



Microteaching: A Life Based Learning Approach in a Prospective Teachers Perspective

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ABSTRACT

The education curriculum in Indonesia requires students to be able to find concepts and link them with the problems in the real world. This makes a teacher, must be able to facilitate students in building their own understanding. Microteaching, is a subject about the basic teaching that is taken by every student majoring in education as a Prospective Teacher. Based on this, the substance of the microteaching course must be able to prepare teachers in accordance with the applicable curriculum requirements. On the other hand, the life-based learning approach that promotes learning originating from life is considered very suitable to represent the demands of the curriculum. This study aims to interpret student perspectives on microteaching learning through a life based learning approach. Based on the results of the study, it is known that students find it easier to understand microteaching courses that uses a life based learning approach.

Keywords: education curriculum, teacher, microteaching, life based learning

1. Introduction

The education curriculum in Indonesia, make a teacher to be able to follow the development in learning activities. This curriculum, consist of life-based, student-centered, and facilitative learning paradigm, which is use constructive, contextual, and authentic appraisal approaches The curriculum includes the essence of teaching that initially only explains to understand students. The learning process should be student-centered, emphasizing that knowledge can be obtained from a variety of sources. In addition, the students assessment is also more focused on process rather than results. This means that every progress the students get should be appreciated and judged equally well.

In addition, teaching is the main task of a teacher. Teaching is a professional job that requires special skills pursued through education and experience. To be able to teach well the teacher must have the ability and skills to teach both theoretically and practically. One effort to improve the skills of teachers in encountering the learning tasks, is through a process of training or learning by using models or micro teaching approach. Microteaching learning conducted at universities in prospective teachers should be able to facilitate the purpose of curriculum. The micro teaching commonly used in teaching trainings for young students or teachers includes: the skills of opening and closing lessons, explaining skills, questioning skills, guiding small group discussions, strengthening skills, individual teaching skills, small group teaching skills, variation skills, and classroom management skills. These components of teaching skill are called basic skills of micro-teaching, which are basic teaching skills that must be mastered by all teachers from all fields of study.

Based on the applicable curriculum objectives in Indonesia, an appropriate approach is needed in the teaching and learning process of microteaching. This is done, so that micro learning can produce prospective teachers who are in accordance with the demands of the curriculum. This approach must be able to describe the real conditions of education in Indonesia that are in accordance with field conditions. Based on that, micro teaching learning that in accordance with the demands of the curriculum, is micro teaching learning based on life based learning approach. Life-based learning recognizes that individuals have the knowledge, skills and abilities that are not always visible or recognized by the organization even though they can significantly contribute to the life of the organization (Miller, 2008). Therefore, using a life-based learning approach, it is expected that microteaching students become more sensitive to the surrounding environment and can build understanding with their own efforts.

The important supporting elements in microteaching process on prospective teachers is teaching materials. The teaching materials have been proven to improve the reasoning and skills of inquiry (Adnyana, 2008). Teaching materials is a learning media that contains subject matter, activity sheets, and clear objectives. Teaching materials make student can check their understanding independently. Based on this, it is important to develop the teaching materials in accordance with the needs of microteaching learning, so that the learning process can run well. Teaching materials should contain material substances that encourage learning process based on life-based learning by using a scientific approach. This is so that prospective teachers can meet the demands of the curriculum as well as improve their capabilities in order to face the challenges when teaching at the school.

Based on the things that have been described, the problems studied in this study, is how the perspective of students to the teaching materials based on life-based learning approach. This research is a research about perspective of students regarding microteaching learning using life-based learning based media. The purpose of this study, is to assess how the perspective of students on microteaching materials based on life based learning approach.

2. Literature Review

2.1 Teaching Materials

Learning materials are basically the "content" of the curriculum, i.e. subjects or subject areas with topics / subtopics and details (Ruhimat, 2011). Teaching materials, is a set of tools or learning tool that contains learning materials, methods, limitations, and how to evaluate which is designed systematically and

appealing in order to achieve the expected goal, which is to achieve competence or sub competence with all its complexity (Widodo and Jasamadi in Lestari, 2013). This understanding explains that a teaching material must be designed and written with instructional rules because it will be used by teachers to help and support the learning process. Teaching materials, can also be interpreted as any form of material arranged in a systematic way that allows students to learn independently and designed according to the curriculum.

