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CULTIVATING CORE INSTRUCTIONAL COMPETENCIES THROUGH MENTORED PRACTICE IN MICROTEACHING SESSIONS

Ergashov Asadbek Ahmadjon ogli
Double Degree program of Termez State University-Universitas Pendidikan Indonesia

Wahyudin Wahyudin
Universitas Pendidikan Indonesia

ABSTRACT

This study looked into the skills of pre-service teachers who went through the process of microteaching with guided practice. The objective of this study was to see how the skills of pre-service teachers enhanced through the process of guided practice in microteaching. The approach used in this study was quantitative descriptive approach. There were 13 students who were enrolled in Indonesian Language and Literature Education program. The data were collected through direct observation of the students in the process of microteaching. The data were measured by several instruments that were used to measure the basic skills of teaching. The data were analyzed by summing up the data, putting the data into table, calculating the average and percentage, measuring against the mastery skill, and making conclusion. The result showed that there were progressive enhancement of the basic skills of teaching. The average of the first practice was 63.80 or Good. The average of the second practice was 77.22 or Good. The average of the third practice was 84.77 or Very Good. The result also showed that there were progressive enhancement of the skill of the students. The improvement of the skill of the students from the first practice to the second practice was 21.03%. The improvement of the skill of the students from the second practice to the third practice was 8.45%. The total improvement of the skill of the students from the first practice to the third practice was 31.26%.

Keywords: Foundational Teaching Skills, Mentored Practice, Microteaching

INTRODUCTION

An understanding of teaching is considered a necessary prerequisite to being a professional teacher in the era of the transformation of educational order and technology. A pre-service teacher needs to have a high degree of professionalism and the ability to be responsive to various changes to deliver the learning process successfully. Basic skills of teaching are one part that will be used to help facilitate learning, so that learning processes run smoothly (Nurwahidah, 2020; Ariyana, 2023).

To obtain these skills, a form of training is used to improve basic teaching skills and to implement the use of microteaching in the real world classroom, microteaching is very beneficial, especially for novice teachers to be able to practice teaching. (Wangchuk, 2019; Brent et al., 1996; Remesh, 2013). For the Indonesian Language and Literature Education study program, teaching refers to the basic teaching skills that students must master and practice how to effectively deliver subject matter, including learning literature and language theory (Nurwahidah, 2020).

As the first practice in the teaching field, microteaching serves as an opportunity to try out certain training techniques, while applying theory into practice. Through microteaching, students learn to understand various complex interactions, problems related to learning, and find solutions and critical thinking skills to solve various problems related to teaching quality. (Cooper & Allen, 2015; Babalola, 2010; Bell, 2007; Popovich & Katz, 2009; LYA, 2022). In practice microteaching allows prospective teachers to experience the full teaching cycle; namely, preparation, implementation, and evaluation, and

learn new skills on an incremental basis in a learning community where strategies can be shared, refined and support is provided. (Ledger & Fischetti, 2020; Asregid et al., 2023; Annisa et al., 2023; Nasution et al., 2023; Yuni Rhamayanti, 2018; Putra et al., 2020).

However, on microteaching students in the Indonesian Language and Literature Education study program of Tashkent State University of Oriental Studies face various problems, including, not having the experience to arrange lesson plans, have high levels of anxiety, and unstructured assistance, to overcome these problems researchers provide guidance with a systematic approach with the help of assistance until goals are achieved (I Wayan Suardana, 2020). One advantage of using guided practice in microteaching practice is to create a dynamic learning process in the class, enhance implementation accuracy and increase execution results (Marti Marganingsih, 2022; Luh & Merta, 2022; Julianai et al., 2019; Pusparini, 2020). The effectiveness of guided practice in teaching various skills has also been proven by many previous studies. Researchers have also used guided practice with various media, such as using song text media, to improve students' ability to write short stories (Marti Marganingsih, 2022; Indah Ekamawati Basoa & Sitti Rabiah, 2023); to write a simple story (Sujono, 2021); to write scripts (Kurniawan et al., 2023); and improve reading aloud skills on elementary students, so that interest and material mastery increase. (Muti Umanahu & Wachyudi Eksan, 2022). Based on this preliminary study, there are many studies that have applied this method but the subjects are elementary students or secondary school students in various subjects, while this study applies this method to students at Tashkent State University of Oriental Studies with the Indonesian Language and Literature Education study program, so that the authors conduct research on the application of guided practice methods to improve microteaching basic teaching skills of students of the Indonesian Language and Literature Education program at Tashkent State University of Oriental Studies.

