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An Analysis of Competency Achievement of Elementary Teacher Candidates in Micro-Teaching during the Covid-19 Pandemic

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Abstrak

Penelitian ini bertujuan untuk menganalisis ketercapaian kompetensi mahasiswa calon guru sekolah dasar dalam pembelajaran mikro pada masa pandemic covid-19. Kompetensi dalam pembelajaran mikro ini merupakan kompetensi fundamental yang harus dikuasai oleh mahasiswa calon guru sekolah dasar. Penelitian ini menggunakan metode deskriptif kualitatif. Teknik pengumpulan data menggunakan teknik observasi, angket dan dokumentasi. Teknik analisis data dilakukan secara deskriptif. Subjek penelitian adalah mahasiswa kelas A6 dan A7 yang berjumlah 80 mahasiswa. Penelitian ini dilaksanakan dari bulan Februari-Juli 2021. Hasil penelitian menunjukkan pada kompetensi keterampilan mengembangkan perencanaan pembelajaran sebanyak 36,50% mahasiswa mencapai skor > 71 dan 45,75% mahasiswa mencapai skor > 81 yang berada pada kategori tinggi. Sedangkan pada kompetensi keterampilan melaksanakan pembelajaran sebanyak 85,20% mahasiswa telah melakukan aspek aspek tersebut dengan baik dan memperoleh skor > 70. Hal tersebut menunjukkan bahwa melalui pembelajaran mikro secara daring yang direncanakan dan dikemas dengan baik tetap mampu mengantarkan mahasiswa mencapai kompetensi yang diharapkan. Ketercapaian kompetensi pembelajaran mikro ini disebabkan oleh pemilihan media dan infrastruktur pembelajaran yang tepat. Media yang digunakan memiliki tingkat kemudahan dan fleksibilitas yang baik sehingga seluruh mahasiswa dapat mengaplikasikannya dengan baik dan memberikan dampak yang baik pada pencapaian kompetensi pembelajaran mikro.

Kata Kunci: analisis, kompetensi, pembelajaran mikro, calon guru, sekolah dasar

Abstract

This study aims to analyze the competency achievement of prospective elementary school teacher students in micro-teaching during the covid-19 pandemic. Competence in micro-teaching is a fundamental competence that must be mastered by prospective elementary school teacher students. This study used descriptive qualitative method. Data collection techniques used observation techniques, questionnaires, and documentation. The data analysis technique was carried out descriptively. The research subjects were students of classes A6 and A7, totaling 80 students. This research was conducted in February-July 2021. The results showed that 36.50% of students achieved a score of > 71 and 45.75% of students achieved a score of > 81 which were in the high category. Meanwhile, 85.20% of students have carried out these aspects well and obtained a score of > 70. This shows that through online micro-teaching that is well planned and packaged, it is still able to lead students to achieve the expected competencies. The achievement of this micro-teaching competency is due to the selection of the right learning media and infrastructure. The media used has a good level of convenience and flexibility so that all students can apply it well and have a good impact on the achievement of micro-teaching competencies.

Keywords: analysis, competence, micro-teaching, teacher candidates, elementary school

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INTRODUCTION

The Covid-19 that has hit the world since the end of 2019 has forced various sectors of human life to change. Sectors that are not able to adjust to the conditions of this pandemic will be lost and distributed by new sectors that appear. The reduction in human activity due to various restrictions imposed has resulted in the paralysis of the economic sector, especially offline economic businesses (Yamali & Putri, 2020). Changes in human activities from offline to online activities must be carried out in various sectors including the education sector. The education sector is one of the sectors with a high potential for transmission of covid 19, so the implementation must be changed to online. The Ministry of Education and Culture of the Republic of Indonesia has instructed schools and educational institutions in high transmission zones to implement online learning as a whole from primary, secondary, and higher education levels.

