this study indicated that the implementation of online and offline microteaching during the COVID-19 pandemic has its own advantages and disadvantages. In addition, the technical side also needs attention. The students still have not shown maturity in mastering the principles of teaching in the classroom. This study is used as a means to improve student teaching to become future educators in unexpected situations.

1. INTRODUCTION

In the 21st century, educators in the current digital era are required to have teaching skills to meet the needs of the superior generation in the digital era. Professional teacher education institutions are fully responsible for fulfilling teachers with the competencies needed in today's digital era. Teacher competencies include skills in providing education, specialization, coordination, and cooperation. The teacher is no longer seen as a transmitter of knowledge and a model of skills; however, as a facilitator in the

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learning process and in creating a conducive learning environment (Azrai et al., 2020; Kilic, 2010; Singh, 2011). One of the most widely used methods to provide on-campus teaching experiences for prospective teachers is microteaching. Microteaching was created out of frustration with the failure of the traditional teaching methods that only explained the difficulties of teaching but did not effectively connect the theories of teaching with practice (Bağatur, 2015; Wilkinson, 1996). Also, microteaching is a prospective teacher's teaching practice for a reduced time and class size in front of his/her peers and the mentors, tutors or professors under their supervision. Furthermore, microteaching is taken into consideration to make a contribution to the improvement of lots of pedagogical abilities important for pre-service teachers (Karlström, M., & Hamza, 2019; Ostrosky et al., 2013). Therefore, microteaching is one way to bridge this gap. Microteaching is one of the teaching methods currently given to prospective teacher students to practice teaching skills in the classroom.

The microteaching method has benefited in many countries in training teachers. Several studies have shown that microteaching is a viable means to fulfill the desired goals in preparing teacher candidates to become effective and reflective teachers (He & Yan, 2011; Koross, 2016; Mcleese & Unwin, 1971). Another previous research showed that the activity of microteaching can provide a window into students' reflective processes (I'Anson et al., 2003). Another study highlighted that microteaching had a positive impact on developing pre-service teachers' sense of self-efficacy in teaching and revealed that pre-service teachers in the experimental group showed statistically greater progress in critical thinking dispositions than those in the control group (Arsal, 2014). Microteaching in teacher education programs is based on at least two assumptions: First, it is assumed that microteaching increases the probability that target skills will be acquired rapidly and with a high degree of efficiency. Second, microteaching is considered to be an effective way to expand the range of behaviors teachers employ in the classroom after training is complete (Copeland, 1975; He & Yan, 2011; Kartal et al., 2012).

Microteaching is a reduced and realistic educational context that provides a useful framework for teachers (experienced or inexperienced) to acquire new and old skills (Ghafoor et al., 2012; McKnight, 1971). Microteaching is one such teacher training technique which helps the teacher trainee to master the teaching skills and develop teaching strategies. In this way, the teacher can learn different skills, helping them gain confidence (Banga, 2014; Ismail, 2011; Otsupius, 2014). Microteaching also provides additional practical experience to trainees before they start their clinical practice in real classrooms (Kumar, 2016; Mergler & Tangen, 2010; Reddy, 2019). Therefore, microteaching is a training technique for developing teaching skills through limited teaching practice. Basic microteaching skills include the ability to plan and structure effective learning sessions, use appropriate teaching strategies, evaluate learning success, and develop the ability to convey material clearly and effectively (Ralph, 2014; Remesh, 2013). In addition, teacher candidates need to have the ability to use a variety of teaching methods and techniques to enhance interaction with students and help them learn effectively.

Microteaching as a professional development tool in teacher training programs provides student teachers with opportunities to explore and reflect on their own and others' teaching styles and to acquire new teaching techniques and strategies (Fernández, 2005; Ogeyik, 2009). Similarly, the objective of microteaching is to give a chance to the student teachers to rehearse some teaching skills in front of their friends in a constructive atmosphere (Widiyanti et al., 2020). Also, microteaching is used to generate examples and non-examples of various teaching skills, as a more formal assessment technique than evaluation, as an instructional development vehicle for testing various instruction and presentation formats and as a self-assessment tool (Allen, 1980; Arshad, 2018). Not only that, microteaching can also be analyzed as a type of theatrical performance and microteaching enables student teachers to be aware of their own shortcomings in subject matter knowledge and enables them to develop their pedagogical content knowledge (Altuk et al., 2012; Bell, 2007).

