

THE INFLUENCE OF MICROTEACHING EFFECTIVENESS ON TEACHING SKILLS AND READINESS: A STUDY OF ISLAMIC EDUCATION STUDENTS

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Abstract

Teaching skills are not limited to the delivery of lesson material but the complexity of the demands of learning outcomes. The purpose of this study is to reveal the relationship between the effectiveness of microteaching implementation with teaching skills and teaching readiness of Islamic Education Study Programme students of UIN K.H. Abdurrahman Wahid Pekalongan. This study used a survey research method with a quantitative research approach focused on revealing causal relationships and testing hypotheses. The population in the study was Islamic Education students who had taken microteaching courses. Identification with probability sampling technique using the Slovin formula is 74 students. Path analysis was used through a regression approach and using AMOS software version 24.0. The calculation results obtained that the effectiveness of microteaching courses with a path coefficient value = 0.575 has a positive effect on teaching skills, while microteaching courses with teaching readiness does not have a positive effect with a path value = 0.244. While teaching skills with teaching readiness there is a positive influence of 0.621. from the results of the above research, the implementation of controlled microteaching can develop students' skills, but in teaching readiness, identifying is influenced by other factors such as infrastructure, motivation, teaching techniques, pedagogical knowledge, and self-confidence, from the importance of constructive feedback in microteaching sessions.

Keywords: Effectiveness, Microteaching, Teaching Skills, Teaching Readiness

Abstrak

Kemampuan mengajar tidak sebatas penyampaian materi Pelajaran melainkan kompleksitas tuntutan capaian pembelajaran. Tujuan penelitian ini adalah mengungkap hubungan efektivitas pelaksanaan microteaching dengan keterampilan mengajar dan kesiapan mengajar mahasiswa Program Studi Pendidikan Agama Islam UIN K.H. Abdurrahman Wahid Pekalongan. Penelitian ini menggunakan metode penelitian survei dengan pendekatan penelitian kuantitatif terfokus pada pengungkapan hubungan kausal dan pengujian hipotesis. Populasi dalam penelitian adalah mahasiswa PAI yang telah mengikuti mata kuliah microteaching. Identifikasi dengan teknik probability sampling menggunakan rumus slovin sejumlah 74 mahasiswa. Analisis jalur digunakan melalui pendekatan regresi dan menggunakan software AMOS versi 24.0. Hasil perhitungan diperoleh efektivitas mata kuliah microteaching dengan nilai koefisien jalur = 0.575 berpengaruh positif terhadap keterampilan mengajar, adapun mata kuliah microteaching dengan kesiapan

mengajar tidak berpengaruh positif dengan nilai jalur = 0.244. Sedangkan keterampilan mengajar dengan kesiapan mengajar terdapat pengaruh yang positif sebesar 0.621. dari hasil penelitian diatas pelaksanaan microteaching terkontrol mampu mengembangkan kemampuan keterampilan mahasiswa, namun dalam kesiapan mengajar mengidentifikasi dipengaruhi oleh factor lain semisal sarana prasarana, motivasi, teknis mengajar, pengetahuan pedagogis, dan kepercayaan diri, dari hal tersebut pentingya umpan balik yang konstruktif dalam sesi microteaching.

Kata kunci: Efektivitas, Microteaching, Keterampilan Mengajar, Kesiapan Mengajar

INTRODUCTION

Quality education will not be realized without competent and professional teachers. (Priatmoko & Dzakiyyah, 2020). Teachers are the first factor in the implementation of learning, so they are designed in such a way as to carry out the vision and mission of education. (Rohman et al., 2022) The teacher's ability is wider than conveying subject matter. Still, how the teacher interacts directly with students, the educational environment, subject matter, the accuracy of the use of methods and media lessons, and the evaluation of learning outcomes bring a series of demands for learning outcomes output. (Rosmiati & Hutabarat, 2022). Effective learning is balanced with teacher skills when teaching in class, with these skills encouraging students to be active, and motivated to learn and obtain satisfactory results. (Prihandini & Panduwinata, 2022). The Islamic Religious Education (PAI) Study Programme at K.H Abdurrahman Wahid Pekalongan (Gus Dur) State Islamic University (UIN), which specifically prepares prospective educators through a model of teaching courses and teaching practices, is an important asset to becoming a professional educator. (Sholehudin et al., 2022).

