

Pelaksanaan Micro Teaching Dalam Mengembangkan Keterampilan Dasar Mengajar Mahasiswa Prodi Tadris IPS IAIN Jember

Implementation Of Micro Teaching In Developing Basic Teaching Skill Of Tadris IPS'S Students At IAIN Jember

Elisa Pravianti¹

¹TKIT AL MUBARAK , email: elisapravianti@gmail.com

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ABSTRACT

The purpose of this research is to describe the cognitive stage of micro teaching in developing basic teaching skills of students of IAIN Jember social studies study program, to describe the stage of implementing micro teaching in developing basic teaching skills of students of IAIN Jember social studies study program and to describe reverse stage of micro teaching in developing basic teaching skills of students social studies study program of IAIN Jember. The research uses a qualitative approach and descriptive type of research. The location of this research is in the social studies study program of IAIN Jember. Determination of informants using purposive technique. Data collection technique by interview, observation and documentation. Data analysis used interactive models of Miles, Huberman, and Saldana. The validity of the data used technical triangulation and source triangulation. The results of this study indicate the cognitive stage of micro teaching of IPS Tadris Study Program IAIN Jember was carried out at the beginning of the offline meeting, with the basic teaching skills material and the concept of micro teaching. The implementation stage of the micro teaching of IPS Tadris study programs at IAIN Jember was carried out offline and online by carrying out 2 activities, namely limited training namely isolated and integrated as well as practical examination activities and the reverse stage of micro teaching of IPS IAIN Jember Study program carried out by students with oral observers and written observers while supervising lecturers assessed the lesson plans, micro teaching performance and material mastery. The conclusion of this research is that the cognitive stage in micro teaching is carried out at the beginning of the meeting with the provision of material on the concept of micro teaching, the implementation stage of micro teaching is carried out in two activities, namely limited practice and practical exams and the reverse stage of micro teaching is carried out by students and supervisors.

ABSTRAK

Tujuan penelitian ini yaitu mendeskripsikan tahap kognitif micro teaching dalam mengembangkan keterampilan dasar mengajar mahasiswa Prodi Tadris IPS IAIN Jember, mendeskripsikan tahap pelaksanaan micro teaching dalam mengembangkan keterampilan dasar mengajar mahasiswa Prodi Tadris IPS IAIN Jember dan mendeskripsikan tahap balikan micro teaching dalam mengembangkan keterampilan dasar mengajar mahasiswa Prodi Tadris IPS IAIN Jember. Penelitian ini menggunakan pendekatan kualitatif dan jenis penelitian deskriptif. Lokasi penelitian ini di Prodi Tadris IPS IAIN Jember. Penentuan informan menggunakan teknik purposive. Teknik pengumpulan data dengan wawancara, observasi dan dokumentasi. Analisis data menggunakan model interaktif Miles, Huberman dan Saldana. Keabsahan data menggunakan triangulasi teknik dan triangulasi sumber. Hasil penelitian ini menunjukkan tahap kognitif micro teaching Prodi Tadris IPS IAIN Jember dilaksanakan pada awal pertemuan secara offline dengan materi keterampilan dasar mengajar dan konsep micro teaching. Tahap pelaksanaan micro teaching dalam mengembangkan keterampilan dasar mengajar mahasiswa Prodi IPS IAIN Jember dilaksanakan secara offline dan online dengan dilakukan dua kegiatan yakni latihan terbatas yaitu terisolasi dan terintegrasi serta kegiatan ujian praktik dan tahap balikan micro teaching dalam mengembangkan keterampilan dasar mengajar mahasiswa Prodi IPS IAIN Jember dilakukan oleh mahasiswa dengan observer lisan dan observer tulis sedangkan dosen pembimbing menilai dari RPP, penampilan micro teaching dan penguasaan materi. Kesimpulan dari penelitian ini yaitu bahwa tahap kognitif pada micro teaching dilakukan pada awal pertemuan dengan pemberian materi tentang konsep micro teaching, tahap pelaksanaan micro teaching dilakukan dua kegiatan yakni latihan terbatas dan ujian praktik dan tahap balikan pada micro teaching dilakukan oleh mahasiswa dan dosen pembimbing.



