The Profile of Students' Basic Teaching Skills through Blended Learning in Microteaching Courses during Covid-19 Pandemic

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Abstrak

Pandemi Covid-19 menuntut calon guru sekolah dasar untuk mampu mengajar secara online maupun offline dengan menggunakan model blanded learning. Penelitian ini bertujuan untuk menganalisis keterampilan dasar mengajar mahasiswa calon guru sekolah dasar pada matakuliah Microteaching. Penelitian ini merupakan penelitian deskriptif kualitatif dengan subjek penelitian adalah mahasiswa prodi Pendidikan Guru Sekolah Dasar yang menempuh matakuliah Microteaching. Teknik pengumpulan data dengan observasi yang dilaksanakan dengan menggunakan rubrik penilaian kinerja (performance assessment). Observasi dilakukan melalui dua tahap, pertama pada saat mahasiswa praktik mengajar secara online dan kedua praktik mengajar secara offline. Hasil penelitian menunjukkan bahwa keterampilan mengajar online memperoleh skor 84.71 dan offline dengan skor 85.78. Dengan demikian secara keseluruhan keterampilan dasar mengajar mahasiswa calon guru sekolah dasar menggunakan model blanded learning memperoleh skor 85,24 dengan kategori sangat baik.

Kata Kunci: Keterampilan Dasar Mengajar, Blended learning, Microteaching, Pandemi Covid-19

Abstract

Due to the Covid-19 pandemic, prospective elementary school teachers must be able to teach both online and offline using a blended learning model. The purpose of this study is to examine the fundamental teaching skills of prospective elementary school teachers in the Microteaching course. This study used qualitative descriptive method. The subjects were students of the Primary School Teacher Education Study Program at the University of Nahdlatul Ulama Sidoarjo who programmed Microteaching courses. The data were collected using observations with a performance assessment rubric. Observations were conducted in two stages: first, when students practiced online teaching, second, when they practiced offline teaching. The results showed that online teaching skills obtained an average score of 84.71, while offline teaching skills obtained an average score of 85.78. Hence, prospective elementary school teacher students in the blended learning model received an overall score of 85.24, meaning that they were categorized as a very good category.

Keywords: Basic Teaching Skills, Blended Learning, Micoteaching, Covid-19 Pandemic

INTRODUCTION

The industrial revolution 4.0, often known as digitalization or the era of technology advancement, is a hot topic of discussion in numerous sectors of society at the moment. Industry 4.0 is now a reality, defined by cyber-physical systems, in which people connect and communicate via the internet (Hermann et al., 2015), (Irianto, 2017), (Harto, 2018). As a result, individuals increasingly rely on technology to meet their daily demands, such as online shopping, e-money, e-banking, and online transportation.

The industrial revolution 4.0 era is defined by the growth of many industrial sectors that make use of digital technologies and the internet. The huge digitization of information and the widespread application of artificial intelligence (AI) in various sectors of human life, including education, mark the beginning of the industrial era 4.0 (Putrawangsa & Hasanah, 2018). In the field of higher education, the Ministry of Research, Technology, and Higher Education (Kemenristekdikti) is actively promoting what universities should do in response to the 4th industrial revolution. Nasir (2018) the Minister of Research, Technology, and Higher Education, outlined five critical elements that must be implemented in order to adapt to the industrial revolution 4.0 era, including more innovative learning preparations, specifically those that strengthen students' abilities in information technology (IT) and work toward a cyberlearning lecture system.

In the ICT era, the students are those who will be born and developed in the digital era, therefore like it or not, teachers must have a high level of technology literacy. The Teacher Training Institute (TTI), as an institution that prepares prospective educators/teachers, must equip instructors and prospective teachers with technology skills, particularly in information and communication technology (ICT), because future teachers face technological problems. Kauchak (2012) believes that the criteria for teachers and students in 21st century or digital age schools connect to the use of technology in learning. Technology competency is required for 21st-century education. Creativity, critical thinking, communication, collaboration, innovation, and problem-solving are all examples of twenty-first-century abilities (Istiq'faroh et al., 2020). Teachers must be able to prepare students for life in the digital age in a variety of ways, one of which is by utilizing their subject matter, learning, and technology skills to promote advanced student learning experiences, creativity, and innovation in both face-to-face and virtual settings. Teachers/lecturers can use the Blended Learning Model, abbreviated as MBL, to improve services in both face-to-face and virtual scenarios (online) (Nurhayati, Rokhimawan, 2021).