The application of online learning is a challenge for all education actors (Jamilah, 2020). Online learning demands creativity from teachers to design online learning that can lead students to achieve their competencies. This online learning challenge is not only for teachers in schools but also for lecturers in universities. Lecturers aim to excel in this online lecture. Courses with high output skills or skills are a challenge when compared to theoretical courses (Hasriani, 2021). Courses with this skill output are usually found in vocational colleges, LPTKs, or the like. In LPTK, which is producing prospective teachers, skills in developing lesson plans and implementing learning are the main competencies and must be possessed by every student, even if the process is done online.

Research on the use of various online learning applications has been done recently. Among others, conducted by (Herliandry & Suban, 2020) stated that online learning is an effective solution to activate classes even though schools have been closed considering that times and places are at risk during this pandemic. Likewise, the results of research from (Irmada & Yatri, 2021) states that online learning using the Zoom meeting application is quite effective. Online learning using this zoom meeting can be face to face just like conventional classes. The features in Zoom meetings are also easy to use and make the learning process more interesting. However, if you don't use a premium zoom, the learning process will be paused. This online learning requires students' readiness to follow it. The results of research from (Vhalery et al., 2021) stated that there was an effect of "zoom" online-based learning on student learning readiness during the covid-19 pandemic. Several trainings have also been conducted regarding the use of this online learning application, among others from (Arigiyati et al., 2021) which showed an increase in student learning motivation of 91.07 %, increased independence by 86.98%, and increasing knowledge of learning applications by 90%. In addition, judging from student perceptions based on research results from Yunus, M., Setiawan, D. F., & Wuryandini, E. (2021) it is known that 46.9% of students towards online learning answered that they helped understand lecture material. 39.1% answered that online learning can increase learning motivation, and only 21.6% of students answered that online learning was effective. Based on various relevant research studies regarding the use and advantages of online learning, this research will utilize online learning applications in the micro-learning lecture process in the era of the covid-19 pandemic.

In tertiary institutions with educational study programs, the competence to develop learning plans and implementation is carried out through micro-teaching activities. This bold micro-teaching is a challenge for lecturers and students. This bold micro-teaching requires a different infrastructure from offline or face-to-face micro-teaching. Where in this bold micro-teaching, lecturers and students cannot interact directly to assess the performance of the prospective teacher students. Bold micro-teaching assessments can only be done through videos made by students via youtube links. This assessment is certainly different from direct assessment during micro-teaching in the lab or class model.

The difference between this study and previous research is that in previous studies the use of online learning applications was used for theoretical courses, while in this study the use of online learning applications

was used for practical learning, namely teaching practice in micro-learning courses. The novelty of this research is micro-teaching which is carried out online using supporting applications consisting of zoom meeting, google drive, and youtube, where previously this micro-teaching was conventionally classed in class. The occurrence of the covid-19 pandemic resulted in the inability to carry out classical micro-teaching. The classical lack of implementation of micro-teaching during the pandemic resulted in the unknown to what extent the competence of elementary school teacher candidates in micro-teaching was achieved. So it is necessary to analyze the achievement of the competence of elementary school teacher candidates in micro-teaching which is carried out online. Based on this, it is important to know the competency achievement of elementary school teacher candidates in micro-teaching during the covid-19 pandemic. This study aims to analyze the competency achievement of prospective elementary school teacher students in micro-teaching during the covid-19 pandemic.

METHOD

This research used descriptive qualitative method. Data collection techniques using observation techniques, questionnaires, and documentation with descriptive data analysis techniques. The subjects of this study were students of classes A6 -18 and A7-18, totaling 80 students. This research was conducted from February 2021 to December 2021 at the Primary School Teacher Education Study Program, Universitas PGRI Yogyakarta.

