

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

There are two research question that have to be answered in this research. The first is how is the implementation of microteaching program in Faculty of Tarbiyah and Teacher Training and the second is what difficulties of the implementation microteaching program.

This chapter presents a description of the implementation of the microteaching program and the difficulties in implementation microteaching program in Faculty of Tarbiyah and Teacher Training Antasari State Islamic University Banjarmasin. Then, The findings of this study will be discussed based on the theory and the results of interviews from members of the microteaching program, and also the opinions of the researcher.

#### **A. Research Findings**

After the researcher conducted research in the microteaching program at Faculty of Tarbiyah and Teacher Training using documentary and interview method through media are whatsapp application and questionnaires could be described as follows:

In Faculty of Tarbiyah and Teacher Training at Antasari State Islamic University Banjarmasin itself also used the Microteaching program to build, train, facilities and infrastructure in developing expertise in the teaching and learning process and to become professional educators. So, this research done to find out the implementation of microteaching program in Faculty of Tarbiyah and Teacher

Training. The researcher are looking for information from the microteaching team which consists of five people. They consists of the Chairperson, Secretary, and the staffs. Meanwhile, for documentary and interviews, the researcher don't directly enter the field. But the researcher used application media such as *whatsapp* and questionnaires for documentary and questionnaires. Because pandemic factors and distance. The results of documentary and interviews are showed in appendix.

Meanwhile, interviews were conducted online, because the pandemic and at-home learning was being implemented for a while. The researchers used *whatsapp* media and questioners to interviewed. The object that the researcher interviewed was the microteaching program team, namely to get results that match the researcher's questions. The results got by the researcher on average the PPL program team gave answers with *whatsapp* (voice note) and also the questionnaire, the researcher would described the results of the researcher interviewed with the PPL program team as follows:

## **1. The Implementation of Microteaching Program in Faculty of Tarbiyah and Teacher Training**

### **A. What is a microteaching program that planned ?**

The researcher got answers from respondents namely chairperson and secretary, they stated that the microteaching program is a teaching exercise for students of the Faculty of Tarbiyah and Teacher Training, which is programmed in a year or two, there are PPL 1 and PPL 2 and also additional data got by the

researchers from their microteaching team stated that the microteaching program is a program designed by the Faculty of Tarbiyah and Teacher Training that prepares pre service teachers and programs that provide students with teaching techniques.

**B. What is microteaching had been planned for this periodic?**

Based on the interviews found that there are two microteaching programs every year. The first is PPL 1 which is held in odd semester and the second is PPL 2 which is held in even semester. PPL 1 is designed for students to conduct teaching exercises in a class of five or ten people in one group. Where there is a supervisor, there is one practice and other friends become participants who act as students. So here students practice to become teachers. After completing PPL 1, students then proceed with ppl 2 program. PPL 1 aims to prepare students before they actually enter the field of teaching students in the school to be selected for students and briefings for students such as creating Learning Tools, lesson plans and 8 teaching skills. While PPL 2 is practiced directly in the field (school) according to their respective majors.

**C. What are the important elements in the microteaching program?**

The researcher got answers from the chairperson and secretary, stated that the important elements are to train the teaching skills of our students. while the department which has special majors such as MPI and BKI, namely in the guided according to the majors. BKI majors train to become BK (counseling) teachers in

schools, while MPI is for their school administration in guidance on how she can do school administration.

Also the researcher got additional data that when PPL 1, an important point or element is the first, students was able to design a lesson plan or RPP and now there is a K-13 RPP. It can be seen in the guidebook how to design it. Then, Then, when practicing there are certainly eight teaching skills that can be seen in the guidebook. Such as the skills to open activities after which activate students, use, deliver materials, and closing.

**D.** What is the basic operational pattern and operational objectives of the microteaching program?

The interviews results on the chairperson and secretary, they stated that operational patterns and objectives, as far as they know, the pattern is divided into two patterns, namely PPL 1 and PPL 2, the goal is to train teaching skills for students as a provision for them to become professional teachers when they have finished studying at the Faculty of Tarbiyah and teacher training. As for special departments such as administration, and counseling teachers will be guided to proficient according to the student's own major.