Microteaching is a teaching method to improve skills under skilled supervision with useful feedback to reflect on correcting mistakes in teaching practice. (Kumar et al., 2023). Microteaching is defined as simplifying the process of teaching knowledge in an authentic environment. Simplification in terms of time, material, number of students, types of teaching skills, use of methods and media. (Blegur et al., 2023). The microteaching pattern of how students practice teaching in front of their peers, preparing themselves with various learning tools, is an effective way to improve skills as prospective teachers. (Nasution et al., 2023). However, in the experience of PAI microteaching students, there are some problems, among others, the use of peers as students have a less serious impression in participating in learning, debriefing is only done once for each student so that the management of learning is not optimal, the teaching simulation carried out does not involve the school so that the supervision control process is less directed (interview, 05 June 2022). To bridge this, the Study Programme has a partnership with the school through the teaching practice program. Based on observations in teaching practice, some students answered that they were not ready to teach, and some others said they lacked learning strategy skills (Interview, 28 September 2022).

Teaching readiness and teaching skills competence support to become a professional educator.(Khaerunnas & Rafsanjani, 2021). Readiness is the overall condition of an individual that helps him or her to be ready to give a certain response

or answer to a certain situation. (Azizah & Rahmi, 2019). Teaching preparation not only affects the quality of lessons but also relates to changes in learners' attitudes. How the quality indicators of learning processes and outcomes are achieved is determined by teaching readiness. (Wote & Sabarua, 2020). Especially in the development of technology, the integration of digitalization forces us to innovate to showcase our skills. (Maharani et al., 2023). Four things must be prepared by prospective educators, including mastery of teaching materials, the ability to diagnose student behavior, the ability to carry out the teaching process, and the ability to measure student learning outcomes. (Setiawan & Mulyati, 2019). Teaching skills and teaching readiness are directed as a form of learning planning strategy as well as a reference for the implementation of learning activities that are directed, systematic, and measurable so that they run effectively (Anggraini, 2021).

There are several empirical studies regarding teaching skills and teaching readiness, but multiple variables are still rare. Utomo's research discusses the effect of microteaching and learning achievement on Field Experience Practices with the results showing no significant effect on teaching readiness. (Utomo, 2012). Another study was conducted by Rahmawati and Suriani by looking at student perceptions related to the effectiveness of micro teaching courses on teaching practice by revealing that the successful implementation of the field experience program from the aspect of lecturers is in the effective category with a percentage of 75.1%, while in the aspect of infrastructure facilities, it is still considered sufficient with a percentage of 55%. (Rahmawati & Suriani, 2016). Another research conducted by Pujianti is how microteaching courses build students' confidence in implementing field experience practice. The results found the significance of its influence (Pujianti, 2017). The realities of previous research have a scope of discussion of the influence of microteaching on teaching practice. This study, is more in-depth into the process of micro-teaching learning towards its learning outcomes, namely in the form of teaching skills and teaching readiness, so that the research findings have comprehensive insights both about the construction of microteaching learning and as an interpretation of new approaches in microteaching research.

For this reason, the purpose of this study is to reveal the relationship between the effectiveness of microteaching courses and teaching skills, the relationship between the effectiveness of microteaching courses and teaching readiness, and the relationship between the effectiveness of teaching skills and teaching readiness

METHOD

This type of research uses survey research methods with a quantitative research approach. The survey research in question is causal and hypothesis testing (Nardi, 2018). This survey research focuses on extracting causal correlations between variables, i.e. investigating causal relationships based on observations of outcomes by separating the direct and indirect effects of one variable causing another (Sugiyono, 2007). The causal variables involved in this study are microteaching effectiveness (X), teaching ability (Y1), and teaching readiness (Y2).

The population is 91 students who have participated in microteaching and teaching practice in the Islamic Education Study Programme of UIN Gus Dur. The sample used is probability sampling with a simple random sampling technique. (Sumargo, 2020) Sampling in the population using the Slovin formula, namely $n = N / (1 + N(e)^2)$, n = Number of samples required, N = Total population, e = Sampling error rate (sampling error), which was taken in this study of 5%. Based on this formula, a sample size of 74.