This research used descriptive qualitative method. The subjects of this research are students of class A6 -18 and A7-18 PGSD Study Program, PGRI Yogyakarta University, totaling 80 students. Researchers get primary data directly from informants by filling out Google Forms. The type of secondary data the researchers obtained from articles and news data sources that discussed the research theme. Data collection techniques with documentation and interviews by spreading questions through Google Form. The informants in this study were 80 students. This research was carried out from February 2021 to December 2021. Data collection techniques used observation, questionnaires, and documentation techniques with descriptive data analysis techniques. The data analysis technique in this study used interactive data analysis (Miles, 2014) with the stages of collecting data related to the achievement of the competence of elementary school teacher candidates in micro-teaching during the covid-19 pandemic. The data were sorted according to research needs. The researcher presents the data that has been processed and the final stage of the researcher concludes the results of the research on the achievement of the competence of elementary school teacher candidates in micro-teaching during the covid-19 pandemic. The stages of this research can be seen in Figure 1.

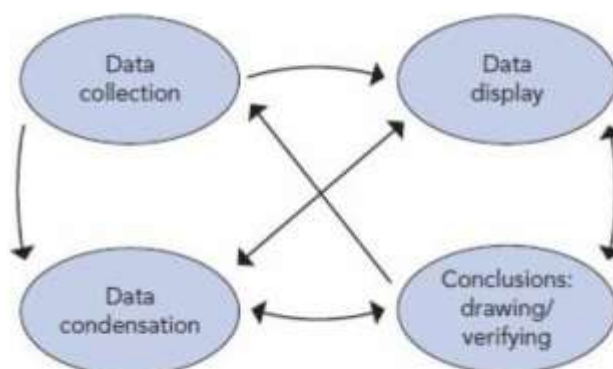


Figure 1. Stages of Research Data Analysis

RESULT AND DISCUSSION

During the Covid-19 pandemic, micro-teaching activities were carried out online. In this online micro-teaching, students use the YouTube application to upload videos of learning practices and Google Drive to

upload lesson plans. Meanwhile, supervisors and examiners use the Google Forms application in conducting assessments both to assess lesson plans and learning videos. The results of the assessment of the learning plans prepared by students can be seen in Table 1.

Table 1
Frequency of student skills in developing learning tools

Aspects of Skills Assessed	Score/Frequency				
	0-40	40-55	56-70	71-85	86-100
Skills in developing <i>Subject Specific Pedagogy (SSP)</i>				37	43
Skills in developing the syllabus			21	22	37
Skills in developing the lesson plan			23	21	36
Skills in developing teaching materials			12	35	33
Skills in developing assessment instrument			15	31	34
Total			71	146	183
Persentase			17.75	36.5	45.75

Based on Table 2, it is known that as many as 36.50% of students achieved a score of > 71 and 45.75% of students achieved a score of > 81 which were in the high category. This shows that even though the learning process is carried out online, it still gives good results on students' abilities in preparing lesson plans.

The lesson plan is a teacher's guide in teaching in the classroom. The lesson plans are made by the teacher to help him teach under the Competency Standards and Basic Competencies on that day. The Learning Implementation Plan (RPP) contains arrangements relating to estimates or projections of what will be done during teaching and learning activities, the possibility of implementing learning following the planned learning implementation plan or not because the learning process is situational if the planning is carefully prepared. then the learning process and results will not be far from the estimate (Muafiah, 2021); (Khikmawati, 2020); (Sutardi, 2017). In compiling this learning plan, some aspects become the focus of the assessment, including the completeness of the RPP identity, the clarity of the preliminary, core, and closing activities, the suitability of learning activities with approaches, models, and methods, the suitability of time allocation with learning activities, the completeness of the lesson plans components, the suitability of between RPP components, Compatibility of RPP components with core SSP components, Use of Language and Systematics/format.