**E.** How is the funding pattern in the microteaching program?

Based on the interviews to the chairperson and secretary, found that they are executors. Funding is usually budgeted by faculty, they are just executors, so they don't know about funding issues. However, students usually pay UKT (single tuition fee) there is a payment for the practice (microteaching) and this has been

taken from the student's UKT funding. So that students pay SPP based on UKT. So, there are already budgeted for PPL, both PPL 1 and PPL 2. Then there is no more collection of additional fees from students when applying for PPL 1 or PPL 2.

**F. What is the pattern of infrastructure in the microteaching program?**

The researcher got an answer from the respondents, namely the microteaching team, they stated that if the infrastructure related to the building, the researcher can see that the building is in the middle of the Faculty of Tarbiyah and Teacher Training, then for teaching using classes in the Faculty of Tarbiyah and Teacher Training. That is for the practice of PPL 1, if PPL 2 is certainly the schools that are the purpose of the exercise. But in addition to classes, PPL 1 supervisors and students can also borrow two rooms in the PPL bureau. This room has a whiteboard, chair, desk, air conditioning, LCD, so if you don't want to be in class, and when no one borrows the PPL bureau space you can borrow the room to practice. Then there are also camcorders and others provided by the PPL team that students can borrow, if they want to record their practical teaching activities. But of course after teaching, they went straight back to the PPL team.

**G. What are the material for program activities in microteaching and how are the procedures for microteaching program activities and what are the steps for learning the microteaching program?**

The researcher got answers from respondents namely the microteaching team, they stated that as they say in this microteaching, there are two programs, namely PPL 1 and PPL 2. PPL 1 aims to prepare students, the material is related to eight

basic teaching skills, then make RPP, there are enter strategies suitable methods for learning, namely for the Faculty of Tarbiyah and teacher training so that it is more capable when practicing in the field in PPL 2. So before PPL 1 is implemented, of course the PPL team opens the registration then divides the group, determines the supervisor, after which invites the supervisor to attend a meeting related to how the system and technical techniques of PPL 1 and PPL 2. After that students also conduct meetings between students in the course, usually students here are given materials related to how to plan learning before practicing PPL 1 Also given more material to repeat the material taught during the lecture related to learning materials. This lesson planning material is usually given by lecturers who teach lesson planning courses in each department, such as English, which teaches teacher planning is usually given by the head of the English department, so the lecturer provides the material. Then in addition to planning, he also provides material about standards (active, creative, effective, and fun learning). Well, also qualified lecturers who are considered competent to provide material, in appointing resource persons, we will also consult with their respective departments. For example, who can fill in pakem material (active, creative, effective, and fun learning), for example one of the lecturers majoring in English in the field of Pakem, then later the lecturer will give pakem material (active, creative, effective, and fun learning). Before students practice PPL 1, students will be given planning materials and after being given the material, students will be divided into groups, group names, group divisions, and supervisors, students contact their respective supervisors. Then set the time for ppl 1 practice. After the

PPL 1 practice is completed, then proceed the practice to PPL 2. The system is the same, except here there are no provisions for planning and Pakem (active, creative, effective, and enjoyable learning). Because students are considered capable because PPL 1 is finished. In PPL 2, students meet again with their superiors, arrange time to go to school, be dropped off at school, then students train for two months at school. And as scheduled, then then picked up by the supervisor. The assessment is carried out by the supervisor as well as the Pamong teacher or the teacher who guides the school.

**H.** Is there a program to inform the new policies in Indonesia education (wether decided by government or the Minister of Educational Affair ) especially the change of indonesian curriculum for students or supervisors?