Before teaching, student teachers need to prepare lesson plans. This lesson plan, as part of the microteaching activity, according to the lesson cycle syntax, is the initial stage of microteaching. Because the success of microteaching is directly related to the planning of learning with understandable objectives in the planned sequence. Steps and requirements of microteaching, such as knowledge acquisition, skill acquisition, and transfer. The knowledge acquisition phase is a preliminary pre-active phase in which teachers are trained on the skills and components of the lesson through expert lectures, discussions, illustrations, and skill demonstrations. In the interactive phase of skill acquisition, teachers schedule micro-lessons to practice the skills being demonstrated. Ultimately, the integration of these learned skills and the transition from simulated classroom situations to real classroom instruction (Remesh, 2013; Singh, 2011). In addition, to combine simulation and microinstruction to provide a technical solution that bridges the gap between degree preparation and real-world applications. In addition, simulation provides the opportunity to implement, observe, and capture the effectiveness of situational learning approaches and reflective

practices. These are usually more difficult to measure in real-world context variability (Ledger & Fischetti, 2019; Mahmud, I., & Rawshon, 2013).

The impact of the COVID-19 pandemic has made microteaching courses conducted online. Online microteaching incorporates professional judgment, teacher evaluations, and discussion forums with recorded educational practices. Expert and teacher judgment facilitates evaluative judgment about the content and strategies used in classroom practice, primarily recorded on videotape. In addition, the discussion forum contains comments and criticisms from teachers, discourses on educational content and strategies presented in video recordings, and expert feedback. Lessons are shortened to 5 or 15 minutes and are used to practice specific educational skills. Microteaching consists of video-recorded micro-lessons and feedback. Lessons are recorded on video and students listen to and watch their voices immediately after the lesson. Tutor analysis and suggestions that attended the class or saw videotapes and other sources of feedback support trainees in class restructuring (Kusmawan, 2014; Reddy, 2019). The feedback must be based on skills, strategies, skills, educational tools, etc. to be objective. A typical microteaching formats include a presentation phase in which the skills to be practiced are presented and a model of the demonstrated skills is recorded on video, a practice or "education" phase in which students attempt to practice the modeled skills. Microteaching allows acceptance of the role of technology in education (Asfihana, 2021; Qurat-ul-Ain et al., 2019). Hence, one of the attractions of microteaching is the use of videotape technology. In this uncertain pandemic situation, microteaching can be done in two sessions. In the first session, students teach theoretical material online, and the second session teaches practical material offline. Online sessions are carried out using Zoom as a means of interaction between prospective teachers and students (participants are classmates).

The purpose of this study is to analyze the microteaching experience of Performing Arts Education students in a microteaching course during the Covid-19 pandemic. Additionally, the researcher was interested in discovering how motivation, different learning philosophies, efficient teaching techniques, efficient teaching techniques and behavior management, and various assessment techniques applied to online microteaching in pandemic situations. It aims to prepare students for careers as teachers in the future. Make sure to emphasize what it was made for.

2. METHOD

This study used a qualitative research. The researcher hopes to present an insider's perspective into the events that will occur in the study as data are collected and analyzed. Qualitative research focuses on understanding social phenomena from the perspective of the human participants in natural settings (Ary et al., 2018). The research design used is the author's point of view. The author's point of view determines the research framework, encourages the selection and formulation of research questions, provides criteria for evaluating alternative research designs, and may or may not be included in potential research results and how those results are represented effectively (Clarke & Roche, 2018). This study was conducted at the Department of Performing Arts Education, Faculty of Performing Arts, Indonesia Institute of the Arts Yogyakarta for one semester. The author observed 22 students in the odd semester of the 2021/2022 academic year.