Not only do lesson plans in this micro-teaching device, but students also prepare teaching materials. Teaching materials are all forms of materials used to assist teachers/instructors in carrying out teaching and learning activities in the classroom. (Cahyadi, 2019); (Arsanti, 2018); (Lesiani et al., 2020). In this micro-teaching, some things become the focus of the lecturer's assessment of the teaching materials prepared by students. The focus of the assessment on student teaching materials is the suitability of teaching materials developed with SK/KI, KD, indicators, learning materials and learning activities, compatibility with student development, variations in the types of teaching materials used, the attractiveness of appearance, legibility, the truth of concepts and Language Use. The materials intended and developed by students in this micro-teaching practice can be in the form of printed teaching materials and non-printed teaching materials. types of teaching materials commonly used by teachers and lecturers. These teaching materials can be in the form of books, audio, visuals, and interactive multimedia. Educators can use projectors, laptops, websites, social media, and many others. The teaching materials themselves are divided into two types, namely printed and non-printed teaching materials (Wahyudi & Jamal, 2021); (Susilawati & Khaira, 2021); (Surya et al., 2017).

In this micro-teaching practice, prospective elementary school teacher students must have the ability to assess their learning activities. The natural assessment of the learning process is a series of activities to obtain, analyze, and interpret data about the process and learning outcomes of students which are carried out systematically and continuously, so that it becomes meaningful information in decision making (Efendi et al., 2021); (Maryani, 2020); (Noor, 2020). In this micro-teaching, the aspects that become the focus of the

assessment are the accuracy of the preparation of the grid, the suitability of the instrument formulation with the grid, the clarity of the instrument formulation, the suitability of the answer keys to the questions, the clarity of the scoring guidelines, the legibility of the assessment instrument, and the use of language.

In this micro-teaching process, students in addition to compiling lesson plans and accessories uploaded via Google Drive, students also make video recordings of teaching practices that are uploaded via YouTube. The results of the assessment of student teaching videos uploaded via YouTube can be seen in Table 2.

Table 2
Frequency of student skills in micro-teaching practice

Aspects of Skills Assessed	Score/Frequency				
	0-40	40-55	56-70	71-85	86-100
Opening Learning activities				33	47
Make exploration		24	23	33	
Make elaboration		22	34	24	
Make confirmation		21	33	26	
Implementing education strategy		22	35	23	
Material mastery		21	34	25	
Utilizing sources/media in learning		8	32	40	
Time management		9	35	36	
Suitability of learning with planning		1	35	44	
Doing an assessment		4	35	41	
Closing the lesson		7	35	38	
Teacher candidate appearance		3	38	39	
Total		142	402	416	
Percentage		14.79	41.87	43.33	

Based on Table 2, it is known that all aspects of micro-teaching have been carried out by students. From a total of all aspects of learning skills > 80% of students have done well and obtained a score of > 70. This shows that even though micro-teaching is carried out online, it is still able to make students carry out teaching skills well and achieve minimum competence as prospective elementary school teachers.

The first aspect of this teaching skill is the open learning skill. The activity of opening learning is the teacher's ability to carry out activities to create a mentally prepared atmosphere and cause students to focus on the things to be learned. (Monica & Hadiwinarto, 2020); (Asmil & Hasrul, 2020); (Ambarawati, 2016). In the assessment of student learning videos, the aspects of the assessment in opening learning is the ability to attract attention and generate motivation, clarity of delivery of goals and plans for learning activities and the third is clarity of perception delivery. Overall these three aspects have been carried out by students with a frequency of scores between 71-100.

The second, third, and fourth aspects of the teaching skills assessment indicators are exploration skills, elaboration skills, and confirmation skills. These three skills are an important part of learning that directs learning from beginning to end. Exploration skills are defined as a form of exploration to gain more knowledge or activities to gain new experiences from new situations so that these exploration activities will bring students to think critically and creatively (Julimah et al., 2020). Meanwhile, elaboration means that students are allowed to gain further knowledge and skills, and attitudes through other learning resources and activities so that students' knowledge, skills, and attitudes are wider and deeper (Sripatmi & Ningsih, 2020). After further elaboration is confirmation. In this confirmation section, students get feedback on the correctness, feasibility, or acceptability of the knowledge, skills, and attitudes they have acquired (Sripatmi & Ningsih, 2020).

