



## **AN ANALYSIS OF STUDENT TEACHERS PEDAGOGIC COMPETENCE IN PERFORMING MICRO TEACHING**

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### **Abstract**

This research aimed to describe the student teachers pedagogic competence in performing micro teaching, and describe the difficulty that faced by student teacher in having micro teaching performance. The research method used was qualitative research. Meanwhile, the research subjects are student teacher in micro teaching class of the sixth semester of English Education Department Pekalongan University. The data and data source were taken from video recording of student teacher in micro teaching and it was evaluated based on Permendikbud 2014 Number 90 regarding competency standards, emphasizes on pedagogical competencies. The primary data and secondary data were from the video evaluation of ten participants and the score made based on score rubric. Techniques of analyzing data used based on Milles and Huberman which included data reduction, data display and interpretation. The result of this research shows that the student teacher had difficulty in managing their time to include evaluation at the end of the lesson and optimizing their media to improve their teaching during micro teaching.

**Keywords: evaluation, micro teaching, student teacher, pedagogical competences**

### **INTRODUCTION**

Education is very important in this age, through education various information and knowledge can be passed by and develop which will makes our live better. That is why education is very important and need to be always improved. Aside the curriculum have to be on point to the learners the important thing in the education that need to be take care of is the teacher, the teacher needs to have good competence to teach in order to be a good teacher.

According to Hakim (2015:1), a teacher is a key to develop quality of education. He/she is one of the main pillars of a sound and progressive society. The success of the students in teaching learning process in the classroom cannot

be separated from the action of teacher as an educator.

In order to have good quality in education it is mandatory to educator/teacher to have certain competence in teaching so that his/her students get good education.

Micro teaching is a subject in FKIP PBI or English education department in Pekalongan University at fifth semester that prepare student teacher to teach in real school by internship in the next semester

According to Brent & Thomson, 1996 Microteaching is a technique aiming to prepare teacher candidates to the real classroom setting. It means that an activity for a teacher or someone that wanted to be a teacher in a room filled with real students or peers, in this activity there will be real



lesson learning as an attempt for the teacher to learn a better way to teach or improve his/her teaching performance. Usually to help the process there will be recorded to be more easily to reevaluate.

Micro teaching is very helpful to give student teacher a sense of teaching experience and it is also convenience since the peers will pretend to be student and they will also learn how to be better and what should be avoid during performance in micro teaching.

In this research pedagogic competences are defined by Permendikbud number 90 which is Kompetensi pedagogik sebagaimana dimaksud pada ayat (2) merupakan kemampuan Guru dalam pengelolaan pembelajaran peserta didik yang sekurang-kurangnya meliputi:

pemahaman wawasan atau landasan kependidikan. pemahaman terhadap peserta didik. pengembangan kurikulum atau silabus;

Perancangan pembelajaran. pelaksanaan pembelajaran yang mendidik dan dialogis

pemanfaatan teknologi pembelajaran dan evaluasi hasil belajar.

The objectives of the study are to describe student teachers' pedagogic competences in having micro teaching performance and to Investigate the problem faced by student's teacher in delivering micro teaching performance

In this study the writer takes similar research in order to provide some research to compare with similar purpose and objective of the study. The previous study is "A Study on the Evaluation of Teaching Practice Program at Faculty of Teacher Training and Education University of Tridianti Palembang". According to Yuyun Henderety and Nyayu Lulu Nadya (2017).

In the previous research the researcher focus on the influences of micro teaching practice in order to prepare the student to be ready in joining teaching training program. Micro teaching is much

because micro teaching is the one that initiate the basic skill and competence to apply in real situation which student will face in teaching training program.

In the previous research, it was also explained that it is important to practice in micro teaching before going to teaching training program, because the student will know the mistake while teaching, find more information to improve the teaching process and gain confidence to teach in real situation in teaching training program.

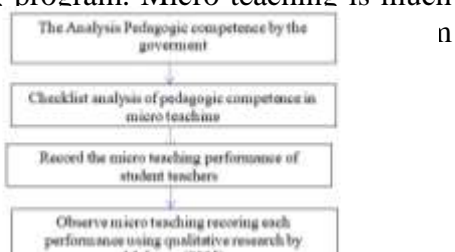
The relevance of the previous study in this research focus around micro teaching and how important it is for the student teacher to prepare teaching real class in teaching training program

The difference of this research and the previous study are this study focus on skill set of pedagogic competence and on the previous study focus on evaluation of micro teaching in general.