In this study, the author has direct contact with and becomes close to the people, situations, and phenomena being investigated. The author's personal experience and insights are an important part of the investigation and are essential to understanding the phenomenon. The author is a lecturer in the microteaching course as well as an observer in the implementation of microteaching carried out by students. The author recorded the teaching implementation process from beginning to end in a notebook. Observation notes detail what the author actually saw during the implementation of microteaching. Here, the author's point of view presents a new and unique way of looking at existing problems, basic concepts, or general ideas on a particular topic, suggesting and supporting new ideas, and explaining the impact of newly introduced innovations. Data analysis techniques are carried out by systematically observing and recording the symptoms that appear in the object of research. The research flow is presented in [Figure 1](#).

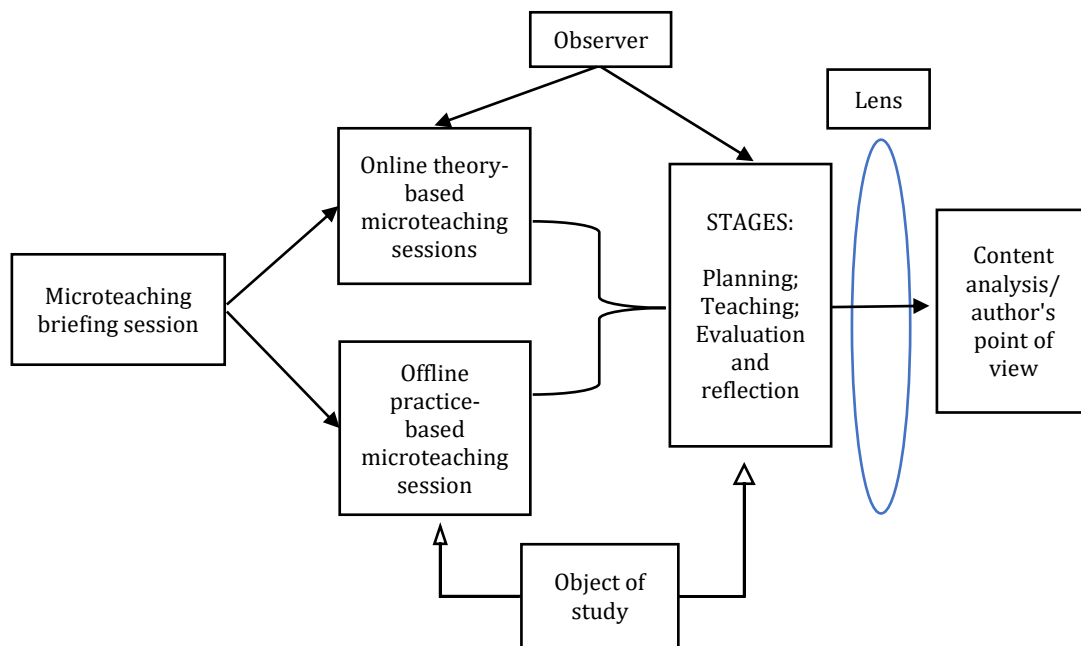


Figure 1. Flowchart of Research Procedure

3. RESULT AND DISCUSSION

Result

Microteaching is organized practice teaching. The goal is to give prospective teachers confidence, support, and feedback by letting them try out what they plan to do with their students. Microteaching is a fast, efficient, proven and fun way to help teachers get off to a great start. Microteaching sessions are divided into two sessions: online theoretical material microteaching sessions by Zoom and offline practice microteaching sessions in the classroom. The author divides the four stages of implementing microteaching into microteaching courses at the Department of Performing Arts Education, namely: planning, teaching, evaluation and reflection. The implementation of the online theoretical material microteaching sessions stage can be carried out as shown in Figure 2. The implementation of the offline session microteaching practice stage can be carried out as shown in Figure 3.