2.2 Life Based Learning

Life-based learning is to learn through life to navigate life together with learning. Learning for life leads to how to make use of what has been learned, whether through learning from life or learning through life for the future life. Learning through a nuanced life practices, implements, or tests something.

Some experts define Life Based Learning as follows

a. Miller (2008)

Life-based learning recognizes that individuals have the knowledge, skills and abilities that are not always visible or recognized by the organization even though they can significantly contribute to the life of the organization. Life-based learning also believes that what we experience and learn outside the workplace is important. Life-based learning centered on expert learning and work-based learning. Such conditions provide the potential for development of a framework in capability building.

b. Pavlova (2009)

Life Based Learning has a focus on developing the capability (willingness and willingness) of a person in fulfilling all the needs of his life.

2.3 Microteaching

There are several definitions of micro teaching that can be expressed, including:

a. McLaughlin dan Moulton (1975)

Micro teaching is a performance training method designed to isolated the component part of teaching process, so that the trainee can master each component one by one in a simplified teaching situation.

b. Cooper dan Allen (1971)

Micro teaching is a teaching situation that is carried out in time and the number of students is limited, ie for 5-20 minutes with the number of students as many as 3-10 people.

Micro teaching is one form of teaching practice model or teaching training. In the actual context, teaching contains many actions, including technical delivery of the material, use of methods, use of media, guide learning, motivate, manage classes, assess and so on. Based on these definitions, it can be concluded that micro-teaching is one of the microteaching practice training models to develop the basic teaching skills. Micro teaching is real teaching, but on a micro scale.

3. Research Method

Research applies qualitative descriptive data analysis methods. Data collection techniques carried out in this study were interviews, observation and documentation studies. Interviews were conducted for students taking microteaching courses using life based learning teaching materials. Next, observations are carried out by observing the teaching and learning process in the microteaching class. Meanwhile, the documentation

study was implemented through analysis of data related to microteaching teaching using using life based learning teaching materials.

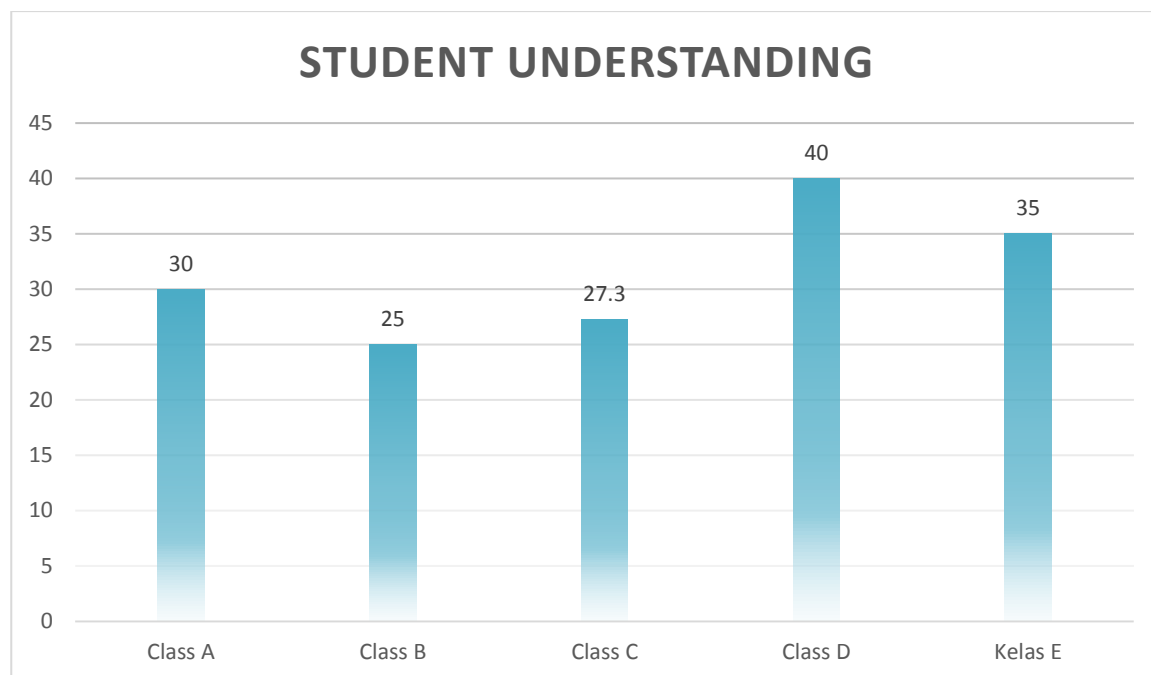
Miles and Huberman in Sugiyono (2016), said that the analysis of qualitative data is carried out interactively and continues continuously to completion so that the data is saturated. Activities carried out in data analysis are data reduction, data presentation, and conclusion drawing and data verification. In data analysis, researchers need to "separate" data, a process that focuses on some data and ignores other parts (Guest, MacQueen, & Namey in Creswell, 2016).