METHOD

This research used quantitative descriptive method, to describe an improvement of basic teaching skills of students using practice through microteaching guided by some microteaching activities with participants from 13 students of Indonesian Language and Literature Education Program. The methods used for collecting the data are by using observation during microteaching that was guided and then the data were then collected and analyzed using rubric that measured the quality of mastery for students basic teaching skills through five steps:

1. Overall description of the data;
2. Organization of the observational data into tables;
3. Calculations of the mean value and percentage of the data;
4. Comparison of the value with the value that indicated mastery of teaching skills into criteria: Excellent: $81{,}25 < x \leq 100$, Good: $62.50 < x \leq 81.25$, Satisfactory: $43{,}75 < x \leq 62.50$, and Poor: $25.00 < x \leq 43{,}75$;
5. Interpretation of the result and conclusion.

RESULTS AND DISCUSSION

The data analysis reveals that during the initial microteaching session, students achieved an average score of 63.80. This score falls within the 62.50 to 81.25 benchmark, classifying their foundational teaching skills at a "good" proficiency level, as illustrated in Figure 1.

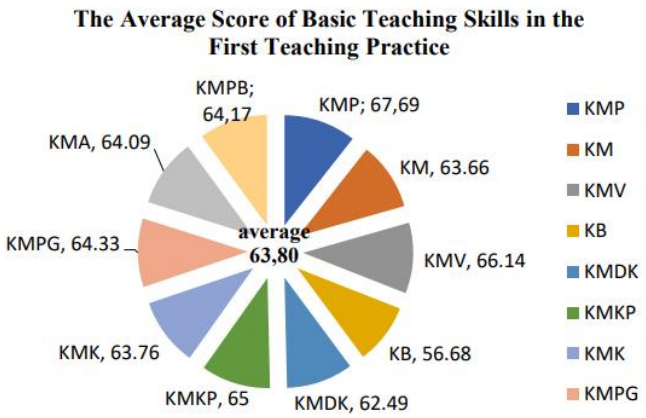

Figure 1. Average Basic Practical Teaching Skills First

Notes:
KMP (Opening Lesson Skills)
KM (Explaining Skills)
KMV (Creating Variation Skills)
KB (Questioning Skills)
KMDK (Guiding Group Discussions Skills)
KMKP (Teaching Small Groups and Individuals Skills)
KMK (Classroom Management Skills)
KMPG (Reinforcement Skills)
KMA (Using Aids/Media Skills)
KMPB (Closing Lesson Skills)

For the second teaching trial, the data demonstrates that the students attained an average score of 77.22. Positioned within the 62.50 to 81.25 parameter, this performance maintains a "good" proficiency qualification, as depicted in the figure below.

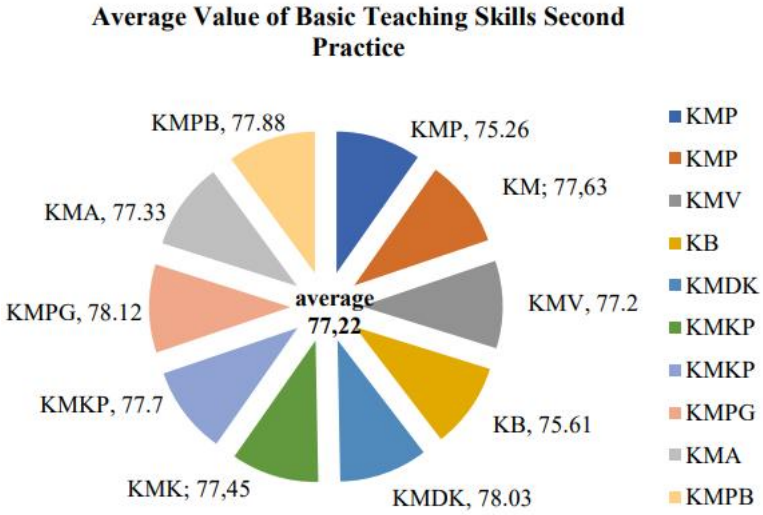

Figure 2. Average Basic Teaching Skills Score for the Second Teaching Practice

During the final teaching session, the average score for fundamental teaching skills rose to 84.77. This score falls within the 81.25 to 100 range, elevating the students' proficiency to an "excellent" qualification, as illustrated in the figure below.

