

## CHAPTER I

### INTRODUCTION

#### 1. Background Of Study

Faculty of Tarbiyah and Teacher training Antasari State Islamic University In Banjarmasin is one of the faculty in Islamic higher education who hold academic and professional education focused on the formation of academic ability in the field of education, there is also a education professional that is education that is geared to produce future educators who are skilled in the field of education. As well as providing some facilities or programs for teacher education, such as a program teaching practice and are available for some facilities for the practice of teaching, one example is equipment and laboratirum teaching practice.

Since undergoing status as a student in the Faculty of Tarbiyah and Teacher training, especially in Undergraduate Program 1, students are already equipped with knowledge about the world of education. Education itself as an important element in the Faculty of Tarbiyah and Teacher training. Also in Al-qur-an mentioned that education is important, namely in surah Al - Mujadilah verse 11;

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

11. God will exalt those who believe among you and those who were given science.

As mentioned the above verse, God says that will exalt those who believe among you and those who were given science. It's very clear, that education is very important, in addition to getting the science also be glorified by God. In The Faculty of Tarbiyah and Teacher Training itself is very emphasis on science and education as its main goal. But on the other hand, not only

mastered the science of education, but also given knowledge about material science in their respective fields both at the basic and medium. Because, in the Faculty of Tarbiyah and Teacher Training it has some departments in the faculty and expected of the professional in their respective fields. In theory, academic and practical, students have been equipped with a variety of theories, both for the educational and material science in the department each of them, so theoretically expected to be prospective teachers in the department of his choice and become a professional appropriate fields.

The vision of Faculty of Tarbiyah and Teacher Training is become a center for the development of superior Islamic education and morality national level in 2024. While the missions itself are able organizing Islamic education and learning, developing education that is integrated with Islamic science and based on local wisdom, conducting research in the field of education and learning integrated with local wisdom, carrying out community service, especially in the field of education and learning, implementing and developing prime service-based governance, and the last establishing cooperation through a network wide and quality with various stakeholder (Web FTK Antasari Team, 2020).

One of the efforts to improve the quality of education is by increasing the quality of prospective educators. Improving the quality of prospective educators can be an increase in knowledge, standard of living, and so on. Regarding improving the quality of prospective educators, it is specifically focused on improving their teaching skills/abilities. As a form of faculty responsibility to produce prospective and professional educators, the faculty provides a program

called Field Learning or Teaching Practices (PPL) or microteaching is a program provided by Faculty of Tarbiyah and Teacher Training. The program was for coaching and training prospective educators to be fostered and trained in teaching and learning. So, they are ready to enter the real world of education.

Allen and Eve (1968) states that microteaching is defined as a system of controlled practice that makes it possible to concentrate on specified teaching behavior and to practice teaching under controlled conditions (p.181). It can be concluded that microteaching is a training or coaching center for teaching skills or teaching practices in a small scope that has been designed and made the best possible to help prospective educators to have knowledge and teaching and learning skills before teaching and learning in the real world of education. Thus, microteaching is a program that help prospective educators to train and develop their teaching skills. The microteaching program is conducted in a micro classroom or laboratory, guided by a lecturer whose job is to supervise, direct and assess.

Based to the practice field experience guidebooks (microteaching handouts) for the specifics the responsible job, namely are guiding students who carry out PPL activities, assessing the progress of PPL students, attending and guiding discussions and making PPL student final reports, attend and guide the preparation of practical schedules with the principal of madrasah / school, civil servants, and PPL students, attending various coordination meetings both internally and externally in the ppl team, guiding and signing the learning program, and attend and assess teaching practice exams (middle and final tests).

The facilities and infrastructure provided by microteaching organizers are:

(1) Micro class or laboratory. Teaching and learning equipment such as: (a) Blackboard, markers, erasers etc. Teaching and learning equipment in the form of media such as: (b) LCD, Audio. What is available in the micro laboratory are: (a) storage cabinets, file cabinets, white boards, LCD projectors, work desks, iron chairs, televisions, LCD tv, sofa chairs, guest tables, guest chairs, LCD projectors, Epson printers, dispensers , gallon water, air conditioning, small table, CPU comp, cctv camera, boxfile, shoe rack, ip270 printer, metal chair, glass cabinet, generator set, salon speaker.