This study, using source triangulation techniques and method triangulation, to carry out validity tests on the results of the study. In addition, researchers will also conduct member checks to reduce bias. Qualitative validity is an examination of the accuracy of research results by applying certain procedures, while qualitative reliability indicates that the approach used by researchers is consistent if applied by other researchers (and) for different projects (Gibs in Creswell, 2016).

4. Result

4.1 Students' Understanding

To describe the understanding of students, before the use of life-based learning-based teaching materials. This research began the process by distributing questionnaires. The questionnaire contains questions that explore students' understanding of the concept of scientific learning. The results of the questionnaire are as follows,



The results of the recapitulation of the questionnaire concluded that the students' understanding of the concept of scientific learning is 31.46%. This means that

most of the students' understanding is still very low. Therefore, based on the results of the spread of questionnaires can be concluded that the existence of teaching materials that can facilitate students' understanding of the concept of scientific learning is needed. This teaching material is needed in order to support the learning process in microteaching course, so that it can generate prospective teachers who have capability in facing the challenges of curriculum change.

4.2 Microteaching Learning

This research is a research about perspective of students regarding microteaching learning using life-based learning based media. The purpose of this study, is to assess how the perspective of students on microteaching materials based on life based learning approach. This research begins with the observation. The observation show, if the literature that available before for microteaching courses is still lacking in facilitating students' understanding. The teaching materials used in microteaching courses are still based on conventional teaching. This resulted in students not fully obtain a clear picture of the process of scientific learning, which is the main purpose of curriculum in Indonesia. In addition, preliminary observation results were also confirmed by the dissemination of questionnaires on student understanding. The results of the observations show initial observation was made during the basic teaching skills (microteaching) course. Based on the observation, it is known that during the teaching and learning process teaching materials based on life-based learning are sufficient to help students understand the material.

4.3 Perspective of Prospective Teacher

The results of the observations and questionnaires were then followed up with interviews about the perspective from student as a Prospective Teacher. From the results of interviews can be concluded that the average student agrees and needs the used of teaching materials in the microteaching course. Teaching materials that used is life based learning teaching materials. Students as prospective teachers expect the used of teaching materials can help them to better understand the scientific approach. A better understanding will increase the capability of prospective teachers in facing the challenges of curriculum change.

From the students perspective they hope this teaching materials can help increase the capability of students as a prospective teachers who are ready to face the challenges of the curriculum. On the other hand, learning outcomes when attending a microteaching class can be an adequate provision during school teaching practice. Students should be able to be a teacher who is not only able to explain, but also understand the students. In addition, they can be teachers who can create a student-centered learning environment.

5. Conclusion and Suggestions

5.1 Conclusions

Based on the discussion above it can be concluded that the used of the teaching material in basic teaching skills courses is important. The used in question, mainly related to the preparation of microteaching materials based on life based learning. This teaching material, is expected to increase the capability of students so that later on when they conduct teaching practice in schools, students or in other words prospective teachers can follow the demands of the prevailing curriculum. On the other hand,

improving the capability of prospective teachers is also needed so that the learning process at school is no longer centered on the teacher but focuses on how the students are able to construct their own understanding through the experience gained in the learning process.

5.2 Suggestions

Based on the conclusions in this study, it can be suggested that this research is expected to be used as input for future curriculum development, that changes the substance of the curriculum should be followed by availability of adequate literature, and for future researchers, they can test the effectiveness of the textbook renewal with the learning outcomes in the basic teaching skill courses.

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