Teachers must have sufficient capabilities to master a number of these required competencies, both during pre-service and in-service training. Pre-service training for prospective teachers can take the form of theoretical and practical development of basic teaching skills (teaching skills). In practice, teaching abilities can be developed through microteaching activities or microteaching. Microteaching is an early stage of teacher education that focuses on the development of teaching competencies through the practice of fundamental teaching competencies. Essentially, microteaching is a performance-based learning method that involves training prospective teachers on the components of basic teaching competencies throughout the learning process, so that they are truly capable of mastering each component individually or in an integrated manner in a simplified learning situation.

The microteaching course will provide teacher candidates with teaching skills and the ability to conduct direct teaching practices on a tiny (micro) scale. To effectively engage in the learning process, students must be prepared with appropriate information and teaching abilities. Along with an understanding of teaching techniques, prospective elementary school education teachers must possess skills connected to the teacher's responsibilities. According to Rustaman (2006), teachers have three primary responsibilities: a) preparing for teaching (defining learning objectives, developing evaluation tools, and selecting subject matter); b) carrying out teaching and learning activities; and c) evaluating learning outcomes and utilizing feedback.

Agustina & Saputra (2017) conducted research on prospective biology teachers in order to learn more about teaching approaches. The purpose of this study is to examine the fundamental competencies of face-to-

face teaching with prospective Biology teachers in the Microteaching program. The subject was students in the Biology education department at the University of Muhammadiyah Surakarta in the microteaching course. The sufficient evidence suggests that basic skills teach students in a variety of ways; however, components of skills in starting games, playing games, and ending games need to be further improved.

Ardi (2014) used a similar approach to assess students' face-to-face teaching abilities. At STKIP-PGRI Pontianak, the study was done on prospective Civics teachers. Based on the findings of the study using statistical calculations, it can be stated that the implementation of micro teaching-learning for students is progressing effectively. The current study differs in that it focuses on how to instruct prospective Primary Education teacher candidates during the Covid-19 pandemic, as opposed to current studies. A blended learning approach is used in the described teaching method. As a result, both online and offline teaching activities are carried out. This research is very important to do considering the condition of Indonesia is still in the period of the Covid-19 pandemic. So that prospective teachers must be able to teach students both online and offline.

METHOD

This study was descriptive research design. According to Sugiyono (2006), descriptive research is conducted to determine the value of independent variables, either one or more variables, without comparing or connecting them. Only the outcomes of the performance assessment during the microteaching course are offered in this study for further analysis.

This study was conducted at the FKIP UNUSIDA Elementary School Teacher Education Study Program on Jl. Lkr. Timur No.5.5, Rangkah Kidul, Kec. Sidoarjo. The study was from February until August of 2021. The research population consisted of 190 students who took Microteaching in the even semester of 2020/2021. Samples were taken from three courses, A, B, and C, totaling 50 students, with the requirement that the three classes had approximately the same initial ability. This study used performance assessment to collect data.

Student performance during microteaching lectures was assessed twice. The first evaluation is when students participate in independent teaching exercises (without direction), which means they are allowed to develop learning scenarios and teach. The second assessment follows the first assessment's results. The assessment findings were used as values of basic teaching skills, which were then examined descriptively. The essential teaching abilities studied are demonstrated in Table 1.

Table 1
Aspects and Indicators of Basic Teaching Skills

No	Aspect	Indicator
1	Developing learning scenarios	a. Determining the stages/steps of the sequence of learning activities
		b. Determining the activities that will be carried out by both teachers and students
		c. Choosing the right methods and strategies according to the characteristics of the material
		d. Determining the estimated use of time for each learning activity
		e. preparing scenarios according to learning objectives
2	Opening skills	a. Attracting students' attention
		b. Generate motivation
		c. Doing apperception
3	Explaining skill	a. Using language according to the development of students
		b. Explaining fluently and avoiding unnecessary and repetitive words
		c. Sentences are arranged in good language and easy to understand
		d. Avoiding dubious terms (roughly, maybe, if I'm not mistaken)
		e. Using a clear voice in speech
4	Questioning skills	a. Expressing questions clearly

