



## **The Role of Microteaching in Enhancing Teaching Skills for Prospective Teachers in the Professional Teacher Education Program at UMS Rappang**

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### **Abstrak**

Microteaching plays a significant role in enhancing the teaching skills of prospective teachers, particularly in the Professional Teacher Education Program (PPG) at UMS Rappang. This method offers a structured and systematic approach to prepare future educators for real classroom settings by simulating teaching experiences in a controlled environment. Through microteaching, participants practice specific teaching skills such as lesson planning, classroom management, and effective communication. They also receive direct feedback from peers and mentors, allowing them to reflect and improve continuously. The implementation of microteaching at UMS Rappang has shown to boost pedagogical competence, confidence, and readiness among prospective teachers, ultimately contributing to the improvement of educational quality.

**Keywords :** Microteaching, teaching skills, prospective teachers, Professional Teacher Education Program, UMS Rappang.

### **Abstrak**

Pengajaran mikro memainkan peran penting dalam meningkatkan keterampilan mengajar calon guru, khususnya pada Program Pendidikan Profesi Guru (PPG) di UMS Rappang. Metode ini menawarkan pendekatan yang terstruktur dan sistematis untuk mempersiapkan calon pendidik dalam menghadapi situasi kelas yang sesungguhnya dengan mensimulasikan pengalaman mengajar dalam lingkungan yang terkendali. Melalui microteaching, peserta mempraktekkan keterampilan mengajar tertentu seperti perencanaan pembelajaran, manajemen kelas, dan komunikasi yang efektif. Mereka juga menerima umpan balik langsung dari rekan-rekan dan mentor, sehingga mereka dapat merefleksikan dan memperbaiki diri secara terus menerus. Pelaksanaan microteaching di UMS Rappang telah terbukti meningkatkan kompetensi pedagogik, kepercayaan diri, dan kesiapan di antara calon guru, yang pada akhirnya berkontribusi pada peningkatan kualitas pendidikan.

**Kata kunci:** Pengajaran mikro, keterampilan mengajar, calon guru, Program Pendidikan Profesi Guru, UMS Rappang.

## **INTRODUCTION**

In the journey to becoming professional educators, prospective teachers must develop a combination of pedagogical knowledge, practical skills, and professional attitudes. One of the critical components in achieving this is the ability to teach effectively in diverse and dynamic classroom environments. The Professional Teacher Education Program (PPG) at UMS Rappang integrates microteaching as a core strategy to bridge the gap between theoretical knowledge and practical teaching experiences.

Microteaching is a focused and scaled-down teaching simulation designed to prepare prospective teachers for real classroom settings. By allowing participants to practice specific teaching skills in a controlled and supportive environment, microteaching has become a transformative method in teacher training. It emphasizes refining key teaching competencies, including lesson delivery, classroom management, instructional clarity, and interaction with students.

At UMS Rappang, the microteaching approach is systematically implemented to ensure that prospective teachers can identify their strengths and address areas needing improvement before engaging in actual teaching practice. This paper explores the role of microteaching in developing teaching skills and highlights its impact on building the confidence and competence of future educators within the PPG program. Through this, UMS Rappang demonstrates its commitment to producing high-quality teachers equipped to meet the challenges of modern education.

## **LITERATURE REVIEW**

The concept of microteaching was first introduced by Dwight Allen and his colleagues at Stanford University in the 1960s. Since its inception, microteaching has been widely recognized as an effective tool in teacher education, providing prospective teachers with the opportunity to practice and refine their teaching skills in a controlled, low-pressure environment. The method emphasizes a cycle of planning, teaching, receiving feedback, and reteaching, allowing for continuous improvement and skill development (Allen & Eve, 1968). Microteaching is rooted in experiential learning theory, which posits that learning is most effective when individuals actively engage in experiences, reflect on their actions, and integrate feedback into practice (Kolb, 1984). This approach is particularly relevant in teacher training, as it enables participants to apply theoretical knowledge in practical contexts, bridging the gap between what they know and what they do in the classroom.