Introduction

Teachers as professional educators mean that teacher work can only be done by someone who has academic qualifications, competencies, and certifications as professional educators. Based on the research findings, it is known that implementing this research is essential to know the importance of implementing micro-teaching for provisions when directly involved in the field implementation program. This is by the importance of micro-teaching, namely

that trainees in micro-teaching classes will have some experience in the field of teacher education and make a systematic teaching practice schedule by attending micro-teaching lectures, (Parwadi). According to law number 14 of 2005 concerning teachers and lecturers, the teaching profession is a particular field of working have talents, demands, vocations, and idealism, have qualifications and educational background according to their area of duty, has the necessary competencies by their field of responsibility, have a code of professional ethics, have rights and obligations in carrying out tasks, obtain income determined by their work achievements, have the opportunity to develop their profession sustainably, get legal protection in carrying out their professional responsibilities, has a professional organization with a hukum body, (Leli Halimah, 2017). More than a professional teacher must have mastered several learning materials in the learning process. Still, it must be supported by other abilities and skills by the elements related to the learning system and method. In particular, the primary power that must be possessed professionally, besides mastering teaching materials or materials, is basic teaching skills. As Glickman, quoted by Dadang Sukirman, explained, basic teaching skills are special abilities that teachers must possess and apply in the learning process. The primary teaching skills mastered by each teacher are opening skills, closing learning skills, explaining skills, providing varied stimulus skills, skills to use methods and media appropriately, skills to manage the learning environment, questioning skills, providing feedback and reinforcement, and other skills.(Dadang Sukurman, 2012).

Microlearning is an effective means and vehicle to practice improving teaching ability. Microlearning is the best way to build skills and confidence to gain various teaching style experiences and to learn to practice providing constructive feedback. Microlearning is a means to prepare prospective teachers or teachers so that they have skills in teaching. During practice, future teachers or teachers can try one component of teaching skills, which is observed by friends or colleagues, as well as lecturers who teach Micro Teaching courses, (Leli Halimah, 2017).

Micro Teaching is essential for prospective teachers. In this case, the trainees in the Micro Teaching class will have some experience in the field of teacher education and make a systematic teaching practice schedule; by attending Micro Teaching lectures, trainees can learn and assimilate new teaching skills under controlled conditions, master several teaching skills, gain

confidence in teaching by developing and mastering skills necessary instruction. (Ni Nyoman Pasmadewi et al., 2017). The Social Studies Tadris Study Program is one of the strata 1-level study programs that prepare its graduates to become prospective teachers of social studies subjects in junior high schools / MTs. Social Studies Tadris Study Program equips students with various kinds of social studies knowledge, such as concepts of social sciences, educational sciences, and other academic competencies. To prepare professional social studies, teacher candidates, the Social Studies Tadris Study Program also carries out Micro Teaching courses.

The implementation of Micro Teaching in the Social Studies Tadris Study Program is carried out in three groups with an average of 18-19 students guided by Micro Teaching lecturers, namely Mr. Sutomo, Mr. Abdurrahman Ahmad, and Mrs. Musyarofah. In implementing Micro Teaching, it is equipped with knowledge of basic teaching skills and theories about the performance of Micro Teaching. This encourages researchers to be interested in researching "Implementation of Micro Teaching in developing basic teaching skills for students of the IAIN Jember Social Studies Tadris Study Program."

LITERATURE REVIEW

Micro Teaching

Micro Teaching is etymologically derived from two words, namely *micro* which means small, limited, narrow and *teaching* means learning. *Micro Teaching* is terminologically, defined with different editors, but has a subtrans meaning sama (Helmiati et al., 2013). *Micro Teaching* can be interpreted as a model of training teachers or prospective teachers to master certain basic teaching skills through a simple teaching process. This model of training is carried out in a special room with all the necessary equipment. The practitioners alternately role-play when in one session one of the practicants becomes a teacher then the other friends become students and vice versa (Shoffan Soffa, 2017). *Micro Teaching* or commonly known as microlearning practice is an applicable and integrated practicum from all previous learning experiences into the training program untuk menyiapkan mahasiswa agar menguasai kompetensi Teacher training, so that it can carry out duties and responsibilities professionally, with its character, this course opens up opportunities for tracing or reviewing the quality of planning and implementing learning by students, (Febrian & Fera, 2019).