The researcher got answers from respondents namely the chairperson and secretary, they stated that they will adjust first, we use the KTSP curriculum, the RPP is also KTSP. Now their K-13 curriculum is also adjusting. So, of course they inform and implement new policies in the field of education. they complete the current curriculum. So not only inform but they also immediately apply it. Well, nowadays, in addition to K-13, there is another one called RPP curriculum, so they also apply it. In accordance with Permendiknas, permendiknas stands for Regulation of the Minister of National Education. The term Regulation of the Minister of National Education if abbreviated is to become Permendiknas. The acronym Permendiknas (Regulation of the Minister of National Education) is an unofficial acronym in Indonesian (Godam64, 2013). They inform directly and

they apply it to students who are PPL. The researchers also got additional data from the microteaching team, stating that there was no direct information to the students. So suppose there is a change in the curriculum, for example the learning tool is automatic. Not only in PPL but in college or high school and lower middle class, there has to be change and all lecturers, teachers know. So usually after there are new changes or regulations, lecturers and PPL teams conduct focus group discussions (FGD) to discuss changes. So after agreed curriculum changes such as learning tools, lesson plans syllabus. That later the supervisor will convey the changes to the students.

- I.** If the answer yes, how the microteaching team to socialize it for students and supervisors?

The researcher got answers from respondents namely the chairperson and secretary, they stated that all new things that they have just socialized to students and supervisors. Usually we have a rally with the superiors. Then they create a whatsapp monitoring group and in that group all important things are informed through whatsapp group. Then a whatsapp group for students is also created by the department to inform the important things into the group. Also, If the student is the supervisor who says, then from the PPL to the supervisor, that is we can hold an FGD, or when a supervisory general meeting with the PPL team is discussed. Then FGD is followed up, FGD has a decision that is then delivered by the supervisor to the students.

- J.** If the answer No, why are they not done?



The researcher got answers from respondents namely the chairperson and secretary, they said that there is no need to answer, because there has been an answer before.

**K. How are the organizing the microteaching program?**

The researcher got answers from respondents namely the chairperson and secretary, they stated that usually the program is planned once a year, the budget is directly for PPL 1 and PPL 2. So what is needed, for example for PPL 2, there is an honorarium for civil servants, supervisors, student consumption in schools. It's arranged and planned, it's been designed. For PPL 1 and PPL 2 once a year. Well, it's also estimated how many students, how many supervisors. Usually they ask the department to request student data for PPL. It can be done even though in reality there will be additions or reductions later. The researchers also got additional data from the microteaching team, which stated that there was a chairperson with FTK director and patron Dean & Vice Dean for Academic Affairs.

**L. How are the prepare organizing the microteaching program?**

The researcher got answers from respondents namely the chairperson and secretary, they stated that the microteaching program was held twice a year, namely PPL 1 and PPL 2. Of course in organizing this they as PPL team, can not be separated from meetings and meetings related to preparation, then if there are things of an unconditional nature, we always consult with the leadership, deans, vice deans, academic fields, for example as of now, which is currently online. So, they can not decided for themselves, they always have a meeting with the PPL

team, then also consult with the Dean and if the Dean can't decided, then then discuss it with the rector.

**M.** Who can be the supervisor for the microteaching program and is there any provision for lecturers / supervisors who will be on duty in the microteaching program?

The researcher got answers from respondents namely the chairperson and secretary, they stated that first, the requirement is a lecturer in accordance with the field and majors. For example, students majoring in religious education, then lecturers are also teachers majoring in religious education. Both civil servants and non-civil servant lecturers who work as teachers can become supervisors and in accordance with their fields. But the reality in the field is that we are always lacking, short of lecturers and supervisors. So there was forced to be additional lecturers off campus. These off-campus lecturers are very helpful for us to meet the needs of supervisors.

**N.** How is the provision for lecturers / supervisors held by the microteaching program?

The researcher got an answer from the respondent namely the secretary, who stated that the first provision is that they have taught as teachers in the faculty of Tarbiyah and teacher training. The second according to the department and the field.

**O.** How is the use of the microteaching program and whether it is specifically for prospective educators or teachers/lectures?

The researcher got answers from respondents namely the chairperson and secretary, they stated that so far, the microteaching program or PPL is designed for prospective educators only. Nothing for prospective lecturers.