Studies have consistently highlighted the benefits of microteaching in teacher education. Research by Amobi (2005) found that microteaching helps prospective teachers develop critical teaching skills such as lesson planning, communication, and classroom management. Similarly, Kpanja (2001) demonstrated that microteaching improves student-teachers' confidence and readiness to handle real classroom situations. Key components of successful microteaching include focused skill development, where participants concentrate on specific teaching tasks, such as questioning techniques or delivering clear explanations; peer and mentor feedback, which enhances self-awareness and helps identify areas for improvement; and repetition and reflection, where repeating teaching sessions after receiving feedback allows for iterative learning and growth.

While the benefits are clear, challenges

in implementing microteaching also exist. These include limited resources, lack of adequate training for supervisors, and time constraints (Manning et al., 2013). However, with proper planning and support, these barriers can be mitigated, ensuring the effectiveness of microteaching programs. The Professional Teacher Education Program (PPG) at UMS Rappang integrates microteaching as a mandatory component of its curriculum. The institution employs a comprehensive approach, equipping participants with essential teaching tools and providing structured guidance from experienced mentors. This aligns with findings from Kuter and Gazi (2014), who emphasized that well-supported microteaching programs significantly enhance teaching proficiency.

Microteaching has been shown to boost teaching competence, self-confidence, and adaptability. It allows participants to experiment with various teaching strategies and gain insights into effective classroom practices. For prospective teachers at UMS Rappang, these benefits are crucial in preparing them to meet the demands of Indonesia's evolving educational landscape. In summary, microteaching serves as an indispensable element in teacher education, equipping future educators with the skills and confidence needed to excel in the classroom. This literature review establishes a foundation for examining its specific role and impact within the context of UMS Rappang's PPG program.

## **METHODOLOGY**

This study employs a qualitative approach to explore the role of microteaching in enhancing the teaching skills of prospective teachers enrolled in the Professional Teacher Education Program (PPG) at UMS Rappang. The methodology is designed to collect,

analyze, and interpret data that provides insight into the implementation and impact of microteaching on teacher training. Using a descriptive case study design, the research captures detailed information about the microteaching process at UMS Rappang, including observations of microteaching sessions, interviews with participants and mentors, and analysis of relevant documents such as lesson plans and feedback forms.

The participants consist of prospective teachers enrolled in the PPG program, selected using a purposive sampling technique to ensure the inclusion of those who have undergone microteaching sessions. Mentors and supervisors involved in the program are also included to provide a broader perspective on its effectiveness. Data collection methods include direct observation of microteaching sessions to analyze the implementation process, semi-structured interviews with prospective teachers to understand their experiences and challenges, and document analysis of lesson plans, feedback forms, and performance evaluations to assess skill development over time.

The data is analyzed using thematic analysis to identify recurring patterns and themes related to the role and impact of microteaching. This involves coding the data, categorizing themes, and drawing conclusions that reflect the significance of microteaching in the PPG program. Ethical considerations are prioritized throughout the study, with participants being informed about the research purpose, their consent obtained, and confidentiality and anonymity ensured. Through this methodology, the study aims to provide a comprehensive understanding of how microteaching contributes to the development of teaching skills among prospective teachers at UMS Rappang and its potential application in broader teacher education programs.

## **RESULTS AND DISCUSSION**

The findings of this study highlight the significant role of microteaching in improving the teaching skills of prospective teachers in the Professional Teacher Education Program (PPG) at UMS Rappang. Data from observations, interviews, and document analysis reveal several key themes, including enhanced teaching competencies, increased confidence, and the development of reflective practices. Microteaching was found to improve specific teaching skills among participants. Through repeated practice and feedback, prospective teachers demonstrated better lesson planning, clearer communication, effective use of teaching aids, and improved classroom management. Observations showed that participants were able to structure their lessons more logically, ensuring that learning objectives were met within the allocated time. Feedback from mentors helped participants refine their questioning techniques and adapt teaching methods to suit different learning needs. This aligns with previous studies that emphasize the role of microteaching in developing critical teaching skills.