Basically, *Micro Teaching* is a learning method based on the performance of prospective teacher students, whose techniques are carried out by training the components of basic teaching skills in the learning and teaching process, so that prospective teacher students are able to master each of these components in a simplified learning situation. *Micro Teaching* is a very important part because it provides a forum for prospective teacher students to practice teaching as proof that they have met the professional competencies taught, (Ni Nyoman Pasmadewi et al., 2017)

Micro Teaching has an important role for prospective teachers. Trainees in *Micro Teaching* classes will have some experience in the field of education namely learning and assimilating new teaching skills under controlled conditions, mastering a number of teaching skills, gaining confidence in teaching by developing and mastering important teaching skills, achieving certain teacher competencies, displaying real teaching situations to develop skills and learning to pay attention differences in individual needs of learning(Ni Nyoman Pasmadewi et al., 2017)

Benefits of *Micro Teaching* according to(Zinal Asril, n.d.) namely developing and fostering certain skills of prospective teachers in teaching, controlled and trainable teaching skills, improvement or refinement quickly can be immediately observed, practice mastery of teaching skills better, when the exercise takes place prospective teachers can focus attention objectively, demand to develop systematic and objective observation patterns and increase the efficiency and effectiveness of school use in teaching practice time relatively brief.

Stages of *Micro teaching* according to (Leli Halimah, 2017). Broadly speaking, the scenario of microlearning activities can be grouped into three stages, namely the first stage of the cognitive stage, prospective teacher students are guided to understand and explore and have a general idea of the concepts and meanings of basic teaching skills in the teaching and learning process, using appropriately, synergizing one skill and another used. In the second phase of the implementation stage, prospective teacher students actually practice basic teaching skills repeatedly, with the hope that if they practice repeatedly, they will find out the shortcomings in the skills they learn to master and be skilled in using them in the teaching and learning process. In the third stage of the return stage, colleagues and supervisors will provide an assessment related to the advantages and

disadvantages of practice which will then be discussed and as material to improve performance as a professional teacher candidate.

Basic Teaching Skills

Skill comes from the basic word "skilled" which means deft, capable or able to complete a task. According to the big dictionary of Indonesian, skills are the proficiency of a person in completing tasks and responsibilities (*Big Dictionary Indonesian / Ministry of National Education | OPAC National Library of Indonesia*, n.d.). Skill is the ability to perform complex and neatly arranged behavior patterns smoothly and according to circumstances to achieve certain results (Dalyono, 1997) Skills are also activities related to nerve veins and muscles that usually appear physical activities such as writing, typing, sports and so on. Although it is motoric in nature, it requires careful coordination of motion and high awareness (Muhibbin Syah, 2017) Therefore, skill is an expertise in a certain field that a person is engaged in.

Teaching skills are very necessary to be possessed by the teacher in order to transfer knowledge, skills, attitudes and values to students in the learning process. Basic teaching skills are complex skills. According to Turney quoted by Shoffan Soffa, there are 8 basic teaching skills that are considered very instrumental in the success of teaching activities, namely opening and closing skills, explaining skills, skills to adapt variations, The implementation of the cognitive micro teaching stage is carried out at the beginning of lectures offline or face-to-face by providing material on basic teaching skills and micro teaching theories and concepts. This is intended so that students can get to know micro teaching in theory and can carry out micro teaching practice properly and correctly. The micro teaching class in the Social Studies Tadris Study Program is divided into 3 groups of 18-19 students per group. At this cognitive stage, the supervisors deliver material or concepts about micro teaching, (Observation in the micro teaching class of social studies Tadris study program, March 13, 2020) questioning skills, strengthening skills, classroom management skills, small group and individual teaching skills, small group discussion guiding skills(Shoffan Shoffa et al., 2016)

Metode

This research uses a qualitative approach. This type of research is descriptive qualitative. The location of this study is in the Tadris IPS Study

Program IAIN Jember. Determination of informants using purposive techniques. According to (Sugiyono., 2014) Purposive is a technique of retrieving data sources with specific considerations. This particular consideration, for example, is the person who knows best about what we expect so that it will make it easier for the researcher to explore the object or social situation under study—data collection techniques with interviews, observations, and documentation. According to (Ida Bagus Mantra, 2008) Observation technique is a data collection technique that requires researchers to go down to the field to observe things related to space, place, perpetrator, excitement, objects, time, events, goals, and feelings. According to (Muri Yusuf, 2014) Interview technique is an event or a process of interaction between the interviewer and the source of information or the interviewee through direct communication. According to (Suharsimin Arikunto, 10 C.E.) The documentation method is to search for data and know things in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agendas, and so on.