Data collection using questionnaires and observation. The steps in preparing the instrument as stated by Arikunto (Arikunto, 2019) This includes determining variables, and variable categories, writing items, editing, testing, and analyzing results. Furthermore, the validity test uses content validity through expert judgment so that the resulting assessment score will be analyzed with Aiken validity with Aiken index value > 0.6 . As for the instrument reliability test by looking at the analysis results of the Cronbach alpha value of > 0.8 (Azwar, 2016). Data analysis uses descriptive statistics to process data on student achievement results to measure student teaching skills in the form of percentages, described and conclusions are drawn for each indicator. Furthermore, using inferential analysis of sample observation results with path analysis patterns because the relationship between variables is complex and cannot be done with multiple regression. (Sutopo & Slamet, 2017). In complex relationships, there is more than one dependent variable so a series of regression equations are needed. (Marwan et al., 2023). The data analysis technique was carried out using AMOS software version 24.0. Before path analysis is carried out, several assumption tests will be carried out so that the analysis results can be meaningful. Some of them are the normality Test, Linearity Test, Multicollinearity Test, and Heteroscedasticity Test. (Nugraha, 2022).

RESULTS AND DISCUSSION

Results

1. Instrument Test

The instrument validity test is carried out using content validity by involving 3 expert opinions (expert judgment), namely material experts, linguists, and measurement experts to see the suitability of indicators with aspects or dimensions of variables, suitability of indicators with the scope of the theory, suitability of instruments with item indicators, seeing the concept of items, correctness of content (Hidayat, 2021). The score was then analyzed to obtain the Aiken's index value as a criterion in determining valid instrument items with the Aiken's index formula to determine the content validity of the instrument Relationship between Microteaching Effectiveness with Teaching Skills and Teaching Readiness of PAI Study Program Students of UIN KH. Abdurrahman Wahid Pekalongan.

Table 1. Validity Test

Instrument Item	V	Description	Instrument Item	V	Description
X1	1.11	Valid	Y1.9	0.89	Valid
X2	0.89	Valid	Y1.10	1.11	Valid
X3	0.89	Valid	Y1.11	1.11	Valid

Instrument Item	V	Description	Instrument Item	V	Description
X4	1.11	Valid	Y1.12	0.78	Valid
X5	1.11	Valid	Y1.13	0.89	Valid
X6	1.11	Valid	Y1.14	1.11	Valid
X7	1.11	Valid	Y1.15	1.11	Valid
X8	1.11	Valid	Y1.16	1.11	Valid
X9	1.11	Valid	Y1.17	0.89	Valid
X10	1.11	Valid	Y1.18	1.11	Valid
X11	1.11	Valid	Y1.19	1.11	Valid
X12	1.00	Valid	Y2.1	1.11	Valid
X13	0.89	Valid	Y2.2	1.11	Valid
X14	0.89	Valid	Y2.3	1.11	Valid
X15	0.89	Valid	Y2.4	1.11	Valid
X16	0.89	Valid	Y2.5	1.11	Valid
X17	0.89	Valid	Y2.6	1.11	Valid
Y1.1	1.11	Valid	Y2.7	1.11	Valid
Y1.2	1.11	Valid	Y2.8	1.11	Valid
Y1.3	1.11	Valid	Y2.9	0.89	Valid
Y1.4	1.11	Valid	Y2.10	1.11	Valid
Y1.5	0.89	Valid	Y2.11	1.11	Valid
Y1.6	1.11	Valid	Y2.12	1.11	Valid
Y1.7	1.11	Valid	Y2.13	1.11	Valid
Y1.8	0.89	Valid	Y2.14	1.11	Valid

Based on the analysis results in the table above, it can be seen that each instrument item shows the Aiken V index value > 0.6. This value refers to Darmawan's opinion (Darmawan, 2013) That the instrument item is declared valid if the Aiken index value is greater than 0.6. Therefore, based on the results of the analysis using Aiken's index formula, this instrument was declared valid and tested for validity. Furthermore, the reliability test was carried out using the Cronbach Alpha method by looking at the criteria value. If the resulting reliability coefficient value is greater than the critical point, namely 0.7, it is concluded that the instrument of the variable is said to be reliable. Meanwhile, if the reliability coefficient value obtained is lower than the critical point, it can be concluded that the variable is not reliable.