The research was focus on Micro teaching in sixth semester in English department of Universitas Pekalongan. This research Focus on one teachers competence which is Pedagogic, the rest competences (Professional, social and personality) will not be investigated in this research.

Scope of the study in this research are Micro teaching in sixth semester in English department of Universitas Pekalongan year of 2019-2020 and focus on one teacher's competence which is Pedagogic, the rest competences (Professional, social and personality) will not be investigated in this research.

This research was conducted because the researcher finds many difficulties during micro teaching and by this research the researcher hope that student teacher can be aware of this difficulty and can avoid the same problem faced by participants in this research and can improve based on the result and the suggestion of this study.





for the teacher to teach the material, the media help to demonstrate and convey the lesson

Evaluation, the important of this point is that it will be helpful for the student to understand today's material by evaluating today's material that sums up by the teacher trough a brief evaluation by the teacher at the end of the lesson.

The table below sum up the finding of the research from ten participants that performing in micro teaching.

### RESEARCH METHOD

The research design was qualitative research it was used to analyze student teacher performance in micro teaching.

This research was conducted in Pekalongan University, The place setting was at B building 3rd floor in micro teaching laboratory. The researcher took the data by record the performance of student's teacher of the fifth semester from 5th March and 12th March (at 10.00am-12.00pm, and 15.00pm-17.40pm).

After the data was done, the data were analyzed. They were analyzed by applying steps of qualitative data analysis by Miles and Hubberman (1984) which are data collection, data display and conclusion.

### FINDING AND DISCUSSION

The writer made a scoring rubric which was adapted from Permendikbud 2014 Number 90 regarding competency standards, emphasizes that pedagogical competencies there are 5 points that can be analyzed in micro teaching performance. understanding of the student, The importance of this point is the teacher able to understand the student so that the lesson learn process can be happen more easily class management, the importance of this point is that the teacher is able to properly arrange the lesson from start to finish interactive teaching, The importance of this point is to make the teacher connect with the student and makes the teaching more enjoyable media, with using media it is easier

Name	Competencies				
	1	2	3	4	5
P1	A	A	A	A	C
P2	A	A	A	A	A
P3	B	A	B	A	A
P4	B	B	C	C	C
P5	B	B	B	B	C
P6	C	B	C	B	C
P7	B	B	C	B	C
P8	B	A	B	B	C
P9	B	A	A	A	C
P10	A	B	B	B	C

Rubric table student teacher's competences

Note:

P1-P10 (Participant 1-10)

Competence 1 (understanding of the student)

Competence 2 (class management)

Competence 3 (Interactive teaching)

Competence 4 (Teaching media)

Competence 5 (evaluation)

#### 1. The understanding of the student

For the student teacher are overall good proven by six of the participants got score A that means the majority of their performance was good, they know how to ask the students understanding and how to adjust the teaching accordingly. all of the participant able to gain respond from the students and make sure students are understand the material. for those who's not got an A because of nervous, which is one of the points



of doing micro teaching in the first place that is to make experience and observe the performance to know the area that need to be improve.

## 2. Class management

In class management, all of the participants had good performance, none of them got C as score meanwhile the participant who got B score were caused by hesitancy for example in Participant 4's performance, he hesitated to explain the material and his media, but still managed to explain the material he tried to deliver. The researcher analyzed that those who get B score were because lack of preparation, and become nervous when teaching in front of class.

In order to make a great performance in this area, a teacher needed to be prepared for what they were going to teach and know what they were going to do during teaching the class. For those who was not well-prepared need more preparation before teaching, and those who got nervous need more practice in front of audiences.

## 3. Interactive teaching

Interactive teaching was a difficult to be accomplished, it is not just the teacher student need to do the task but also need respond or interaction from the peers/students, it requires a well preparation and practice. The participants who got score A were because the teacher engage the student with a good topic of conversation for example Participant 2 asked the students about a song the students like and what do they think about it, the students got excited and resulting more engage to the lesson. While participants who got C score, they rarely ask the student any question and no not had any engagement with the students.

## 4. Teaching Media

All of the participants were trying to bring the best for their media, because they have time to prepare it and the media were great tool to make the class more engage with material the teacher trying to teach. From all ten Participants four got A. five got B, and only 1 got C.

Those who got A, they brought their best to their media, the media they made were very engaging and have a great impact to the teaching process for example in Participant 2's teaching. He played a song that, the students know and like, and after that, he gave the student lyric text of another song the like and that brings so much joy to the class while still explaining the material.