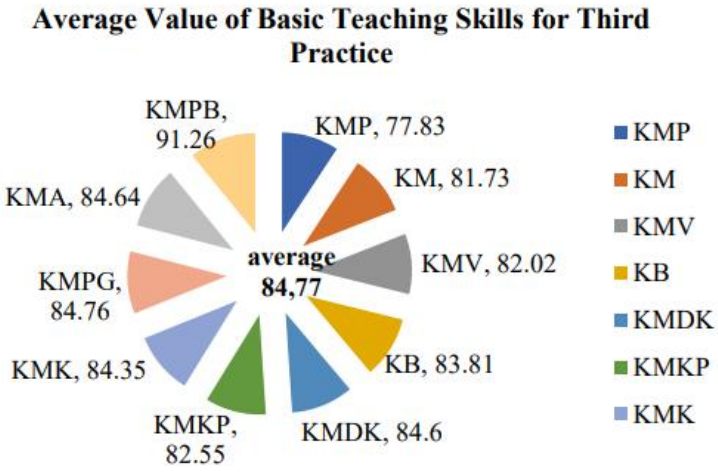

Figure 3. Average Basic Practical Teaching Skills

Analysis of the progressive data reveals a steady upward trajectory in teaching proficiencies across the three sessions. Instructional skills improved by 21.03% from the first to the second practice (rising from 63.80 to 77.22), followed by an 8.45% increase from the second to the third practice (moving from 77.22 to 83.75). Cumulatively, overall pedagogical competency expanded by 31.26% from the initial to the final performance, as illustrated in the figure below.

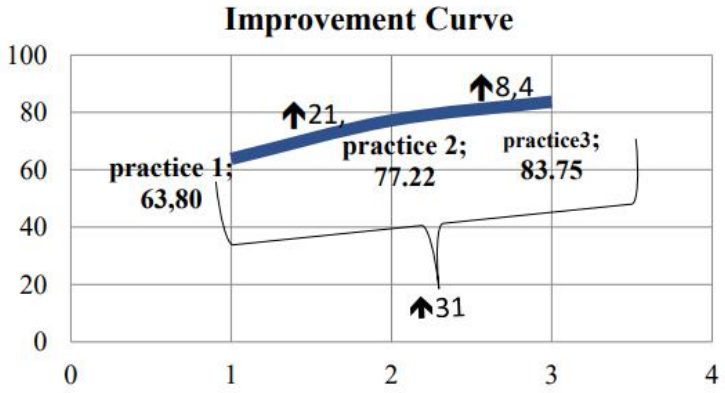

Figure 4. Curve of Improvement in Students' Basic Teaching Skills

The guided practice in the microteaching curriculum successfully made it possible for the pre-service teachers' basic pedagogical competencies to grow significantly and continuously, based on the results of empirical evidence. This empirical trace showed the results of student teaching which increased from 63.80 on the first teaching trial (categorized as "good") to 77.22 in the second trial (categorized as "good" but showing considerable growth) and 84.77 (as can be seen as 83.75 in the progression curve) on the third teaching trial which became "excellent" competency status. Although in the first teaching experience it achieved the "good" competency level (63.80), the detailed item breakdown showed that the basic pedagogical competencies that should be achieved in the targeted aspects of opening lesson skills did not go as expected and encountered some difficulties, including the ability to present the learning objectives clearly and understand all core competencies in an incomplete way, delivering overly concise teaching content with incomplete depth, with insufficient references and sources, providing a narrow cognitive scaffolding and lacking engagement to support the development ofpeer learners, whereas effective opening lessons have characteristics that are systematic orientation, apperception, clear explanation of target indicators, motivation which are meant to prepare students

psychologically in focusing their attention on the subject matter. For the skill of explaining, student teachers tended to have teaching behavior that was relatively static, monotonous in tone of voice, with limited eye contact so it was not well dispersed, and was very narrow in focus to some respondents and not well directed to key themes.