No	Aspect	Indicator
		b. coming to all students
		c. Paying attention to the time lag of students in delivering answers
		d. Providing feedback after the question is answered
5	Skills in managing the learning process	a. The suitability of the use of strategies/methods with the characteristics of learning materials
		b. Presentation of teaching materials relevant to the objectives
		c. Enthusiastic in responding and using responses
		d. Accuracy in the use of time
6	Variation skills	a. Variety of teaching styles (voice, eye contact, body movements, expressions)
		b. Variations in the use of learning media
		c. Variation of interaction patterns
		d. Stimulation Variations
7	Skills in using learning media	a. Paying attention to the principles of using media types
		b. using Media accuracy
		c. Skills in operationalizing learning media
		d. Media is useful in improving the quality of the learning process
8	Skills when providing reinforcement (reinforcement)	a. Showing a good attitude and attractive facial expressions, so that it creates warmth and enthusiasm for students
		b. Providing reinforcement is adjusted to the level of achievement of student success and has meaning for students who do good deeds as expected
		c. Avoiding negative reinforcement
		d. Using reinforcement in various ways
9	Closing the learning activity	a. Reviewing the material that has been studied
		b. Giving a chance to ask questions
		c. Giving assignments
		d. Concluding learning materials
		e. Informing the next learning material

Source: modified from (Riyana, 2013) and (Mukminan, 2013)

The results of the assessment of students' basic skills in the microteaching course are then categorized so that the scores obtained are meaningful with the following categories:

<60   = less
60-70   = enough
71-80   = good
>80   = very good

RESULTS AND DISCUSSION

Result

This study aimed to analyze the profile of basic teaching skills of prospective primary school education teachers during the pandemic in microteaching courses with blended learning models. Basic teaching skills are important to be trained through various existing courses to equip prospective primary school education teachers before going directly to class (real teaching). Basic teaching skills are useful so that students as prospective primary school education teachers can carry out an interesting learning process.

The results of the assessment in the form of a basic teaching skill score were obtained from the performance assessment carried out at each appearance in the teaching exercise. Teaching exercises are carried out according to the blended learning model, namely during online and face-to-face teaching activities. The results of the assessment using the blended learning model for each aspect of basic teaching skills for students as prospective primary school education teachers during microteaching courses are presented as bellows.

1. Skills in Developing Learning Scenarios

According to Mukminan (2013), the skill of preparing learning scenarios is defined as the teacher's skills in compiling the stages/steps of learning activities (including preliminary, core, closing activities), a description of the learning activities to be carried out, selecting the media and tools that will be used by teachers and students, as well as determining the estimated time, in order to facilitate students to get convenience in the learning process. In this study, the skills to develop learning scenarios were obtained from the results of the lesson plan (Learning Implementation Plan). The preparation of the lesson plan was made twice, namely the face-to-face and online lesson plan. The results of the assessment of each indicator in the skills aspect of preparing learning scenarios can be shown in Table 2.

Tabel 2
The Result of Assessment of Each Aspect of Skills in Developing Learning Scenarios

No	Aspect	Lesson plan		Average
		Online	Offline	
1	Skills in developing learning scenarios	75,5	78,5	77
2	Opening skills	83,5	82	82,75
3	Explaining skill	78,5	77	77,75
4	Questioning skills	82,5	80	81,25
5	Skills in managing the learning process	83,5	82,5	83
	Total	80,7	80	80,3

The results showed that the ability of students in preparing offline lesson plans was 80.7 and online was 80. The average obtained in the aspect of skills in preparing learning scenarios was 80.3. Thus, students' skills in preparing learning scenarios are categorized as very good.

2. Skills in Opening Lessons

Skills in opening lessons according to Handayani (2014) include apperception, orientation, and motivation which aim to mentally prepare students to face new subject topics based on their knowledge and experience. In this study, open-learning skills were obtained from the results of student performance assessments on microteaching both online and offline. The results of the assessment of each indicator in the aspect of preparing open learning skills can be shown in Table 3.