One of the most notable outcomes of microteaching was the boost in participants' confidence. Interviews with prospective teachers revealed that practicing in a controlled environment helped them overcome their initial fear of teaching and build self-assurance. Participants expressed that the opportunity to rehearse teaching in front of peers and mentors reduced anxiety and prepared them for real classroom situations. This finding supports the argument that microteaching creates a safe space for teacher candidates to experiment and learn from their mistakes without the high stakes of an actual classroom. Additionally, microteaching fostered a culture of reflection among participants, enabling them to critically evaluate their own teaching

practices. The structured feedback provided by mentors and peers encouraged participants to identify their strengths and areas for improvement. Many participants reported that they used the feedback to modify their teaching approaches and were more mindful of their instructional strategies in subsequent sessions. This iterative process of teaching, receiving feedback, and reteaching strengthened their ability to reflect on and improve their teaching practices over time.

Despite its benefits, several challenges were identified in the implementation of microteaching at UMS Rappang. Participants noted that limited access to teaching resources, time constraints, and the need for more individualized feedback were common issues. Mentors also highlighted the need for additional training to enhance their ability to provide constructive and actionable feedback. Addressing these challenges is essential to maximize the potential of microteaching as a teacher training tool. The results of this study underscore the value of microteaching as an integral component of the PPG program at UMS Rappang. By focusing on specific teaching skills and fostering reflective practices, microteaching prepares prospective teachers to meet the demands of modern classrooms. The findings align with the experiential learning theory, which emphasizes learning through practice and reflection. Moreover, the increased confidence observed among participants highlights the psychological benefits of microteaching, which are often overlooked in traditional teacher training methods.

However, the challenges identified suggest that there is room for improvement in the implementation of microteaching. Providing better access to teaching resources, allocating sufficient time for practice and feedback, and enhancing mentor training can further improve the effectiveness of the program. Addressing these issues will not only benefit participants at UMS Rappang

but also contribute to the broader goal of improving teacher education programs across institutions. In conclusion, microteaching plays a crucial role in enhancing teaching skills, building confidence, and fostering reflective practices among prospective teachers. With proper support and continuous improvement, it has the potential to significantly elevate the quality of teacher education and, ultimately, the educational outcomes for students.

## CONCLUSION

Microteaching serves as a vital component in the Professional Teacher Education Program (PPG) at UMS Rappang, playing a crucial role in preparing prospective teachers for real-world classroom environments. This study highlights its significant contributions to enhancing teaching skills, building confidence, and fostering reflective practices among participants. Through structured sessions of planning, teaching, receiving feedback, and reteaching, prospective teachers improve essential competencies such as lesson planning, communication, and classroom management. Additionally, microteaching provides a safe and controlled environment where participants can experiment with different teaching strategies, gain valuable feedback, and build self-assurance, ultimately reducing their anxiety when facing actual classroom settings.

The iterative nature of microteaching, which involves reflecting on and revising teaching practices, cultivates a mindset of continuous improvement among future educators. This reflective process, supported by feedback from mentors and peers, strengthens participants' ability to critically evaluate their teaching and adapt their strategies to meet diverse classroom needs. Despite its numerous benefits, challenges such as

limited resources, time constraints, and the need for more structured mentor training were identified. Addressing these challenges is essential to maximizing the potential of microteaching and ensuring its effectiveness in achieving the goals of teacher education programs.

In conclusion, microteaching is an indispensable tool for teacher training, equipping prospective teachers with the skills, confidence, and adaptability required to meet the dynamic demands of modern education. With ongoing improvements in its implementation, microteaching has the potential to significantly enhance the quality of teacher education and, by extension, improve student learning outcomes. This study reinforces the importance of microteaching as a transformative element in teacher preparation programs and calls for continued efforts to optimize its practice in educational institutions.

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