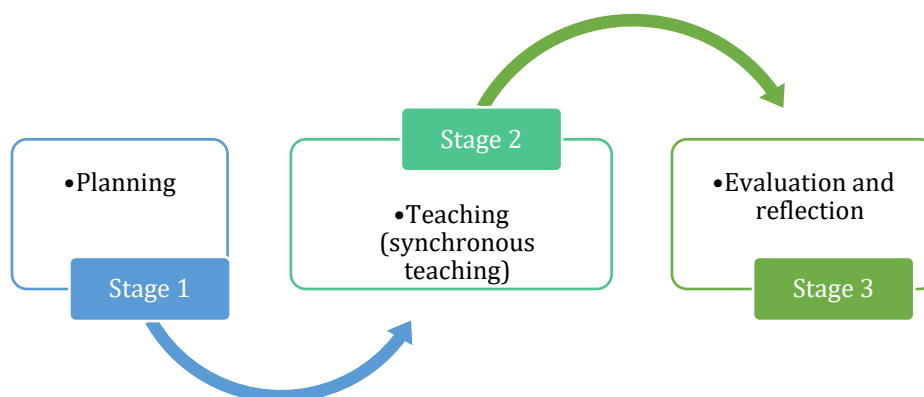


Figure 2. Microteaching Model Integration Online Theory-based Microteaching Sessions

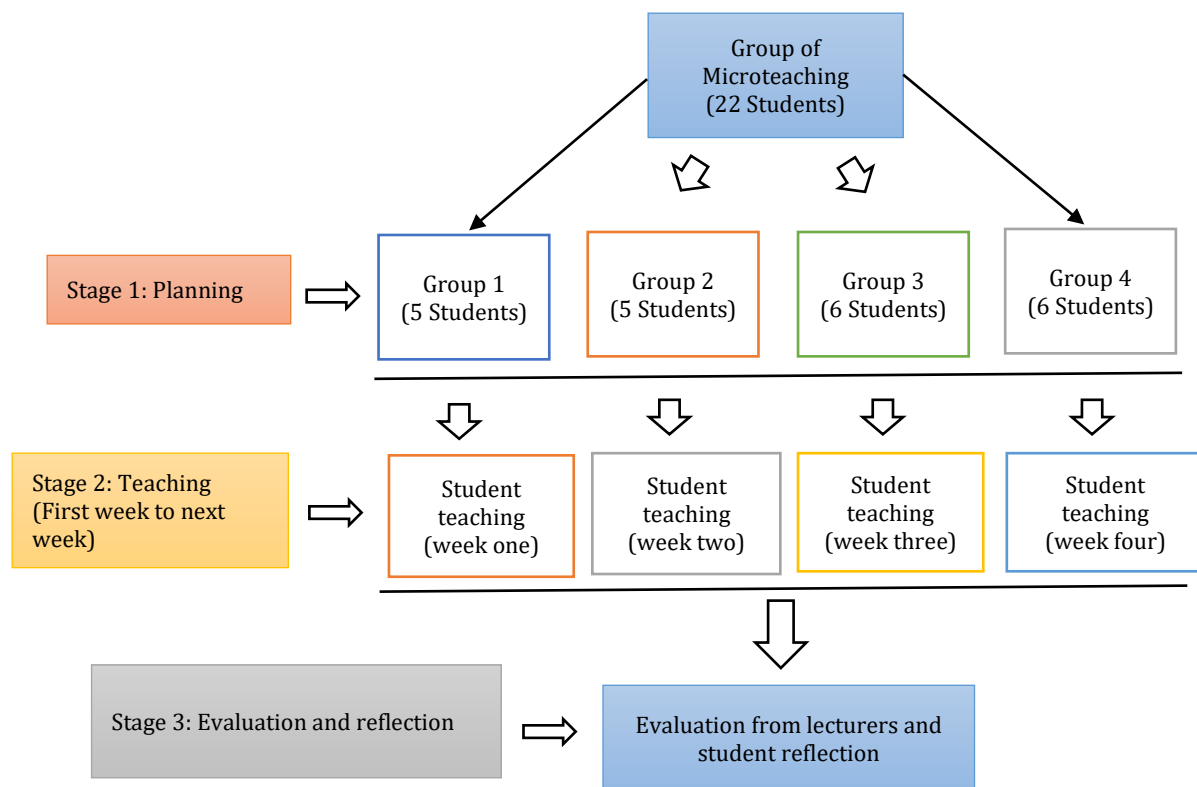


Figure 3. Microteaching Model Integration Offline Practice-based Microteaching Session