Data analysis using miles, Huberman, and Saldana's interactive model ranges from data condensation (selecting and focusing), streamlining, simplifying, and transforming, Data Presentation, and Drawing conclusions and verification. According to (Sugiyono., 2014) Data analysis is the process of systematically finding and compiling data obtained from interviews, field notes, and documentation by organizing data in categories, describing it into units, synthesizing, compiling it into patterns, choosing which ones are important and making a conclusion so that it is easily understood by oneself and others.

Triangulation in credibility testing is defined in various ways and multiple times. Thus there is source triangulation, engineering triangulation, and time triangulation. The validity of the data in this study uses source triangulation and engineering triangulation. Triangulation of references in research is carried out by checking data obtained from several sources, namely from Micro teaching Lecturers, and checked again by researchers with social studies students who take Micro teaching. In contrast, triangulation techniques in research are carried out by checking data obtained from several methods, namely by observation, interview, and documentation methods. (Sugiyono., 2014).

Results & Discussion

The results of this study are focused on the implementation of micro teaching in developing basic teaching skills for students of the IAIN Jember Social Studies Tadris Study Program which is carried out through several activities including the following:

Cognitive Micro Teaching Stage in Developing Basic Teaching Skills for Students of Tadris IPS IAIN Jember Study Program

The cognitive stage of Micro Teaching in developing basic teaching skills for students of the IAIN Jember Social Studies Tadris Study Program is carried out at the beginning of the Micro Teaching course meeting. This is intended so that students can learn Micro Teaching in theory and carry out Micro Teaching practice properly and correctly. This stage discusses the eight basic teaching skills and micro-teaching concepts, as well as the division of students' roles as teachers, observers, and students. This is also by the interview with Mr. Abdurrahman Ahmad as the Micro Teaching supervisor, stated as follows:

"If at the beginning of the meeting I explained the basic teaching skills and all the material about Micro Teaching, the meeting then I divided the duties or roles of each student as a teacher, oral observer, written observer, and student. To make students' Micro Teaching practice seem to be in a real classroom."

The provision of this material aims to improve the quality of student teaching. This is the purpose of Micro Teaching, which is to prepare students as prospective teachers to have quality basic teaching skills, as preparation for education in educational institutions, and have attitudes and behaviors as ideal teachers. At this stage, it is carried out offline or face-to-face.

Micro Teaching Implementation Stage in Developing Basic Teaching Skills for Students of Tadris IPS IAIN Jember Study Program

The implementation stage of Micro Teaching in developing basic teaching skills for students of the IAIN Jember Social Studies Tadris Study Program is carried out through 2 activities, namely limited exercises consisting of basic isolated teaching skills exercises and integrated exercises as practical exam activities. This is by the results of an interview with Mrs. Musyarofah as a micro-teaching supervisor who stated that:

"The implementation of Micro Teaching at this stage is limited to two exercises, isolated and integrated. Exercises on isolated or partial teaching skills are carried out at the third and fourth meetings. Meanwhile, integrated teaching skills exercises are carried out 2x

practices with a duration of 20 minutes and 1x exams."

The implementation or practice stage of integrated Micro Teaching is carried out online at the 3rd meeting. Online classes use the Whatsapp and telegram applications according to instructions from the supervisor. The application is used to discuss between students and supervisors in Micro Teaching class activities. For users of the WhatsApp chat group, the Micro Teaching practice video is uploaded, known as Youtube, and the link is sent to the Whatsapp group.

The Micro Teaching Stage in Developing Basic Teaching Skills for Students of the IAIN Jember Social Studies Tadris Study Program

The Micro Teaching reverse stage in developing the basic teaching skills of IAIN Jember Social Studies Tadris Study Program students is carried out by the assessment format published by the FTIK laboratory. This is by a statement from Mr. Abdurahman Ahmad, a micro teaching supervisor who explained as follows:

"There is already a Micro Teaching assessment format which includes skills to open and close learning, managing questions and answers, explaining or core learning activities which include mastery of subject matter, learning strategies, utilization of learning resources/media, assessment of learning processes and outcomes and language use, as well as rpp. The indicators are assessed by adjusting to the assessment criteria consisting of 1= less, 2= medium, 3= good, and 4= excellent. Then the criteria are adjusted to the results of the student practicum, then added up on average to get the final score of the practicum. Micro Teaching activities this semester are carried out online so that each practical activity can be seen on the Youtube link, Telegram, or LMS IAIN Jember."