Table 3
Results of the Assessment of Each Indicator on the Aspect of Composing Skills Opening Learning

No	Aspect	Performance		Average
		Online	Offline	
1	Attracting students' attention	80	84,5	82,2
2	Generate motivation	83,5	82,5	83
3	Doing apperception	82,5	89,5	86
	Total	82	85,5	83,7

The results showed that the ability of students to open lessons online was 82 and offline was 85.5. The average obtained in the aspect of skills in opening learning is 83.7. Thus, students' skills in opening learning are categorized as very feasible.

3. Explaining Skills

The skill in explaining the learning process according to Mulyatun (2014) means organizing learning material in a systematically planned order so that students can easily understand it. The ability to explain according to Mukminan (2013) aims to: a) assist students in understanding facts, concepts, principles, or procedures, and help solve problems in learning activities, b) involve students to think and communicate their ideas and ideas, c) strengthening cognitive structures related to learning materials, and d) get feedback from

students about the mastery of competencies that must be mastered. The results of the assessment of each indicator on the skills aspect of explaining learning can be shown in Table 4.

Table 4
Results of Assessment of Each Indicator on Aspect of Skills Explaining Learning

No	Aspect	Performance		Average
		Online	Offline	
1	Using language according to the development of students	81	80,5	80,7
2	Explaining fluently and avoiding unnecessary and repetitive words	79	76,5	77,7
3	Sentences are arranged in good language and easy to understand	83,5	81,5	82,5
4	Avoiding dubious terms (roughly, maybe, if I'm not mistaken)	84,5	81,5	83
5	Using a clear voice in speech	86,5	83,5	85
	Total	82,9	80,7	81,8

The results showed that the ability of students to explain lessons online was 82.9 and offline was 80.7. The average obtained in the aspect of skills to explain learning is 81.8. Thus, students' skills in explaining learning are categorized as a very feasible category.

4. Questioning Skills

Asking is one of the activities that is always present in the communication process, giving stimulus to students in the form of question sentences that require answers. The types of questions vary according to their function. Questioning skills require understanding and require practice and habituation. The results of the assessment of each indicator in the aspect of asking skills are presented in Table 5.

Table 5
Results of the Assessment of Each Indicator on the Aspect of Questioning Skills

No	Aspect	Performance		Average
		Online	Offline	
1	Expressing questions clearly	82	85,5	83,7
2	Questions spread to all students	75,5	87,5	81,5
3	Paying attention to the time lag of students in delivering answers	80,5	82,5	81,5
4	Providing feedback after the question is answered	78,5	77	77,75
	Total	79,1	83,1	81,1

The results showed that the ability of students to ask questions during the online learning process was 79.1 and offline was 83.1. The average obtained in the aspect of asking skills is 81.1. Thus, students' skills in asking questions during learning are categorized as very feasible.

5. Skills for Managing the Learning Process

Asmadawati (2014) states that skills in managing the learning process, including classroom management skills, are teacher skills in creating and maintaining optimal learning conditions and overcoming problems that arise in the learning process in the classroom so that learning objectives can be achieved properly and optimally. The results of the assessment of each aspect of managing the learning process in both the first and second appearances are presented in Table 6.

Table 6
Assessment Results of Each Aspect Indicator of Managing the Learning Process

No	Aspek	Performance		Average
		Online	Offline	
1	The suitability of the use of strategies/methods with the characteristics of learning materials	94,5	97,5	96
2	Presentation of teaching materials relevant to the objectives	95	90,5	92,7

No	Aspek	Performance		Average
		Online	Offline	
3	Enthusiastic in responding and using responses	90,5	97,5	94
4	Accuracy in the use of time	95	94,5	94,7
	Total	88,5	95,5	92

The results showed that the ability of students to manage the online learning process was 88.5 and offline was 95.5. The average obtained in the aspect of skills in managing the learning process is 92. Thus, students' skills in managing learning are categorized as very feasible.

6. Variation Skills

Variations in the teaching and learning process according to represent changes in teaching activities in the context of learning interactions including teaching styles, use of learning media, patterns of interaction with students, and stimulation. The results of the assessment of each skill aspect indicator vary in this study are presented in Table 7.