Microteaching not only service program providers, or only theoretical program services provided such as objectives program, use of program procedures, facilities and infrastructure or benefits program. But also, Microteaching also must foster and train students to practice learning and teaching, both for teachers educators and lecturers. The provisions that are mastered by students theoretically are very inadequate if they are not equipped with experience in the field (practice). It is hoped that all the theories they have can be put into practice in accordance with the field conditions at hand. However, not all events in the field are contained in theory, so students need to make decisions that they have not learned, and can be used as guidelines (experience is the best teacher) in the future. Therefore, an ideal Prospective educators must have sufficient teaching experience, otherwise the prospective educators is not yet a professional teacher. Thus, it is very urgent for students to do practice field experience (PPL) as a means to become professional teachers.

In the other hand, maximizing the microteaching program for students optimally is very important. The impact is the ability of students to become professional teachers because of the maximum capacity of the microteaching program. The researcher found 3 previous studies which became the reinforcement for the author's research. 3 previous studies also used a microteaching program as their research.

The first research was conducted by Muhammad Yunizar (2018). The research was entitled *Microteaching and Pre-service Teacher's Sense of Self-Confidence in Teaching*. The researcher used a descriptive qualitative method in which the results or findings of this study showed the importance of the microteaching program in developing student / teacher teacher confidence in teaching. Also, maximum guidance and direction allows prospective teachers to develop their confidence and teaching skills.

The second is research conducted by Yayuk Hidayah (2019). The entitle is *Optimization of The Function of Microteaching Muition In PGSD Students*. These research also used a descriptive qualitative method. The results of the research findings reveal that the application of microteaching can provide effectiveness in teaching skills. Furthermore,

The last research was conducted by Imam Tazali (2016). The entitle is *Implementation of The Microteaching Program for Arabic Teacher in Pesantren Ar-raudhatul Hasanah Medan*. The researcher used a descriptive qualitative method, in which the results of his research indicated that the application of the

Arabic language teacher's micro teaching program at the Ar-Raudhatul Hasanah Islamic Boarding School was a planning based on the concept of planning, which included formulating learning objectives. This is to improve students' Arabic competence in the learning process and to improve students' competence in understanding the content contained in each subject in Arabic, teacher preparation, class preparation, stages of student learning activities and learning evaluation. From these 3 studies, it shows that the microteaching program is very important in the formation of all aspects. Namely self-confidence, learning skills, and all aspects that make prospective teachers become professional teachers.

Prior to the pre-research, the researcher had participated in a microteaching program organized by microteaching at Faculty of Tarbiyah and Teacher Training in Antasari State Islamic University, Banjarmasin (UIN). There are several drawbacks that the researcher felt when joining the microteaching program, namely the lack of coaching and training. This had an impact on teaching practice at schools (PPL 2). Due to the lack of coaching at the time (PPL 1).

The researcher assumes that the lack of communication between the departments and the microteaching party has resulted in ineffectiveness of the program and also, there are some procedures that doesn't work well by the microteaching organizer. namely (1) Starting from the debriefing, which when I asked one of the lecturers, that the microteaching party was not regular in scheduling the start of the program. As a result, lecturers are less prepared for students. And then less maximal facilities and infrastructure. When I asked a friend from different universities, and also teacher training majors. In which they

also have teaching practice programs. Whereas in the faculty they provide a special room (microteaching laboratory) for teaching practice which is complete with facilities

It is different when the researcher felt, saw or observed. The facilities provided by micro teaching program in Faculty of Tarbiyah and Teacher Training are not complete, and even students themselves had to bring their own. The program should provide / maximize the facilities. Based on the researcher experience, the lack of facilities such as: (a) room conditions. (b) supporting facilities for the teaching practice program (blackboard, markers, erasers, projectors, speakers). Although there are not many, it must also be maximized so that the practical program process becomes optimal. (2). The researchers read the PPL guidebook (2018) has a systematic activity structure, starting with refresher and debriefing theory, limited guided teaching skills training, introduction field, and independent application of skills, as well as practical exams (p.7). Previously, the researcher had participated in a microteaching program Practice Field Experience 1 and 2. Which is that the researcher feels less than optimal, in terms of guidance, namely students take turns in front of the class and deliver the material they want to explain to practical participants. Students advance directly without being told first by the lecturer / supervisor, how to open lessons, explain, give quizzes, even how to close the lesson. But, only given a paper evaluation. about how the student's performance teaching results practice.