Planning

During the COVID-19 pandemic, the microteaching session was divided into two sessions, namely an online microteaching session on theoretical material and an offline microteaching session on practical material. These two sessions were conducted separately with reference to the imposition of restrictions on community activities by Indonesian government policy since the beginning of 2021. Practical microteaching online is not possible, so microteaching practical material is carried out offline on campus, complying with health protocols. There are 22 students, who are divided into three groups at each session. The first session meeting began with an online microteaching session of theoretical material. In this session, three students took turns microteaching at each meeting. In the second session, a microteaching session of practice materials was held offline. The 22 students were divided into 4 groups, and each meeting had 5–6 students. After that, every student will give a short lesson in front of the class based on the lesson plan. Prior to the two sessions, each student was asked to develop a lesson plan. The learning implementation plan can be divided into two designs: the theoretical substance learning implementation plan and the practical substance learning implementation plan. The microteaching implementation process has three phases, as shown in Figure 4.

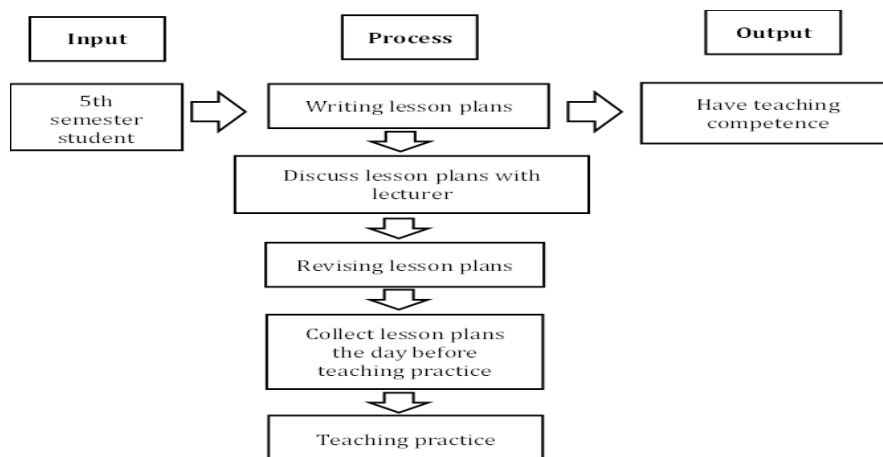


Figure 4. Stages of the Microteaching Implementation Procedure

Because microteaching is carried out online through their respective gadgets or laptops, students are asked to adjust the learning media that will be used in the process of implementing microteaching. In planning the implementation of this microteaching, the author realized that these sessions would provide opportunities for other valuable learning to occur. This could include problem-solving discussions about teaching practice challenges and opportunities to observe students demonstrating their teaching skills online and offline. Most prospective teachers didn't understand lesson study well.

Teaching

In both online and offline sessions, students are given 15 minutes to teach online and 20 minutes to teach offline. Each student is given the flexibility to determine the time allocation for each component that has been designed in the lesson plan. Students use all the resources they have when implementing microteaching, both in terms of learning approaches, learning strategies, learning methods, learning models, and learning media used.

In an online microteaching session via Zoom, the student teaches a group of students (classmates) based on the lesson plan. This lesson had observed by the lecturer of the course. In this session, students take turns teaching according to the topics raised in the lesson plan. Some of the obstacles that the author observed in implementing microteaching are as follows: the majority of students have network problems when teaching so when teaching, their voices are not heard and students' voices sometimes falter. In fact, some students who teach leave Zoom on their own. Another obstacle is that students are not prepared to teach online. Students also do not master the material taught and tend to read PowerPoint that had made. In addition, students also do not involve students (classmates) in the teaching and learning process.

In offline microteaching sessions in class, students also encounter obstacles. Among them are the following: students do not master the lesson plans that had made. Students also often forget aspects that have been written in the lesson plan. Students do not master the class well. The class is not conducive. Some students (classmates) did not focus on listening to the teacher. On the other hand, students are too focused on the material on the laptop so it does not provide an effective learning atmosphere.