Another statement was also delivered by Mrs. Musyarofah as a Micro Teaching supervisor who stated that:

"Students and supervisors carry out this reverse stage. Students assess peers in two ways: oral and written observers. The oral observer assessment will be sent directly via WhatsApp. Still, it is different if the observer writes the assessment on the current assessment form and the results are sent to the supervisor's e-mail. The assessment of the supervisor himself is seen from the assignments that have been given, such as rpp, the quality of student teaching practice performance in the video (mastery of the material, class management, and so on)."

This is in accordance with the results of an interview with Mr. Sutomo as the supervisor of the micro teaching course stated:

"The implementation of the cognitive microteaching stage in developing the

basic teaching skills of students of the Social Studies Tadris Study Program was carried out at the beginning of the micro teaching course meeting, I provided material about microteaching such as eight basic teaching skills, concepts and theories about microteaching "

Another statement was also conveyed by Abdul Ghafur S as a Micro teaching student who stated that:

"At the beginning of the micro-teaching lecture, the lecturer provides material on micro-teaching, namely material on various basic teaching skills, after which the lecturer divides the role to students as teachers, oral observers, written observers, and students."

Another statement was also conveyed by Amanda Pratiwi as a micro teaching student that:

"This micro-teaching practice is very useful for me and my friends because it provides knowledge about basic teaching skills, a teacher's attitude when teaching and so on"

Discussion

Cognitive micro teaching stage in developing basic teaching skills for students of the IAIN Jember Social Science Tadris Study Program for the 2019/2020 Academic Year

Based on research findings, it is known that the cognitive stage of micro-teaching in developing basic teaching skills for students of the Social Science Tadris Study Program is carried out offline or face-to-face by providing material in the form of eight basic teaching skills and concepts and theories about micro-teaching. At the beginning of the micro-teaching class meeting, the cognitive stage is carried out so that students who participate in micro-teaching can understand well and correctly. As stated in the micro-teaching guidelines, namely the preparation stage/lecture stage of skills and teaching materials, two meetings are held (2 x @ 100 minutes). A different thing happened in the field: other supervisors only did this stage with 1x session because something hindered the next meeting.

The implementation of the cognitive stage when giving material is carried out for 15 minutes, but what happens in the field at this stage is carried out for 20 minutes, and the number of participants in each class should be 10-15 people, but in the field per class or group consists of 18-19 students. This stage is critical to be conveyed by the supervisor to provide micro-teaching concepts that will be implemented As said by Leli Halimah in her book that prospective teachers or practical students are guided to understand and explore and have a general idea of the concepts and meanings of basic teaching skills in the teaching and learning process, using appropriately, synergizing the skills of one and another user.

At this cognitive stage, students are provided with eight basic teaching skills useful for teaching practice. This is by what Shoffan Shofa quoted according to Turney; eight basic teaching skills are considered to be very instrumental in the success of teaching and learning

activities, namely opening and closing skills, explaining skills, holding variations skills, questioning skills, reinforcement skills, classroom management skills, small group, and individual teaching skills, guiding small group discussions.

The initial meeting of micro-teaching lectures is also a division of roles for students who take micro-teaching classes, namely as teachers, students, oral observers, or written observers. This is by the components of micro-teaching. According to Shoffan Sofa, there are four teacher trainees, observers, students, and supervisors.

The provision of this material aims to improve the quality of student learning. This is by the purpose of micro-teaching, namely to prepare students as prospective teachers to have quality basic teaching skills, as preparation for teaching in educational institutions (authentic classroom teaching), and have attitudes and behaviors as ideal teachers.

The stage of implementing micro teaching in developing basic teaching skills for students of the IAIN Jember Social Science Tadris Study Program for the 2019/2020 Academic Year

Based on research findings, it is known that implementing micro-teaching in developing basic teaching skills for IAIN Social Studies Tadris Study Program students is carried out through isolated and integrated basic skills practice practices and micro-teaching practice exams. This stage of microteaching is carried out offline and online or online due to the COVID-19 virus pandemic. Even though online or online micro-teaching practices are still carried out according to micro-teaching procedures. This is per the procedure for implementing microteaching, namely as follows:

The practice has done at least two isolated basic exercises and one integrated exercise with an average score of at least 70. If they still need to meet these values, the practice must perform again until they meet the requirements. The length of the practice exam time is 15-20 minutes for each course. If the phase I exam does not pass, the practice can re-examine the stage II exam, the final result of Micro teaching.

