# Pre-Service Teacher Perception Related to the Benefits of Micro-Teaching Course to Their Teaching Apprenticeship Program

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| Article Info | Abstract |
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| <br><br>**Corresponding Author:**<br>Asriani Hasibuan<br>Institut Pendidikan Tapanuli Selatan<br>asrianihasibuan@gmail.com | *This study aims to explore pre-service teachers' perceptions related to the benefits of micro-teaching class they have attended to their teaching apprenticeship. By using qualitative research, the data were obtained from questionnaire and interview. Participants this study are 8 pre-service teachers from 8th semester of Wiralodra University. The findings showed that pre-service teacher perception on micro teaching to their teaching apprenticeship program is micro teaching very benefited to pre-service teacher on their apprenticeship. The benefits are micro teaching supports in practicing, boost the confident, helps to make a systematic lesson plan, enables to gain instant feedback, and provides master a number of skill. This research suggests the investigation of the impact of microteaching to the pedagogical implementation of the pre-service teacher in the apprenticeship program.* |

## INTRODUCTION

Teaching is a scientific process and its major components are content, communication and feedback. The teaching strategy has a positive effect on student learning. The main objective of teacher education is to develop a skill to stimulate experience in the taught, under an artificially created environment, less with material resources and more by the creation of an emotional atmosphere. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. The most important factors in teacher education are hours of training and support for teachers (Charbonneau, Hsu & Kuan, 2013) as cited in Garcia et al. (2022). The micro-teaching aims at developing student-teachers' basic skills in teaching such as the way they start teaching, steps in teaching learning activities and also classroom management (Kılıç, 2010; Şen, 2009, 2010) as cited in Zulfikar et al. (2020).

To prepare qualified pre-service teacher, the college offers two important programs : the micro-teaching and the teaching apprenticeship courses. In addition, pre-service teacher develop their teaching strategies; Learn how to understand learning interests of prospective students, and more interestingly, they gain knowledge on how to deliver teaching materials and how to development materials (Alibakhshi & Dehvari, 2015; Hastings & Squires, 2002; Özbal, 2019). Pre-service teachers are required to shape their professional identities as pre-service teachers. And micro teaching gives the pre-service teachers real experiences of working in real schools.

Teachers who have basic teaching skills can make the learning process well and attractively so that it can foster students' willingness to learn (Sa'ad et al. 2015) as cited in Apling, Haryani, & Elianawati

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(2019). Micro-teaching can also be defined as a simulation was designed systematically for the teacher candidates in exploring pedagogical experiences, reducing their mistakes in teaching before they start their teaching practices in real classes, mainly implement the knowledge about teaching that they have learned into action (Bulut, 2016) as cited in Zulfikar et al. (2020). This work is aimed to exploring pre-service teacher voices on their experience during the micro-teaching class, and if these experiences enhance their readiness for teaching apprenticeship.

Studies on similar issues have been conducted by Mayangsari (2020) indicated that the micro-teaching was beneficial for them in developing their basic skills of teaching which consisted of boosting pre-service teacher self-confidence, the evaluation given (feedback), enhancing pre-service teacher communication skill, improving pre-service teacher chalkboard skill, increasing pre-service teacher questioning skill, and developing pre-service teacher reinforcement skill. The study by Fetriani, et al. (2021), investigated English student's skills applied in micro teaching class Muhammadiyah university of Bengkulu. And findings revealed that the teaching skills applied by English student's in micro teaching class are questioning skills, variation skill, explaining skill, opening skill, small grup discussion skill, classroom management skills, organizing small group work and individual work, closing skill and using teaching media skill.

## METHOD

This study aims to explore pre-service teachers' perceptions related to the benefits of micro-teaching class they have attended to their teaching apprenticeship. As the nature of this inquiry, we believed that qualitative research is appropriate to explore people's perceptions, attitudes, and interpretations of situations they are in (Mohajan, 2018). several benefits of micro-teaching course are : supports pre-service teachers to practice, boosts the confidence of student-teachers, Promotes systematic lesson planning, gains instant feedback and provides pre-service teachers master a number of skills. This research focuses on the perceptions pre service teacher of benefits micro teaching course, which the research is closed to the case study. In qualitative research, what goes in a particular activity are described in detail.

