

Implementation (PBKM) of Skill-Based Learning Through Micro Teaching in Improving the Competency of PAI Students at IAIN Madura

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ABSTRACT

Teaching skills are an ability that every teacher must have in order to make it easier to convey knowledge to their students. The Islamic Religious Education (PAI) study program is a study program that requires its students to have optimal teaching skills. In improving the teaching skills of PAI students, IAIN Madura implements teaching skills-based learning through micro teaching. Therefore, this study aims to determine the implementation of teaching skills-based learning through micro teaching in improving the competence of PAI students at IAIN Madura. This research uses a descriptive type of qualitative method. The subject of this research is the students of PAI study program at IAIN Madura. The findings of this study are how the implementation of micro teaching-based learning can run smoothly so as to equip students with teaching skills before actually plunging into the real world of work. This article concludes that the implementation of PBKM through micro teaching is able to provide good teaching skills to students where it is very useful for students in facing the world of work, especially in teaching.

Keywords: Implementation (PBKM), Micro Teaching, PAI Student Competence

INTRODUCTION

The Islamic Religious Education (PAI) Study Program is a study program that requires students to have optimal teaching skills.(Bahrum Subagiya, 2022, p. 70). PAI students at IAIN Madura are expected to be able to prepare themselves as prospective professional educators with high competence in the future. One way that is considered effective to train teaching skills is through the micro teaching method. Through this method, students are given the opportunity to carry out learning practices in a small scope and limited time. This allows them to evaluate and improve deficiencies gradually before actually entering the real world of work.(Nur Khikmah, et.al., 2022, p. 238).

The implementation of micro teaching has a very important role because it provides a direct opportunity for students to learn to manage the class. Through this simulation activity, they can feel the real atmosphere in the teaching process, although on a limited scale. This activity also supports students' understanding of various technical aspects of learning, such as time management, delivery of materials, and interaction with students.(Allyah Miftahull Jannah, et.al., 2023, p. 7). In addition, micro teaching also provides an opportunity for students to receive feedback from lecturers and colleagues after the practice session is completed. This feedback becomes a valuable source of evaluation in honing and improving their teaching skills.

Teaching skills cannot be mastered only through theoretical learning, but need to be supported by continuous practice. PAI students often encounter challenges when they have to apply theory to practice in the field. Through micro teaching activities, they have the opportunity to try various teaching methods without fear of complete failure. This simulation atmosphere creates a sense of security for students to experiment and hone their respective teaching styles. In addition, this process also strengthens their self-confidence before facing real conditions at school.

One of the biggest challenges in the teaching process is the ability to manage a diverse class.(Sri Wahyuni and Nur Haryanti, 2024, p. 144). Micro teaching plays an important role in helping students understand classroom dynamics and strategies for dealing with various student characters. Through this simulation, students have the opportunity to practice various classroom management techniques, such as providing encouragement, handling disruptions, and maintaining student participation. This experience is very valuable because it provides the skills needed to face real challenges in the world of education. Thus, they will be better prepared to face various situations that may arise in the classroom.

The implementation of micro teaching also plays a role in improving the overall pedagogical competence of PAI students. These competencies include the ability to design the learning process, deliver materials effectively, and evaluate student learning outcomes. Through repeated practice in micro teaching, students are able to develop all of these aspects simultaneously. In addition, this method also encourages students to realize the importance of self-reflection after each teaching session. That way, students not only gain teaching experience, but also learn to continue to develop as educators. Based on the background above, the author is interested in studying the implementation of teaching skills-based learning through micro teaching in improving the competence of PAI study program students at IAIN Madura.

METHOD

In this study, the author uses a qualitative approach because the data to be obtained is oriented towards in-depth descriptive description. The study was conducted at IAIN Madura with the research subjects being students of the Islamic Religious Education Study Program (PAI). The data collected came from human and non-human sources. Human sources refer to students of the PAI Study Program at IAIN Madura, while non-human sources were obtained through document analysis that is relevant to the topic of discussion in this article, such as books and journals. Data collection techniques were carried out through interviews and document analysis. The document analysis process was carried out with a literature study related to the contents of the article.

RESULT

Understanding Micro Teaching

Basic teaching skills are essential for a teacher, including students of the Islamic Religious Education study program at IAIN Madura who are prospective teachers. Strengthening teaching skills for students of the Islamic Religious Education study program at IAIN Madura is done through micro teaching. Micro Teaching itself consists of two terms, namely micro which means small, limited, and teaching which means teaching. Thus, micro teaching means teaching activities carried out by limiting or narrowing aspects of learning such as the number of students, time allocation, materials and so on with the aim of knowing the strengths and weaknesses of a prospective teacher in teaching.