After all students teach online and offline, the lecturer will provide feedback in the form of input, suggestions, and improvements that focus on things such as skills in conveying basic competencies, delivering topics/brief material information, apperception/determining activity steps, suitability of material sequences and the principles of developing materials and examples with basic competencies, systematic and logical delivery of material, suitability of activity steps, integration of life skills, learning experiences with basic competencies, good classroom management, suitability of using techniques and media with basic competencies, skills in using media, voice volume, varying voice intonation, clear vocals, good and correct language, clear writing, determination of proportional time allocation, effectiveness, flexibility and confidence, skills in making conclusions/summaries/pointers and conducting process evaluation and evaluation of results containing: types of invoices, test form, and assessment instrument.

Evaluation and Reflection

The evaluation related to the effectiveness of education, the evaluation of educational strategies, methods, and techniques. Teachers can get feedback about lessons and students can get feedback about learning. Therefore, evaluation plays an important role in microteaching. A wise evaluation of a lesson plan means thinking about the design and theoretical structure of the lesson. It also means focusing on how implementation and education actually work. In micro lessons, the instructor repeats the teachings provided by the student after the lesson. Confirmation in the form of student schedule compliance for online and offline instruction. The trainer provides input and suggestions for future improvements in training. We also ask students what they think needs improvement and provide feedback. We also need feedback and feedback from colleagues. Student ratings are evidence that students understand the importance of microinstructions in their future educational careers.

The Advantages and Disadvantages of Microteaching during the COVID-19 Pandemic

The COVID-19 pandemic is changing the way educators teach in the classroom. The pandemic has also changed the role of teachers to appear dynamic and flexible. In this study, the authors analyze the advantages and disadvantages of microteaching during the COVID-19 pandemic, both online microteaching and offline microteaching. There are several advantages and disadvantages of microteaching during a pandemic as shown below:

Online Theoretical Material Microteaching Session

In this session, there are several advantages of microteaching theoretical material online: Skills in online microteaching allow each student to teach; restricting content gives students more freedom and

convenience. Thus, online microteaching has based on the principle of limited content. Students have to prepare their lessons with the prepared content; therefore, it becomes easier for them to carry out their teaching; mastering a skill takes practice. Apart from focusing on one skill at a time, online microteaching programs also provide an opportunity to practice those skills. Lots of practice can increase self-confidence and promote the development of teaching skills; encourage the application of educational technology such as LMS, Virtual Classrooms such as Zoom, or Google Meet; motivate students to plan effective teaching strategies with lesson plans.

Meanwhile, in this online microteaching session, there are several disadvantages: The training program via Zoom is time-consuming due to technical problems such as slow internet network, internet outages, inadequate teaching tools, and so on; limitations in seeing student movements and facial expressions when teaching via zoom; too much reading PowerPoint than reconstructing the material had taught; not everyone has access to electronic devices and internet connections; studying for hours online can strain your eyes and affect physical and mental health; while studying online, you may have distracted by the noise around you and waste time.

Offline Practice Microteaching Sessions

In this session, there are several advantages of offline microteaching practice materials: Empower lecturers to provide valuable oversight and feedback on student work and their teaching methods; provide teachers with opportunities for self-evaluation; develop the necessary teaching skills; increase students' self-confidence and enthusiasm for teaching; improve student-teacher collaboration. Meanwhile, in this offline microteaching practice materials, there are several disadvantages: Lack of proper planning conveys unwanted and unrelated concepts; the teaching strategies used in microteaching sessions for teaching are still less effective and efficient; microteaching conducted by students takes time because students are not disciplined in time; skills do not emphasize personalized learning; students only care about the material and sometimes ignore the socio-emotional development of students.

After learning about the pros and cons of implementing microteaching, students look back at the process of implementing microteaching. Don't stand still during the day, always look back on yourself. Check yourself on a regular basis. This helps students better understand what microteaching is. Microteaching is important for students before teaching in a real class. Microteaching helps instill confidence in practical students, broadens student knowledge, encourages student participation, does not incur money or transportation costs, and improves student educational skills.