**P. How are evaluations in the microteaching program?**

The researcher got answers from respondents, namely the chairperson and secretary, they stated that if evaluating student assessments, of course they already have an assessment sheet, implementation of PPL for student practice. So the supervisor also fills out the assessment and then submitted to the PPL team, if the evaluation that the researcher means is the evaluation of the results of student practice, but if the evaluation of the implementation of PPL, then the evaluation in each activity always make a report to the head of the faculty tarbiyah and teacher, this is usually evaluated at the end of completion, so they know about the implementation of this semester. For example about the problem it turns out that many students are asking for a place request. There's a student asking for a friend's request. Well, for the future they'll fix it. Then there are other things, which they always pay attention to. And if for example it relates to supervisors, then we can discuss it with the department, or when they meet with supervisors. So, it can be discussed with the supervisors present, not only the PPL team decides. It is related to input related to supervisors, but if it is related to registration and implementation, it is usually discussed by fellow internal PPL teams first. if we can't find a solution, then talk to the dean (dekanad).

**2. What Difficulties of The Implementation Microteaching Program**

**Q.** What program that did not/could not run well?

The researcher got an answer from respondents namely the chairperson and secretary, she stated that the PPL activity program runs completely and smoothly, both PPL 1 and PPL 2. At least what is considered less optimal is the use of micro/space labs for PPL1 activities that they feel are not yet optimal. Due to limited space/laboratory, there are many students. So that's how they feel it's not going well. If the activity is always finished. Be it PPL 1 or PPL 2.

**R.** Why did they (program) not achieve?

The researcher got an answer from the respondent namely the secretary, she said that this question does not need to be answered. Because before, they said everything was going well.

**S.** How to solve problems if one of the functions of the microteaching program is not implemented, what program is replaced or could not done?

The researcher got answers from respondents namely the chairperson and secretary, they stated that no program is problematic. So, they said there was no need to answer. Because of all these programs, they think everything is achieved, which is less than satisfactory, so it's just the use of the laboratory.

**T.** How to deal with the constraints of limited laboratories and poor classrooms?

The researcher got answers from respondents, namely the chairperson and secretary, they stated that regarding the location, they used classrooms in the Faculty of Tarbiyah and teacher training. And that's what we're scheduled for.

Saturdays and Sundays on weekends. So all the locals are empty and hourly, so it can be handled. Well, in addition, there are also two rooms in microteaching that are ready to be used alternately as long as the superintendent and students sign up or borrow. For the limitations of these labs, usually for PPL 1, they require only one group to be recorded in a micro teaching laboratory. That's how they can handle it. The rest of them just use the classroom. As for the classroom, everything is suitable for PPL 1 activities, because all the equipment is already there, such as LCD, chairs. They think it's appropriate for all classes, only a limited number of laboratories can be used for recording only one class. Just one lab room. So it's going to have to take turns. If the facilities and infrastructure already exist, the recording device already exists.

**U. How to overcome the lack of provision of facilities and infrastructure during the program?**

The researcher got answers from respondents namely the chairperson and secretary, they stated that so far, they say there have been no complaints about the lack of facilities or infrastructure, as they said before, the reason for the lack of space is that supervisors and students move their own schedules in practice. Well, because choosing your own course at your own risk to find an empty place. For the PPL team there is no problem, everyone has got a schedule, everything can be local, when on weekends. Sometimes it is the person who holds the key that that is late. But when we got the report, we immediately called and the person came right away.

**V. How to overcome the absence of program supervisors for debriefing?**

Based on the interviews to the chairperson and secretary, they stated that usually if the lecturers do not come because of something, they can not force it. Also because people are busy with different things. So the way they cope with the absence of supervisors or lecturers is they already have a *whatsapp* group of supervisory groups. So those who did not attend, what was discussed at the rally, what was socialized were all sent to the group *whatsapp* group. So, the lecturer was not present and even knew what was discussed in the meeting. So that they will not miss the information later, the lecturers can still convey it to their students. So it's like that. So, every time there is a lecturer who is not present. Sometimes they have testing, teaching or other events. It's natural. But it doesn't matter, it can be solved. because we have created a whatsapp group, which will facilitate the delivery of the results of the general meeting. Also, we evaluate and we replace them if they are not properly responsible.

### **3. The Implementation and difficulties of Microteaching Program in English Department**

- A.** What programs have been implemented by the English Department to develop teacher skills in prospective teachers (students) in addition to microteaching programs?