Table 2. Reliability Test

No	Variables	Cronbach Alpha	Critical Point	Description
1	Microteaching Effectiveness (X1)	0.805	0.7	Reliable
2	Teaching Skills (Y1)	0.736	0.7	Reliable
3	Teaching Readiness (Y2)	0.799	0.7	Reliable

2. Statistical Description of Research Variables

Descriptive statistics in this study include the minimum score, maximum score, mean (average), and standard deviation for each indicator. The results obtained on each variable show that:

Microteaching Effectiveness Variable (X1), the lowest mean value is 2.0946, namely indicator X17 and the highest mean value is 4.7297, namely indicator X6 with a mean per variable of 70.13514.

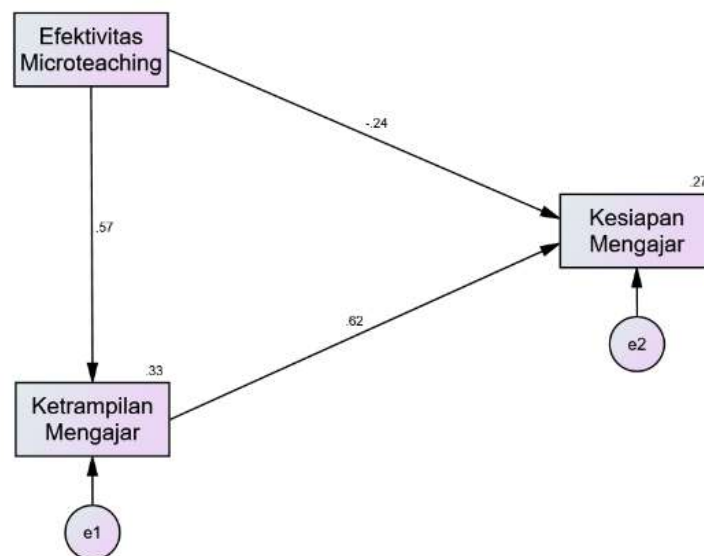
Teaching Skills Variable (Y1), the lowest mean value is 1.8919, namely indicator Y1.19 and the highest mean value is 4.4595, namely indicators Y1.5 and Y1.14 with a mean per variable of 68.24324.

Teaching Readiness Variable (Y2), the lowest mean value is 2.2973, namely indicator Y2.7 and the highest mean value is 4.3514, namely indicator Y2.11 with a mean per variable of 51.47297.

3. Data Analysis

Based on the development of the framework proposed in this study, it can be described in a modelling of the causal relationship between variables as presented in the following figure:

Table 3. Research Path Diagram



Furthermore, the data normality assumption test is carried out by observing the value of the skewness of the data used in the study. If the CR value on skewness data is in the range of ± 2.58 . The results of the data normality test are shown in the following table:

Table 4. Data Normality Test

Variable	min	max	skew	c.r.	kurtosis	c.r.
X	55.000	85.000	-.162	-.578	.548	.976
Y1	56.000	83.000	.302	1.076	-.693	-1.234
Y2	41.000	82.000	1.041	3.707	.793	1.412
Multivariate					2.682	2.135

Normality evaluation was carried out using the critical ratio skewness value and kurtosis value criteria, the results of which showed that each variable had CR skewness and kurtosis values that were between - 2.58 and +2.58, meaning that the data was univariate normal. Likewise, the multivariate CR value of 2.135 indicates that the data is multivariate normal. The next data analysis is whether there are indications of multicollinearity and singularity in a combination of variables that can be known through the value of the determinant of the covariance matrix. A truly small determinant indicates the presence of multicollinearity and singularity. The results of this study's determinant value of the sample covariance matrix are = 61338.083. The data processing results show that the value of the determinant of the sample covariance matrix is not close enough to zero or greater than 1. This indicates that there is no singularity problem in the combination of variables.