The fifth teaching practice skill is the skill to apply educational learning strategies. Learning strategy is a method used by a teacher to deliver learning material to make it easier for students to receive and understand learning material so that it is easy to achieve learning competencies (Syaparuddin et al., 2020); (Suhendro,

2020); (Ichsan et al., 2020). In the assessment of skills in applying educational learning strategies, there are eight assessment indicators, namely 1) skills in carrying out learning in accordance with the competencies to be achieved, 2) skills in using various approaches in learning, 3) skills in carrying out learning coherently, 4) skills in implementing nuanced learning. active and fun, 5) skills to make variations in learning, 6) skills to manage classes with a conducive learning atmosphere, 7) skills to focus students' attention, 8) skills to carry out learning that allows the growth of positive habits (Nurturant Effect). In the eight indicators, 58 students or 72.50% have done well so that they get a score > 71 and the remaining 22 students or 27.50% have done quite well with a score > 70. This shows that more than 70% of prospective students Elementary school teachers have been able to implement micro-teaching by implementing educational learning strategies.

In carrying out student learning activities, prospective elementary school teachers in addition to implementing strategies must also master the material presented to their students. Mastery of this material is very important and must be possessed by prospective elementary school teachers (Mahendra, Y., Fernando, Y., & Runesi, 2022); (Suyetni, 2021); (Yulmasita Bagou & Sukung, 2020); (Karim, 2018). A prospective teacher who masters the learning material well will easily convey the learning material to his students. Learning materials can be delivered using a variety of sources and learning media. Learning media are tools used to support the implementation of the teaching and learning process, from books to the use of electronic devices in the classroom (Muslim, F., Putra, I., & Nasori, 2022); (Ayu et al., 2021). This learning media in addition to optimizing the delivery of material to students can also streamline the use of time. As prospective elementary school teachers, students must also be able to use their learning time well. This time-using skill will be mastered by prospective elementary school teachers by frequently conducting micro-learning practices (Syamsurijal, 2022); (Muthy & Pujiastuti, 2020). This time management will also be related to the suitability of the learning plan with the micro-teaching practices carried out. The lesson plans that have been prepared can serve as signs for prospective elementary school teachers in managing time during micro-teaching practices.

In this micro-teaching, elementary school teacher candidates also conduct an assessment of the learning they are doing. Assessment is a part of learning that is used to determine the extent to which students can accept the material and master it. The final part of micro-teaching is closing. The skill of closing this lesson can be done by concluding the lesson and submitting the next lesson plan. This micro-teaching is a vehicle for training the skills of elementary school teacher candidates so that after completing elementary school teacher education they have the competence of elementary school teacher candidates. This competency will be a provision during the profession as an elementary school teacher. With good performance when doing micro-teaching, prospective elementary school teachers will have good competence as well.

Based on the results of the analysis of the Competency Achievement of Elementary School Teacher Candidates in Micro-teaching During the Covid-19 Pandemic Period which was carried out online, it showed that online learning was effectively used in both theoretical and practical learning. This is in line with research from (Br Halawa, 2021) which shows that the Utilization of Social Media Platforms is Effective in Online Practical Learning. Likewise, research by (Anggrella et al., 2021) shows that online learning innovation is indispensable in science practicum courses. The difference between this research and the relevant research is that in previous studies, online learning applications were used for learning theoretical courses or practical proof of the theory, but in this study, online learning applications were used in courses in the form of teaching skills. The results of this study provide new knowledge, namely the use of online learning applications for micro-teaching courses that have competence in the form of skills in developing learning skills and carrying out learning activities according to the lesson plans that have been made. The limitation of this research is that the application is only used in one study program, so it has not been able to provide a wider impact.

CONCLUSION

Based on the results of the research, it is known that through online micro-teaching students can master the competence of developing learning planning skills well, whereas many as 36.50% of students achieve a score of > 71 and 45.75% of students achieve a score of > 81 which is in the high category. Based on the results of the analysis of competency skills in carrying out learning, it is known that all aspects of micro-teaching have been carried out well by students. From the total of all aspects of learning skills as much as 85.20% of students have performed these aspects of skills well and obtained a score of > 70.

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