For those who got B also made a great media. But unfortunately, they failed to make the media engaging, for example in Participant 6's case, she makes a cut board picture of rainbow cycle and she only show it briefly, its actually makes no sense she made it in the first place, she could just mention about the cycle without making the cut board. meanwhile the one who got C was 1 and that was Participant 4, he got C because the media he provides was just Audio and did not work properly and it is not really engaged with the students.

## 5. Evaluation

This was where eight out of ten of the participant lack of paying attention, eight participants were so focus to deliver the lesson and forgot that there was a time limit, only 2 of them got A and 8 participants got C. The two who got A were very good to managed their time management, they managed to spare their view last moment of their time to evaluate todays material before closing their



teaching. Unfortunately, 8 of them were failed to make an evaluation. it was caused by they did not realize that the time was up and need to be reminded by the lecturer that the time was up. Eight of them who got into this case were quickly end their teaching with only said briefly about next week assignment.

They were not aware with how much time they had left during the teaching. It was better that it would be helpful for the teacher student to bring a timer to their desk.

## **THE PROBLEM FACED BY STUDENT'S TEACHER IN DELIVERING MICRO TEACHING PERFORMANCE**

### 1. Participant 1

At the end, Participant 1 was not managed the time of his teaching, at the end he realized his time was up and need to end his lesson quickly, at the end he was not manage to evaluate the lesson, he was just telling the student about next week assignment and finally closed the lesson.

Participant 1 could easily improve his teaching by pay more attention to his time management, with that he could deliver a good evaluation at the end of his performance.

### 2. Participant 2

Although Participant 2 was very good on paper, but his performance during micro teaching was a bit clunky, he only needs to practice more to get used to teach in front of student, with that his teaching could be smoother and less clunky.

### 3. Participant 3

Participant 3 was not pay attention to students' engagement

and only focused on her teaching. The researcher analyzed that it was difficult for participant 3 to focus on the student, while teaching because it might interrupt her teaching and might change the flow of her teaching.

Participant 3 seems prepared for her performance, proven by she always knows what to do, her teaching could be much better if she engaged with students and listen to what the students might want to say.

### 4. Participant 4

He seems lack of preparation before teaching in micro teaching, proven by he often hesitated what he should do during his teaching, and only providing 1 media compared to another participant that provide at least 2 medias. The researcher analyzed that participant 4 was not gave much effort to his performance.

In order to improve his performance, he needs to prepare more on the media that might improve his teaching for example provide power points, picture about the material, or video that can be played during the lesson.

### 5. Participant 5

He was anxious proven by he scrambled and hesitant during explanation, confused and choose to ignore students respond. he finds it difficult to interact with the students and find a great topic engagement to the student. He seems detached from the students for the whole time he teaches

He needs to be calmer during teaching the class. To improve his teaching, he needs to be more relax and take a moment of clarity to makes him less anxious and able to teach more proper.

### 6. Participant 6





Participant 6's performance was bad, her voice was not reached to the back of the class, she only asked the student understanding once and it was not well responded by the students, she also never interacts with the students. While in her performance she and the students feel detached from one and another.

To improve her teaching, she needs to talk clearer and louder to makes all the student can hear what she saying, with that the student can be more engage.

#### 7. Participant 7

Participant 7's performance overall seems unplanned and empty, she seems don't know what to do and only ask student at the beginning of the lesson, she never actually interact with students.

To improve her teaching, she needs to engage with the students and actually interact with them, with that she knows what to do and teach according to students responds.

#### 8. Participant

She seems timid and unsure during her teaching that makes her performance relatively bad. Her voice was not able to reach at the back of the class with that she was difficult to engage with the students. She needs to be more practice in front of students to make her more used to teaching, she was good at preparing the materials but need more improvements to on how to deliver it.

#### 9. Participant

She doesn't have a good time management because she needs to be reminded that the time of her teaching was over. She was unable close the lesson with enough time for proper evaluation.

To improve her teaching, she needs to pay more attention to her time management, if so, she could have the time to give an evaluation at the end.

#### 10. Participant

At the end he was not have the time for evaluating the lesson, he just asked was there any difficulty regarding the task and make the task for home work then closed the lesson.

### CONCLUSION

The writer finds that eight of the participants problems are time management, with that the writer suggest there will be a timer only for the teacher to remind them the time they have during teaching the class, it can be in form of clock behind the student so the teacher can see or a timer for the teacher at their desk.

The writer also suggest that participant need to bring various media to make student more engage, because media can affect to other score for example in Participant 2 case because he brings song as media that all of students like he gets a lot of engagement and also able to evaluate in a way that student can relate because all of the student know and like the song/media.

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