Table 4. Correlation between Variables

	X	Y1	Y2
X	1.000		
Y1	.575	1.000	
Y2	.113	.481	1.000

The table above shows that the highest correlation value is 0.575, which is the correlation between variable X (effectiveness of microteaching courses) and Y1 (teaching skills). Because the highest correlation value (0.575) is lower than 0.90, it is concluded that there is no violation of multicollinearity.

4. Hypothesis Test

The hypothesis for this study is:

H1: There is a positive influence between the effectiveness of microteaching courses (X1) and teaching skills (Y1).

H2: There is a positive influence between the effectiveness of microteaching courses (X1) and teaching readiness (Y2).

H3: There is a positive influence between teaching skills (Y1) and teaching readiness (Y2).

The model above can be seen the relationship between the independent variable and the dependent variable is explained in the following table:

Tabel 5. Summary of partial hypothesis testing

Hypothesis	Direct Relationship	Standardized	%	C.R	P	Conclusion
H1	$X1 \rightarrow Y1$	0.575	0.33%	6.080	***	H1 Retrieved
H2	$X1 \rightarrow Y2$	- 0.244	0.059%	-2.025	0.043	H2 Retrieved
H3	$Y1 \rightarrow Y2$	0.621	0.38%	5.158	***	H3 Retrieved

The general hypothesis used is as follows:

H0: The independent variable has no significant effect on the dependent variable

Ha: The independent variable has a significant effect on the dependent variable

The decision-making basis for this test is as follows:

If $P < 0.05$ or $CR > 1.96$ at 5% α level then H0 is rejected

If $P > 0.05$ or $CR < 1.96$ at 5% α level then H0 is accepted.

The conclusion from Table 8 can be explained as follows:

- 1) The effectiveness of microteaching courses (X) as measured by teaching skills (Y1) has a positive and significant contribution to the high and low teaching skills which directly contributes to teaching skills by $(0.575)^2 = 0.33\%$.
- 2) The effectiveness of microteaching courses (X) as measured by teaching readiness (Y1) has a negative contribution to the high and low teaching readiness of $(-0.244)^2 = 0.059$.
- 3) Teaching skills (Y1) as measured by teaching readiness (Y2) has a positive and significant contribution to the high and low teaching readiness of $(0.621)^2 = 0.38$.

Microteaching has a positive effect on helping teaching skills, as Elisha's research found (Elisha, 2023) that microteaching influences students' communication skills and classroom management skills, a controlled and measurable environment, and a program that focuses on honing, improving, and growing self-confidence by experimenting and dissecting each component of the steps of learning activities is a form of performance during teaching practice. The results of Haruna's research also revealed the relevance of microteaching for teacher training, among others, for beginners the microteaching environment allows for practicing specific skills, microteaching it is possible to practice teaching techniques that will be used during regular lessons, providing an opportunity to improve skills (Haruna Abubakar, et al., 2023). In microteaching, students get an overview of the world of teaching, both theory and practice.(Sihite et al., 2023).

Discussion

Relationship between the effectiveness of microteaching courses (X1) and teaching skills (Y1) in the teaching practice program

The t-calculated value obtained is 6.0805 where the value is greater than the t-table value (1.960) so it can be concluded that the microteaching course effectiveness variable has a significant effect on teaching skills in the teaching practice program. In addition, the resulting path coefficient value of 0.575 indicates a positive relationship. This means that if the effectiveness of microteaching courses is increased, then teaching skills will also increase. Teaching skills need to be

improved by a continuous training and monitoring process. This training process is carried out in microteaching courses which include preparing subject matter, teaching skills, lesson preparation, managing classes, learning strategies, and evaluation.

Teaching skills in the learning process are needed to organize and trigger students' enthusiasm for learning. (Sanjaya, 2006). Teaching skills consisting of the ability to open and close, the ability to explain, the ability to provide reinforcement and questions, the ability to explain and provide a variety of teaching methods, and the skill of guiding discussions and small groups, all play a role in determining the quality of learning. (Helmiati, 2013). With the ability of teaching skills to foster positive learning behaviour, and increase participation and interaction in learning activities. (Sabri, 2005). in a study conducted by Isnaniah that microteaching has a very good effect on the ability of teaching skills (Isnaniah & Imamuddin, 2022). In another study conducted by Gafar microteaching implementation has a positive and significant effect on teaching skills. (Gafar et al., 2023).