The researcher got from the staff of English Education Department, that talking of program problems, perhaps for the program has been input into the teaching courses, which are presented to English students. So the program for example like this, in the course TEFL 1 or TEFL 2 lecturers assign students to see

how lecturers or teachers teach in the real teaching and learning process. Well that's the program that's been implemented. So in the form of assignment of courses such as TEFL, Instructional design, and such as teaching profession courses. So students are assigned to go down the field to observe how lecturers or teachers teach.

**B. How to provision microteaching program of English Department for prospective teachers (students)?**

The researcher got from the member of English Department, they stated in the provision of microteaching program is usually handled by the PPL bureau itself. So for starters for PPL 1 there will usually be training for English students and usually the training is conducted by the PPL bureau and the presenters themselves are from lecturers majoring in TBI who present materials about learning methods that can be used when they are PPL 1 and there is also a discussion about lesson plans that aim at how to draft learning plans for their future teaching practices.

**C. Does the provision for prospective teachers (students) from year to year remain the same, or different? for example, the year 17/18 is the same or different from the year 19/20?**

The researcher got data from the member of English Department, they stated for the provision itself is the same every year. The format is the same as training. Students are gathered in the ftk room on the second floor. Then they were given training by two presenters. One presenter focuses on what kind of teaching

method, which for example focuses on TEFLnya and one person focuses on instructional design or lesson plan. Then for the online ones there will probably be changes. From the class of 2018 like starting online training. For that until 2017 it was offline and no change.

**D.** In the program, what skills are given by the English Department for prospective teachers?

The researcher got data from the member of English Department, they stated skills provided for courses that include courses that they must take before they implement PPL 1. The course for example must have studied skills, namely listening, speaking, reading, writing and also have studied language components such as pronunciation, vocabulary, grammar. So they have to master the course. There are also very teacher-like courses such as TEFL 1, TEFL 2, Teaching Media, language testing and evaluation, teaching profession, and instructional design and that is what they must master before taking PPL 1.

**E.** What are the obstacles felt by the English Department in running the program?

The researcher got data from the member of English Department, they stated obstacles felt by the English Department, so far there are no significant obstacles. Because English students are equipped with courses that support them to be ready to take PPL 1 and PPL 2.



## **A. Discussions**

After the data has been got and in the process like the description above, the researcher has written and analyzed the data that has been obtained in the researcher at the above findings. The researcher also knows The Implementation of Microteaching Program In Faculty of Tarbiyah and Teacher Training.

In this study, the researcher know The Implementation of Microteaching Program In the Faculty of Tarbiyah and Teacher Training. The result is as outlined above. As for this part of the discussion, it will explain the microteaching program itself, which has been done well, less, or not at all. And also then which microteaching program should exist and be implemented. The results are:

### **1. The Implementation of Microteaching Program in Faculty of Tarbiyah and Teacher Training**

In this section, the researcher analyzed the answers in the findings section concluded that based on the explanation got from the microteaching team, the microteaching program was carried out properly. The program must be highly implemented when the program is a material explanation or 8 teaching skills clearly and delivered and pre-determined by the supervisor first before the student practices. Because based PPL guidebook (2018) mentions microteaching 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 PPL 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 PPL 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.

## **2. What Difficulties of The Implementation Microteaching Program**

In this section, the researcher analyzed the answers in the findings section concluded that based on the explanation got from the microteaching team, that there are no constraints when the program is implemented, but based on the experience of the researcher who has participated in the microteaching program, that there are program obstacles. 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 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 the facilities provided by micro teaching program in the

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.

### **3. The Implementation and difficulties of Microteaching Program In English Department**

In this section, the researcher analyzed the answers in the findings section concluded that based on the explanation got from the member of English Department, they stated that running the program smoothly, starting from the provision of programs in the form of supporting courses to improve teacher skills. Providing pre-program briefing by providing materials of learning methods and designing learning planning. Giving teaching skills by conducting courses such as skills listening, speaking, writing and reading. And also they stated that there are no obstacles when the program, because English department students are already equipped with teaching skills by providing courses related to teacher skills.