Experts, one of whom is Sugeng Paranto (1980) explain that micro-teaching is one way of teaching practice carried out in the teaching and learning process which is "micro" to form and develop teaching skills. This means that micro-teaching is one form of training a teacher to have good teaching skills, where micro-teaching is carried out by simplifying various aspects of learning. In addition, Mc. Laughlin and Moulton (1975) define micro-teaching as an approach or learning model to train the teacher's teaching performance/skills through each part of each basic teaching skill, which is carried out in a controlled and sustainable manner in a learning situation. (Fauziyah Nasution, et al., 2023, pp. 154–155). This means that micro teaching is one of the learning models used to train prospective teachers to have good teaching skills, where this learning model is carried out in a controlled and systematic manner. Based on the explanation above, it can be concluded that micro teaching or micro learning is one way to train a teacher in order for them to have good and correct teaching competencies, where in the implementation of micro teaching this is done by simplifying various aspects of learning so that the participants who are trained can be observed and their strengths and weaknesses in teaching can be known so that improvements can be made.

Basic Principles of Micro Teaching

In the implementation of skill-based learning through micro teaching, the basic principles in implementing the program must be upheld, including at IAIN Madura. Micro teaching is a technique designed to provide training to prospective teachers in improving teaching skills through small-scale teaching practices. Creating a safe and controlled learning environment so that prospective teachers can practice and improve their teaching skills is the most important goal in implementing micro

teaching.(Ainurrafiq Dawam, 2024, p. 2). In its implementation, there are a number of basic principles that need to be considered in order to obtain maximum results. A principle is a basis that is the main subject or basis for thinking and acting.(Maghfira Septi Arindita, et al., 2022, pp. 14–15). This means that the principle is everything that is used as a guideline in doing something. So the basic principle in micro learning can be interpreted as a basic principle that is used as a reference in the implementation of micro teaching.

Sukirman & Kasmad put forward several principles that must be considered in implementing micro learning, as follows:

Pay Attention to Appearance

The appearance of each prospective teacher during teaching practice is a major aspect that needs to be considered. The appearance in question is about how a prospective teacher demonstrates various teaching skills, for example demonstrating how to open and close learning.

Specific and Concrete

What is meant by specific here is that the teaching skills being practiced must be centered part by part. For example, participants clearly demonstrate the skills of opening lessons, how to deliver material, how to manage the class, how to close learning, and so on.

Providing Feedback

Providing feedback here means that after the prospective teacher carries out teaching practice, he/she will receive feedback such as comments, suggestions and input from an observer to help the prospective teacher overcome the problems faced so that various improvements can be made.

Balance

What is meant by the principle of balance here is that a micro teaching observer must be balanced in providing comments regarding the performance of prospective teachers who have carried out teaching practice. This means that an observer should not only highlight the shortcomings of a prospective teacher's teaching skills but should also highlight the advantages possessed by the prospective teacher. So an observer must be balanced in providing comments regarding the shortcomings and advantages of a prospective teacher's teaching skills, so that a prospective teacher is motivated to improve the shortcomings they have and maintain the advantages of their teaching skills.

Completeness

The principle of completeness means that before moving on to the next skill, it must first be ensured that the basic teaching skills have been mastered by the prospective teacher.

Sustainable Progress

This principle means that the development of teaching skills must be carried out continuously or sustainably.(Fauziyah Nasution, et al., 2023, pp. 160–161).

Benefits of Implementing Skills-Based Learning Through Micro Teaching

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in Improving the Competency of PAI Students at IAIN Madura
(Rizqiyah, et al.)*

Implementation of skill-based learning through micro teaching certainly has various benefits. First, developing teacher teaching skills. The implementation of micro teaching allows someone to practice, as well as get feedback without feeling the pressure that might be encountered in a real class. In addition, with micro teaching someone can focus on practicing certain teaching skills that they want to improve.(Nilna Azizatus Shofiyyah, et.al., 2024, pp. 125–126). Micro teaching training also helps someone to master techniques in designing learning, managing classes, and creating interesting learning. Thus, the main benefit in implementing micro teaching is that it can improve teacher skills in teaching and to master teaching techniques before facing classes on a larger scale.

Second, increasing self-confidence. Micro teaching is carried out in small and controlled classes, this helps a prospective teacher to increase his/her self-confidence.(Indah Panca Pujiastuti, 2023, pp. 7–8). They become more confident in delivering material to their students. Third, constructive feedback. After the implementation of micro teaching, a cagur will immediately receive comments and suggestions from an observer and colleagues. The comments are in the form of an assessment of the strengths and weaknesses of a cagur in teaching. In addition, this feedback can also be known through video recordings when a cagur is practicing teaching. Through the video recording, a cagur can see and identify their weaknesses and strengths in teaching. So that through this feedback, improvements can be made regarding the shortcomings of a cagur(Mardiah Astuti, et al., 2024, pp. 710–718).