### Instrument

In collecting data used questionnaires and interview instruments, and these questions were developed along the way following the course of the interview. Qualitative research, in contrast, focuses on understanding social phenomena from the perspective of the human participants in its natural settings.

The result has calculated using likert scale that widely used in research Louis Cohen (2007) as cited in Mutmainnah, A., R. (2018) that are:

1. Strongly Agree, respondents get score (5)
2. Agree, respondents get score (4)
3. Undecide, respondents get score (3)
4. Disagree, respondents get score (2)
5. Srongly disagree, respondents get score (1)

### Procedures

1. Determine the problem

   The researcher observes the problem related to the benefits of micro teaching course that appeared in learning and the determines what issue was examined. Thus, this study can be addressed to open the gap between problems and can achieve the objective of this study.

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2. Construct background of study

   Background of study aimed to express the writers' curiousity about issues that should be found. In background of study, the researcher reports some reason for conducting the benefits of micro teaching course and what will be explained during the study. Similiarly, it help the researcher to become more familiar with the topic and introduce to any other research or study which is very beneficial for the writer to begin her study.

3. Make limitation of the problem

   Limitation of the problem the benefits of micro teaching course is made to know what part of the study should be examined in order to make this study more focus and avoid any unspecific things. Thus, the researcher limits her study on two concepts of metacogrition: knowledge of cognition which consists of declarative knowledge, procedural knowledge, and conditional knowledge, regulation of cognition which includes planning, monitoring and evaluation.

4. Prepare the instrument

   This is the essential part of this study, because a good research/study is measured from the instruments that used. And determining a good instruments related to the benefits of micro teaching course lead to the data collected. In this part, the writer use two data collections, they are questionnaire and interview. The researcher will ask to the english teacher about the actual intrument then give a questionnaire to the students and interview them.

5. Collect the data

   From the description of the instrument, then the researcher collected the data that gained both from the respondents. Thus, the problem discovered found its solution. In this case, the writer applied two different data collections: questionnaire and interview.

6. Analyze the data

   After the proposed data are collected, the researcher analyzed it and discussed it. This step used to know pre-service teacher perception about pre-service teacher perception about the benefits of the micro teaching course to their teaching apprenticeship. So, analyzing questionnaire in the next step is used to know how the pre-service' teacher perception about the benefits of the micro-teaching course to their teaching apprenticeship. Then, the interview strengthened how the students actualize perception  about the benefits of the micro- teaching course to their teaching apprenticeship. Finally, the researcher got the data about the pre-service teacher perception about the benefits of the micro-teaching course to their teaching apprenticeship.

7. Describe the research data

   The data obtained from document, questionnaire, interview and explained. This is to find a valid data and the study / research related to the benefits of micro teaching course activity is trustworthy.

8. Conclude and suggest the finding of the study

   Every study is expected a result that is usefull for the further study. Therefore, the writer noted a conclusion and suggestion in order to give an advice for other writer.

## Data Analysis

The data analysis of this study belongs to the analysis of qualitative data like Nunan & Bailey (2009: 413) as cited in Mayangsari, I. (2020). These data analysis are described as follow:

### Questionnaire

Questionnaires are a form of data collection tool, while sources data are ordinary people called respondents. The questionnaire is in the form of a list of questions to obtain research data distributed to

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respondents to be filled in and then returned to researcher. The questionnaire intended in this paper is in the form of questions with answers open-ended Question, meaning that the answer to the question as statements that require a longer response. The response can be compared with the information the questioner already knows.