Discussion

Microteaching expanded the usual knowledge of classroom outcomes or feedback aspects. In micro lessons, future teachers need to be able to explain concepts with simple, relevant, and interesting examples to better understand their students. Also, student feedback was also collected during this exercise. Most people had a great experience (Arshad, 2018; Reddy, 2019). Both the tasks and instructional approaches used by teacher educators should no longer have been understood as putting theory into practice; rather, they should have been seen as learning opportunities in which students engage thinking about what and how they are doing and an adequate base of facts, principles, and experiences from which to reason (Banerjee et al., 2015; Kourieos, 2016).

Microteaching increases self-confidence improves in-class teaching performances and develops classroom management skills. Microteaching produces measurable changes in teacher behavior, and beneficial results can have obtained with various paradigms. The teaching activity is imparting knowledge or skills. A teacher is therefore a person whose job is to teach, especially in a school. (Mcaleese & Unwin, 1971; Otsupius, 2014). As before mentioned, students had asked to draw up a lesson plan and the lecturer will provide input before teaching online on a predetermined day. Students teach their material after appropriate adjustments had been made based on lecturer feedback on lesson plans, and (Diana, 2013) during the implementation of microteaching, students had instructed to teach through different approaches, including several strategies to meet the needs of all students later (Amrizul, 2018; Diana, 2013). According to the author's experience when teaching microteaching courses, there are several microteaching skills that students must own such as introduction skill, skill of problem, skill of probing questions, skill of explanation, skill of stimulus variation, skill of blackboard/whiteboard writing, skill of achieving closure (Banerjee et al., 2015; Iksan et al., 2014). In addition, evaluation is an important part of all educational processes and had considered important. This is an innovative approach to the delivery of curriculum content in new programs and careful evaluation had seen as an important component of the quality review process (Higgins & Nicholl, 2003; Selvaraj et al., 2021).

Reflection is an essential component of microteaching. Looking at the purpose of microteaching, we can see that the teaching and reflection phases are in the foreground. After the student has

microteaching and listened to the instructor's feedback, the student had given the opportunity to record positive or negative things to analyze and improve their implementation of microteaching. Traditional microteaching has focused on implementation in face-to-face settings to coordinate the improvement of teachers' introspective and critical thinking skills (Karlström, M., & Hamza, 2019; Kusmawan, 2014). Practice or policy impact: the combination of microteaching and human-in-the-loop simulation provides a powerful and secure learning environment for practicing the arts and sciences of education (Koross, 2016; Ledger & Fischetti, 2019). Future teachers have acquired a variety of experiences and skills through microteaching, and the majority of them have shown a positive attitude toward microteaching as a training method. Therefore, microteaching should be supplemented with various alternative forms of school experience and practice. These novice teachers value microteaching as an effective pedagogical tool that increases their teaching competence and confidence, but it is most beneficial under certain conditions (He & Yan, 2011; Mahmud, I., & Rawshon, 2013; Ralph, 2014).

This research will only cover studies on microteaching within the institute, reviewing the implementation of microteaching during the COVID-19 pandemic, not before or after, and the management of microteaching activities online and offline. For further research, it suggested exploring the effectiveness of microteaching as a learning method in the context of the COVID-19 pandemic. This research can test the extent to which microteaching can improve student learning outcomes and reduce teacher stress levels during a pandemic. In addition, it is necessary to examine how microteaching adapts to the pandemic situation and the possibility of its application as a broader learning method in the future. The implication of this study is the importance of students' understanding of the management and application of microteaching in the learning process in the classroom. In addition, the results of this study can also provide recommendations for the benefits of developing microteaching so that it can be more effective in improving the quality of learning in schools.

4. CONCLUSION

The implementation of microteaching at least helps students understand what microteaching is more deeply. In principle, microteaching is important for students to do before teaching in a real class in the future. Microteaching helps create confidence for practicing students, increases student knowledge, encourages student participation, and helps improve student teaching skills. Microteaching practice is very beneficial for prospective teachers to learn about the craft of teaching. In addition, microteaching leads to increased self-awareness and self-confidence in participants' own skills and expertise, as well as verification of their educational style and practice. This study was used as a means to improve student teaching and prepare future educators for unexpected situations.

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