Meanwhile, in the skill of creating variations, the student teachers mostly used one technique for instruction that was not in various forms, with non-varied patterns of classroom interaction, with the classroom space formation. And in the questioning skill, student teachers found it difficult to explain a sequence of questions with clear meaning and levels of difficulty related to core content, which stimulated and involved all students in a broader perspective, and allowed sufficient time for students to think before answering. The diagnosis of the first teaching trial also revealed that the group discussion skill still has weakness in which the participants are not well directed by the lecturer according to the topic, no stimulation is carried out to make students active to ask questions, there is no verbal or non-verbal reinforcement by the lecturer, and the lack of explanation regarding the groups' tasks. While for teaching skill of a group and individual the most experienced problems by the lecturers were the difficulties faced by students to build intimacy, establish a supportive classroom atmosphere for individuals or groups of students with various ways of personal tutoring and to support students so that their individual tasks could be properly resolved.

The aspect of reinforcement skill shows that most of the participants rarely used physical and verbal gestures, or the use of the verbal compliment was too cold and not authentic, whereas good reinforcement practices use non-verbal praise in appropriate contexts, with expressions that vary and are motivating to support student learning interest. For the aspect of the use of media and tools in teaching, it was observed that several participants did not use media or tools and sometimes did not use appropriate types and models of instructional media for students' development stages that stimulated curiosity and intrinsic motivation for the content of learning materials. Whereas the use of media is to effectively contribute to increasing the ability to deliver content clearly, whereas the lesson closure technique, the participants rarely summarized the learning objectives of the lesson, fostered student reflection, and provided proportional follow-up and assignment tasks so that the learners are able to remember and internalize the content and have the ability to further investigate what they have learned. Because the first teaching experience still found several basic skills that had not yet been mastered optimally, the supervising lecturers intensively guided the students to comprehend and practice good basic teaching skills. Guiding and training using the guidance and counseling system that had been designed included; establishing common, shared, and mutually agreed upon objectives between lecturers and students, developing individual and group training plans, preparing relevant and in-depth learning references and materials, providing balanced, objective and constructive feedback on performance with both strengths and weaknesses, conducting modeled and simulated demonstrations of the core skills to be achieved by students, providing emotional and moral support by giving support and motivation during learning practice, holding collaborative discussions to strengthen and enrich understanding, formulating clear action plans and evaluation reports, and conducting continuous observation of individual development trajectories and learning progress of each student. It has been demonstrated by Marganingsih and Prastyo that the use of guided practice methods along with the addition of song lyric media can improve the skills of high school students in writing short stories, which has been investigated. It has been discovered by Basoa et al.

That the effectiveness of using guided learning strategies was used to increase the Indonesian writing skills of junior high school students, which was investigated. Based on Kurniawan et al., that the application of guided practice can improve the script-writing skills of community learning centers. It is well established by Sujono that the guided teaching and learning strategies effectively increased student learning in writing narratives with interactive and media supported. In addition, Umanahu et al. Found

that guided training was effectively improved in learning basic reading competencies of primary school students, and increased student learning engagement.

The guided learning framework seeks to optimize technical competencies as well as interpersonal communication skills of professional teachers in the educational world. Through systematic reflection, by embedding expert feedback, students are guided to practice extensively core pedagogical skills in a relatively simulated and safe learning environment. Through such practices, students can practice the skills they have obtained to solve problems, reduce and eliminate the weaknesses and defects that arise when a lesson is applied in real class, as well as gain an internal sense of professional values and skills through observing role models who are capable. Furthermore, this practice encourages the development of adaptive and optimistic personality dispositions and the avoidance of feelings of tension and anxiety due to learning obstacles that can hinder students from performing and developing as professionals in educational contexts.

CONCLUSION

To conclude from these findings: It was proved empirically, that systematic applying of Guided training to practice of microteaching to be useful and powerful tools in upgrading student teaching skills for those pre-service teachers since the student teachers increased marks by a range from 63.80 in practice first to 77.22 in practice second and reach to 83.75 in practice third; In time point of views, skill of teaching has grown by 21.03 % between the first and second trials then 8.45 % between the second and third; finally and in terms of total skill development; the training system produced overall skill increase 31.26 %.

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