## *Measurement Scale*

Basically a measuring tool to detect interest (interest), attitude (attitude) and habits (habits). This measurement is in the form of a scale, including the Likert scale which consists of 5 (five) level namely :

Tabel 3.1 Likert Scale Category

| Level | Quality |
|---|---|
| SA (Strongly Agree) | 5 |
| A (Agree) | 4 |
| U (Undecide) | 3 |
| D (Disagree) | 2 |
| SD (Strongly Disagree) | 1 |

## *Persentase (%)*

The data analysis technique in this study uses a qualitative approach, each question is given a certain weight, according to the criteria (5 to 1). The score of questionnares will be calculated uses the formula percentage from Chamblees (2021).

$$P = \frac{F}{N} \times 100\%$$

P = Percentage
F = The Frequency of questionnare answer
N = Amount of Participants.

$$Percentage = \frac{n}{\Sigma N} \times 100\%$$

Where:
n = The students who choose the option
Σn = The total number of the students in the class

Chamblees (2021)

## Interview

Interview the data from interview recorded through audio recording, it enables the writer to keep the information safely (Creswell, 2012). The writer used qualitative data analysis based on Creswell (1998) as follows.

a. Data managing

In the first step, the writer organized the questionnaire data obtains by using the technique of collecting the data into folders then converted them into sentences. The interview data will consolidated.

b. Reading and take a memo

In the second step, before transcript the data, the writer read and wrote memos, so when transcript the data it will clear related to the field notes from interview.

c. Interview transcript

In the third step, the writer transcribed the interview and adds the coding rom the audio recording to get the clearer and accurate information from the participants.

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d.  Describing, classifying and interpreting
In the fourth step, the writer gave a clear description regarding with the data found in detail. In addition, the writer classified and chose which data meet to the purposes in the research as well as interpret the data.

e.  Representing and visualizing
On the last step, the writer displayed the data that was found in a form of text.

## RESULTS AND DISCUSSION

Table 4.1 Qustionnaire Result

| No | Statement | Mean Score |
|---|---|---|
| 1. | Micro teaching supports pre-service teacher in practicing. | 4.6 |
| 2. | Micro teaching helps pre-service teacher getting much information about teaching learning activity. | 4.5 |
| 3. | Micro teaching gives pre-service teacher valuable opportunity to apply it for teaching apprenticeship. | 4.2 |
| 4. | Micro teaching boosts the confidence of pre-service teacher. | 3.6 |
| 5. | Micro teaching helps pre-service teacher to develop awareness of their teaching. | 4.1 |
| 6. | Micro teaching helps pre-service teacher to manage time learning. | 3.8 |
| 7. | Micro-teaching helps the pre-service teachers to prepare a systematic lesson plan. | 4.5 |
| 8. | Micro teaching helps pre-service teacher to creating a fun learning atmosphere. | 3.4 |
| 9. | Micro teaching helps pre-service teacher appropriate learning aspects of indicators and basic competency. | 4.0 |
| 10. | Micro-teaching enables the pre-service teachers to obtain instant feedbacks. | 3.2 |
| 11. | Micro teaching is an important subject to improve teaching competence. | 4.9 |
| 12. | Micro teaching helps pre-service teacher clarifying learner misconceptions. | 3.4 |
| 13. | Micro-teaching provides pre-service teachers master a number of skills. | 3.8 |
| 14. | Micro teaching helps pre-service teacher to coordinating students. | 3.5 |
| 15. | Micro teaching helps pre-service teacher to solve problem faced during teaching apprenticeship. | 3.7 |

Table above shows the results of 15 statements to determine the pre-service teacher perception related to the benefits of micro teaching course to their teaching apprenticeship program. To get the mean score, the writer looked for the average value off all the answer on each number.

## CONCLUSION

Based on the result of pre-service teacher perception related to the benefit of micro teaching course to their teaching apprenticeship, the writer concludes the most of pre-service teacher perceptions to the benefit of micro teaching course is help them to teaching apprenticeship. Afterward, the benefits are that micro teaching supports in practicing, micro teaching boost the confident, micro teaching helps pre-service teacher to make a systematic lesson plan, micro teaching enables to gain instant feedback, and micro teaching provides master a number of skill. As Bahadur (2015) as cited in Mayangsari, I. (2020) explained that teaching practicum is a phase of professional development in which schools' environment has a big influence on the lives, thoughts, and attitude of pre-service teacher. Also, the pre-service teacher feel comfortable and interest in every micro teaching class and feel challenged in teaching apprenticeship program, that they have to be more creative to face the real situation than in micro teaching class. According to Chaudhary et al. (2015) as cited in Mayangsari, I. (2020) micro-teaching is a teacher training

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technique that provided teachers a chance to develop their skills of teaching by self-practice and self-criticism.

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