The relationship between the effectiveness of microteaching courses (X1) and teaching readiness (Y2) in the teaching practice program

The t-count value obtained is -2.025 where the value is smaller than the t-table value (-1.960) so it can be concluded that the microteaching course effectiveness variable does not affect teaching readiness in the teaching practice program. In addition, the resulting path coefficient value of - 0.244 indicates a negative relationship. This means that if the effectiveness of microteaching courses increases by 1%, then on the contrary, teaching readiness will decrease by 0.244. Readiness is the overall condition of an individual that helps him or her to be ready to give a certain response or answer to a certain situation. (Azizah & Rahmi, 2019). How the quality indicators of teaching and learning processes and outcomes are achieved is determined by teaching readiness (Wote & Sabarua, 2020).

Slameto said readiness is a condition of having the accuracy of adjustment which includes three aspects, namely: one, mental and emotional physical conditions, two, needs, motives, and goals, three, knowledge and skills (Slameto, 2010). These three aspects related to the effectiveness of microteaching can increase with the fulfillment of supporting factors, and other needs such as media and learning instruments. This is in line with research conducted by Rahmawati (Rahmawati & Suriani, 2016) the percentage generated from this aspect of facilities and infrastructure is 55%. This means that facilities and infrastructure to support teaching readiness influence almost part of the effectiveness of microteaching courses. In line with Rahmawati, the results of Yarun's research found that in an interactive and interesting learning process, teachers are required to be able to facilitate a variety of interactions based on pedagogical principles between the learning system, students, and learning media, especially in the digitalization era, the use of technological media is a catalyst in improving student competence. (Yarun et al., 2023).

Another case with research conducted by Mustiko that teaching readiness is influenced by learning motivation. The higher the motivation of a teacher, the more

they strive to develop their own skills, encourage them to explore knowledge information, adopt innovative learning methods, and create a conducive learning environment. (Mustiko & Trisnawati, 2021). In relation to teaching readiness, Jamilah outlines 4 readiness conditions that must be possessed by teachers, namely physical readiness, namely health conditions in carrying out teaching, psychological readiness, namely teacher motivation and interest, knowledge readiness related to teacher understanding in the learning stages, and material readiness, namely infrastructure that supports the learning process. (Jamilah et al., 2023).

The relationship between teaching skills (Y1) and teaching readiness (Y2) in the teaching practice program

The t-count value obtained is 5.158 where the value is greater than the t-table value (1.960) so it can be concluded that the teaching skills variable significantly affects teaching readiness in the teaching practice program. In addition, the resulting path coefficient value of 0.621 indicates a positive relationship. This means that if teaching skills are improved, then teaching readiness will also increase. Teaching readiness is directed as a teaching strategy carried out by teachers in planning the learning process, followed by teaching skills as a form of realization of the planning. (Anggraini, 2021).

Law of readiness, how satisfying experience will be formed when a mediating unit is ready to move the response, and experience will be limited if the mediator is not ready to move the response. From the statement above, it is mentioned how experience affects readiness in teaching, experience in responding to learning reactions is none other than through skills in teaching (Sudjana, 1990). Rohman in the study analyzed the improvement of teaching readiness through a teaching skills enrichment program. (Rohman et al., 2022).

CONCLUSION

Microteaching is a means for students to become professional teachers where the abilities that must be possessed are not limited to delivering subject matter, but the readiness to plan with the suitability of the approach in learning activities and the accuracy of skills to interact directly with students in building participation and collaborative bringing a series of learning objectives. This study explores the effectiveness of microteaching implementation with teaching skills and teaching readiness of Islamic Education Study Programme students of UIN K.H. Abdurrahman Wahid Pekalongan. How the hypothesis in this study can be accepted that the implementation of microteaching has a contribution to teaching skills and teaching readiness. However, this study is still limited in the scope of a small sample and has not tested the construct of its application in a broader and general scope so this is a consideration for future research.

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