Table 7
Assessment Results of Each Indicator of Skill Aspect Variations

No	Aspek	Performance		Average
		Online	Offline	
1	Variety of teaching styles (voice, eye contact, body movements, facial expressions)	92	88,5	90,2
2	Variations in the use of learning media	96,5	95,5	96
3	Variation of interaction patterns	88,5	89	88,7
4	Stimulation Variations	95,5	96,5	96
	Total	93,1	92,3	92,7

The results showed that the ability of students in conducting variations of lessons online was 93.1 and offline was 92.3. The average obtained in the aspect of skills in conducting learning variations is 92.7. Thus, students' skills in conducting learning variations are categorized as very feasible.

7. Skills in Using Learning Media

Learning media according to Safita (2012) are all forms of stimulants and tools provided by the teacher to encourage students to learn quickly, precisely, easily, correctly, and there is no verbalism. The results of the assessment of each skill aspect indicator using learning media in this study are presented in Table 8.

Table 8
Assessment Results of Each Skill Aspect Indicator Using Learning Media

No	Aspect	Performance		Average
		Online	Offline	
1	Paying attention to the principles of using media types	93,5	90	91,7
2	Media usage accuracy	92	91,5	91,7
3	Skills in operationalizing learning media	88,5	86	87,2
4	The selected media is useful in improving the quality of the process	94,5	95,5	95
	Total	92,1	90,7	91,4

The results showed that the ability of students to use online learning media was 92.1 and offline was 90.7. The average obtained in the aspect of skills using learning media is 91.4. Thus, students' skills in using learning media are categorized as very feasible.

8. Reinforcement Skills

A good attitude from educators and a warm situation can raise the enthusiasm of students in participating in the learning process. The results of the assessment of each skill aspect indicator reinforcing this study are presented in Table 9.

Table 9
Results of Assessment of Each Skill Aspect Indicator Provides Reinforcement

No	Aspect	Performance		Average
		Online	Offline	
1	Showing a good attitude and attractive facial expressions so that it creates warmth and enthusiasm for students	78	77,5	77,75
2	Providing reinforcement is adjusted to the level of achievement of student success and has meaning for students who do good deeds as expected	84	82,5	83,25
3	Avoiding negative reinforcement	78,5	80	79,25
4	Using reinforcement in various ways	80	75,5	77,75
	Total	80,1	78,8	79,5

The results showed that the ability of students to reinforce online lessons was 80.1 and offline was 78.8. The average obtained in the aspect of skills to reinforce learning is 79.5. Thus, students' skills in reinforcing learning are categorized as very proper.

9. Skills in closing the lesson

The skill of closing the lesson is an activity carried out to end the teaching and learning process. The closing activity of the lesson aims to determine the extent to which the learning objectives can be achieved and the extent to which students understand the material that has been studied. The results of the assessment of each indicator of the skill aspect of closing the lesson in this study are presented in Table 10.

Table 10
Assessment Results of Each Skill Aspect Indicator Closing the Lesson

No	Aspect	Performance		Average
		Online	Offline	
1	Reviewing the material that has been studied	80	87,5	83,7
2	Giving a chance to ask questions	81,5	88,5	85
3	Giving assignments	78,5	77	77,7
4	Concluding learning materials	80,5	87,5	84
5	Informing the next learning material	80,5	88,5	84,5
	Total	80,2	85,8	83

The results showed that the ability of students to close lessons online was 80.2 and offline was 85.8. The average obtained in the aspect of closing learning skills is 83. Thus, students' skills in closing learning are categorized as very feasible. Overall, the profile of students' teaching skills in using the blended learning model is presented in the following table.