The researcher assumes that the "limited guided teaching" is less than optimal. As a result, some students did not master what and how of teaching

techniques, when Practice Field Experience 2 it was very impactful. There are still some students who are confused when entering class, how to open lessons, explain, even how to close lessons. Because the previous teaching practice guidance was less than optimal. Less optimal in terms of infrastructure and guidance. In fact, the vision of the microteaching program is "Capable of mastering various basic teaching skills" but when teaching practice is not optimal in guidance / training.

Based on the previous explanation and observation, it makes the researcher to know whether microteaching has performed its function as a specified institution or not, so the writer would like to conduct a research entitled "**THE IMPLEMENTATION OF MICROTEACHING PROGRAM IN FACULTY OF TARBIYAH AND TEACHER TRAINING**".

## **B. Research Questions**

By conducting this research, the writer wants to investigate the following:

1. How is the implementation of microteaching program in Faculty of Tarbiyah and Teacher Training?
2. What difficulties of the implementation microteaching program?

## **C. Objective of Study**

To know how is the implementation of microteaching program in Faculty of Tarbiyah and Teacher Training and difficulties of the implementation microteaching program.



## **D. Significance of Study**

### 1. Theoretical

- a) The finding of this research will give good information about the use of microteaching program in Faculty of Tarbiyah and Teacher Training.
- b) The finding of this research gives a profitable description to any further research which wants to study the same case, so this study becomes a helpful information and useful reference for the next study.

### 2. Pratical

- a) The implementation of microteaching program when teaching practice. Microteaching programs can help prospective educators prepare teaching skills before plunging into the real world of education.

## **E. Definition of Key Terms**

### 1. Faculty of Tarbiyah and Teacher Training.

The Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University Banjarmasin was established in Banjarmasin on September 22, 1965. Previously in 1961, the Faculty of Tarbiyah and Teacher Training was officially in Berabai by the Governor of South Kalimantan, at that time held by Mr. Maksid. Furthermore, as time went by, the Faculty of Tarbiyah and Teacher Training in

the regions of Kalimantan formed. Including Martapura branch faculty (1965), Rantau branch faculty (1965), Kandangan branch faculty (1965), Samarinda branch faculty (1972). But unfortunately there is no accurate data on who sits as dean at that time.

Faculty of Tarbiyah and Teacher Training is an LPTK (Educational Personnel Education Institution) which is one of the Islamic college institutions that organizes academic and professional academic education that is focused on the formation of academic abilities in the field of education, while professional education is directed to form skilled prospective educators in the teachers field (Sabri, 2005). The writer studied at The Faculty of Tarbiyah and Teacher Training, which in essence was a faculty that produced prospective and moral educators. On the other hand, the faculty also produces prospective educators who are ready to enter the world of education with their teaching and learning skills. Can be interpreted, That faculty which is one of the Islamic college educate that organizes scholarly and proficient scholastic instruction that's centered on the arrangement of academic capacities within the field of education, whereas proficient instruction is directed to make talented imminent teachers within the instructors field.

## 2. Microteaching

Microteaching is defined as a system of controlled practice that makes it possible to concentrate on specified teaching behavior and to practice teaching under controlled conditions (Allen & Eve, 1968). Microteaching is a program that

provides services, including coaching and training. Also, which is fostered or trained to be skilled in teaching and learning guided by supervisors who have been arranged by microteaching organizers. The writer has followed the microteaching program, which includes guidance, training, facilities and infrastructure. So, Microteaching is characterized as a framework of controlled hone that produces it conceivable to concentrate on indicated educating behavior and to hone educating beneath controlled conditions.

### 3. The implementation of microteaching program

The implementation process of PPL for students majoring in English Department, Tarbiyah and Teaching Faculty, UIN Antasari Banjarmasin, consists of two parts of activities, namely PPL I which contains debriefing activities and strengthening practical knowledge, practical training activities for basic teaching skills, and practical examination activities for basic teaching skills; and PPL II which contains field introduction activities (observation), guided teaching exercises and other teacher assignments, teaching exercises and other teacher assignments independently, and teaching practice exams.