This micro-teaching class has three groups of 18-19 students. Each class has a different supervisor. The implementation of micro-teaching practices is carried out by every prospective teacher so that they can carry it out properly when practicing directly in school. This is, by the definition of micro-teaching, a learning activity to train students to practice teaching on campus in micro-situations and conditions related to material, time, number of participants, and various basic teaching skills. Microteaching is a compulsory course that must be programmed by all students of the Faculty of Tarbiyah and Teacher Science as a prerequisite for taking Internship II. This micro-teaching weighs two credits, equivalent to 100 minutes.

Based on research findings, it is known that the implementation of microteaching is essential for provisions when directly involved in field implementation programs. This is to

the importance of micro-teaching, namely that trainees in micro-teaching classes will have some experience in the field of teacher education and make a systematic teaching practice schedule by attending micro-teaching lectures trainees can. The implementation of micro-teaching is carried out to equip prospective teachers to master basic teaching skills as a forum that brings together teaching theory and practice, preparing future teachers to be better prepared in teaching. The purpose of holding micro-teaching is to provide opportunities for prospective teacher students to practice demonstrating some basic teaching skills in front of their friends in a constructive, supportive, and friendly atmosphere that is expected to support mental readiness, skills, and abilities that are integrated to be equipped to carry out actual teaching practices in partner schools. The implementation of micro-teaching this year is different from previous years because there is a Covid-19 pandemic, so micro-teaching procedures are carried out offline and online. Online or online or online implementation or practice, students are asked to send videos of their techniques which supervisors and peers will then evaluate.

Micro teaching reverse stage in developing basic teaching skills for students of the IAIN Jember Social Science Tadris Study Program for the 2019/2020 Academic Year

Based on researchers' findings, it is known that students and micro-teaching supervisors carry out the reverse stage of micro-teaching in developing basic teaching skills for IAIN Social Science Tadris Study Program students. The role of students as oral observers and written observers and supervisors will evaluate the appearance during teaching practice and rpp. At this stage of the reversal, students who serve as oral observers will give an assessment orally. Still, because it is carried out online, the students on duty will leave comments on the micro-teaching class group so that other students can see them. Suppose the student serves as a writing observer. In that case, the student fills out the form provided by the FTIK laboratory and will be sent to the class group, or the assessment form is sent to the micro-teaching supervisor. While the supervisor will judge in terms of appearance when practicing micro-teaching dan RPP. The micro-teaching stage or known by another name is the evaluation or assessment of colleagues and supervisors or extraordinary lecturers who will provide estimates related to overload and Practical deficiencies that will then be discussed and as material to improve performance as a professional teacher candidate. This stage of reversal has a significant impact on the development of student teaching practices because students will be able to get feedback from their training, and they will give even better performances when practicing micro-teaching again, or they will give the best performance when they are directly involved in the actual class. This reverse stage can also see how far the Social Studies Tadris Study Program students can carry out micro-teaching practices

properly or not. The existence of the Covid-19 pandemic has carried out micro-teaching practices and evaluations online or online.

If a person becomes a verbal observer, it is replaced by giving comments online through the WhatsApp or telegram application. If someone is assigned to evaluate in writing, they must fill out the assessment form provided, which will then be sent to the supervisor's email or the micro-teaching class group. The evaluation carried out by the supervisor can be directly submitted to the micro-teaching group so that it can be seen by other students who hope that the mistakes made by their friends will not be repeated, or if the practical student is good, it is expected that other students can imitate it or so better

Conclusion

Based on the study results, implementing Micro Teaching in developing basic teaching skills for students of the IAIN Jember Social Studies Tadris Study Program is carried out in several stages. Namely, the first cognitive stage is Micro Teaching is carried out at the beginning of the meeting with material on eight basic teaching skills and the concept of Micro Teaching; this stage is carried out offline or face-to-face, both stages of implementation.

Micro Teaching is carried out in 2 activities, namely limited exercises consisting of basic isolated teaching skills exercises, integrated exercises, and practical exam activities; this stage is carried out offline and online. Students and Micro Teaching supervisors carry out the three steps of Balika. The reverse phase, carried out by students as oral and written observers and supervisors, assesses the app, mastery of the material, and teaching practices. This stage is carried out online.

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