Table 11
Profile of Student Teaching Skills in Using the Blended Learning Model

No	Aspect	Performance		Average
		Online	Offline	
1	Skills in developing learning scenarios	80,7	80	80,35
2	Opening skills	82	85,5	83,75
3	Explaining skill	82,9	80,7	81,8
4	Questioning skills	79,1	83,1	81,1
5	Skills in managing the learning process	92,2	95,1	93,65
6	Variation skills	93,1	92,3	92,7

7	Skills in using learning media	92,1	90,7	91,4
8	Skills provide reinforcement (reinforcement)	80,1	78,8	79,45
9	Skills in closing the Learning activity	80,2	85,8	83
	Total	84,7	85,7	85,2

Discussion

The achievement score for basic teaching skills in blended learning microteaching courses demonstrates numerous categories in each element. When viewed in average achievement, the skill score for compiling learning scenarios is 80.3 is categorized as very feasible, the skill score for opening lessons is 83.7 that is categorized as very feasible, the skill score for explaining is 81.8 that is categorized as very feasible, the skill score for asking questions is 81.1 that is categorized as very feasible, the skill score for managing the learning process is 92 that is categorized as very feasible, the skill score for carrying a variation is 92.7 that is categorized as very feasible, and the skill score for using learning media is 91.4 that is categorized as very feasible, providing reinforcement of 79, 5 categorized as proper, and the ability to close the lesson by 83 categorized as proper. Overall, the profile of teaching students' abilities to teach using the blended learning model can be observed in their online performance, which received an average score of 84.71, and their offline performance, which received an average score of 85.78. Thus, the overall basic teaching skills of students getting jobs as primary school teachers under the blended learning paradigm are quite good.

Basic teaching skills were assessed using the blended learning method in two different learning processes, synchronous and asynchronous. Synchronous (face-to-face) learning occurs in the classroom when students experience teaching without the use of technology. Synchronous learning can be accomplished through debates, lectures, or questions and answers. By expressing oneself during the teaching and learning process, synchronous learning teaches students to acquire direct communication competence (Tabak & Rampal, 2014). Additionally, they get to experiment with instructional media and worksheets that they produced in class. While synchronously teaching practice, the lecturer gets the opportunity to assess his students' ability in areas such as opening skills, explaining the material, and concluding classes. This competency assessment is undoubtedly more successful in synchronous learning environments, where instructors oversee students directly (Ramadhan et al., 2018).

Asynchronous communication is another method of communication in integrated learning (long distant). Asynchronous teaching can make use of a variety of online platforms to increase instructional efficiency and student achievement (Papadima-Sophocleous & Loizides, 2016). E-learning, YouTube, Google Meet, and Zoom are all examples of online platforms that can be employed. Students can improve their communication abilities and express themselves online through asynchronous learning. Students use zoom as a learning medium in online teaching practice. Zoom is a teleconferencing application. This program enables many users to see each other simultaneously. Maul, June, Ronald Berman (2018) state that the Zoom application has a psychological effect on pupils, which adds to their increased drive to learn.

Almarzooq et al., (2020) and Basilaia & Kvavadze (2020) both underlined the importance of accelerating the resolution of educational challenges in light of the Covid-19 Pandemic. The process of teaching and learning must be regulated and modified to the specified situation and conditions. At all stages of education, teaching and learning are designed to incorporate online components. As a result, teachers must be proficient in both face-to-face and online instruction. Students employ the blended learning concept when teaching skills. Blended learning is a way of teaching and learning that blends two modalities of instruction, namely the traditional classroom setting with online engagement (Kocoglu et al., 2011)

CONCLUSION

According to the results of research and data analysis, the achievement score for basic teaching skills in microteaching courses using the blended learning model falls into various groups in every area. Looking at

the average achievement, the skill score for compiling learning scenarios is 80.3 categorized as very feasible, the skill score for opening lessons is 83.7 categorized as very feasible, the skill score for explaining is 81.8 categorized as very feasible, the skill score for asking questions is 81.1 categorized as very feasible, the skill score for managing the learning process is 92 categorized as very feasible, the skill score for holding a variation is 92.7 categorized as very feasible, and the skill score for using learning media is 91.4 categorized as very feasible, providing reinforcement of 79, 5 categorized as proper, and the ability to close the lesson by 83 is categorized as proper. Overall, the profile of teaching students' abilities to teach using the blended learning model can be observed in their online performance, which obtained an average score of 84.71, and their offline performance, which obtained an average score of 85.78. In conclusion, the overall basic teaching skills of students getting jobs as primary school teachers under the blended learning paradigm are quite good. Blended learning is an alternate option for overcoming the limitations of online and face-to-face learning in order to provide a series of productive, efficient, and enjoyable learning experiences for students without abandoning traditional learning theories.

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