Fourth,professional development. Micro teaching is one of the techniques that can be used to develop a prospective teacher's ability to teach. The ability to teach is one of the basic competencies that must be possessed by a professional teacher. A professional teacher must have four basic competency standards, namely: pedagogical, personality, social, professional competencies. Pedagogical competency itself is a teacher's ability to understand students and their skills in managing learning. While this personality competency is related to the personality that a teacher must have, because he will be a role model for his students. In addition, a teacher must be able to educate his students to have a good personality. Then social competency, which is a teacher's ability to communicate with students, other educators, parents, and the community. While professional competency is a competency that a teacher must have so that he can carry out his teaching duties well. One example of professional competency is the ability to master learning materials(Hanifuddin Jamin, 2018, pp. 19–36)

Steps for Skill-Based Learning Teaching Through Micro

TeachingIn the Teaching Practice Course of the PAI Study Program at IAIN Madura

Skill-based learning through micro teaching is a training that aims to improve the competence of prospective teachers, especially competence in teaching. The ability and skills in teaching are very important for a professional teacher to have. With these abilities, it will greatly assist teachers in delivering material to students so that learning can run well and can achieve the learning objectives that have been set. In implementing learning through micro teaching, it requires careful planning so that it can run optimally. The steps in implementing learning based on teaching skills through micro teaching at IAIN Madura are as follows:

Introduction to the Concept of Micro Teaching and 9 Basic Teaching Skills

The first step in implementing learning through micro teaching is to provide students with an

understanding of the concept of micro teaching and the 9 Basic Teaching Skills. The concept of micro teaching includes the definition and purpose of micro teaching. Meanwhile, the 9 Basic Teaching Skills consist of several components, including: skills in opening and closing lessons, managing classes, explaining, asking questions, making variations, providing reinforcement, teaching small groups/individually, guiding small group discussions, and conducting evaluations.

Forming Micro Teaching Group

The next step is to divide students into several groups. The groups will then take turns practicing teaching.

Developing Learning Planning

Prepare a Learning Implementation Plan (RPP) that includes learning indicators, objectives, strategies, time allocation, and evaluation methods.

Implementation of Teaching Practice

Carrying out teaching practice in front of small groups, where one person acts as the teacher and the others as students and observers.

Discussion and Feedback

After the practice, a discussion was held to provide feedback on the teaching skills applied during the session.

Challenges in Implementing Skill-Based Learning Through Micro Teaching at IAIN Madura

In the implementation of learning through micro teaching, of course, it does not always run smoothly. There are various challenges that can hinder the implementation of the learning. Challenges can be interpreted as anything that hinders and requires solutions to overcome it. There are a number of challenges faced in the implementation of micro learning in PAI students at IAIN Madura, including: First, difficulty in compiling RPP (Learning Implementation Plan). Before carrying out teaching practice, students are asked to compile RPP. This aims to facilitate the learning process. However, most students find it difficult to compile the RPP. So an explanation is needed regarding how to compile the RPP. Second, lack of mastery of learning materials. In the implementation of teaching practice, students often have difficulty in delivering the material. This is due to the lack of student readiness. Third, lack of self-confidence. Lack of self-confidence is a problem often experienced by students. A low level of self-confidence will of course affect the success of teaching practice. Students who lack self-confidence often make mistakes, for example: forgetting teaching steps, unclear volume, and so on. (Siti Zulpa Zahra, 2022, pp. 259–267).

CONCLUSION

Skill-based learning through micro teaching is a learning model that aims to train the teacher's performance/teaching skills through each part of each basic teaching skill, which is carried out in a controlled and sustainable manner in learning situations. This learning model is very effective in improving the teaching skills of PAI study program students who are prospective teachers. In implementing this learning model, there are a number of basic principles that need to be considered in order to get maximum results. These principles include: paying attention to appearance, specific and concrete, providing feedback, balance, completeness, continuous progress. In addition, this learning model also has various benefits, including: developing teacher teaching skills, increasing self-confidence, constructive feedback,

professional development. The steps in implementing learning through micro teaching at IAIN Madura include: introducing the concept of micro teaching and 9 Basic Teaching Skills, forming micro teaching groups, preparing learning plans, implementing teaching practices, discussions and feedback. In its implementation, there are a number of challenges faced, including: difficulty in preparing lesson plans, lack of mastery of learning materials, lack of self-confidence.

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