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Microteaching Practice and Educational Field Experiences: The Impact on the Professional Performance of Prospective Teachers

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ABSTRACT

Microteaching practices and educational field experiences have long been part of the professional training of teachers. Both are requirements that must be taken by prospective teachers to become skilled and professional teachers. This study aims to describe the effect of microteaching practices and educational field experiences on the professionalism of prospective teachers. A quantitative approach with the correlational method was used to analyze the data obtained from 178 teacher candidates who took part in the practice of microteaching and carried out 6 months of educational field experience. The instrument used to collect data is a questionnaire. The results of the data analysis show that the microteaching practice and educational field experiences affect the professionalism of prospective teachers. However, educational field experiences have a more dominant influence than the practice of microteaching. Educational field experience directly shapes the character of prospective teachers to become professional educators because they are faced with real experience in the field. Meanwhile, the practice of microteaching occurs in a limited space so the teaching experience gained by prospective teachers is also limited. More effective management of microteaching practices needs to be a concern because through microteaching prospective teachers theoretically and practically gain knowledge about basic teaching skills and skills in compiling learning tools. The knowledge gained during the practice of microteaching is used by prospective teachers while carrying out educational field experiences.

Keywords: Microteaching Practice; Educational Field Experiences; Professional Performance; Prospective Teachers.

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1. INTRODUCTION

Professional teachers are needed to realize the implementation of 21st-century learning. They are teachers who can implement learning using various learning methods and strategies, manage classes, are skilled at interacting with students, master pedagogical techniques, play a role and are responsible as educators, can design comfortable classrooms, and understand the various characteristics and socio-cultural backgrounds of students. In addition, professional teachers also need to be concerned and confident that they can be exemplary educators. Concern is considered an important aspect of good teaching (Goldstein & Lake, 2003). The concern in question concerns the importance of education for all groups because the key to successful education starts with an

education system that serves all members of society without exception (Pfanner, 2016). Professional teachers can be formed through structured education programs. Programs that often become the spearhead of creating professional teachers are microteaching practices and educational field experiences. Both programs are assumed to be factors that influence teacher professionalism.

Microteaching practices Microteaching has long been an important part of teacher education programs (Onal, 2019), and is seen as a promising innovation in teacher education programs (Turney, 1970), and beneficial as a meaningful learning experience for prospective teachers (Amobi, 2005). Through microteaching practices, they are given the freedom to plan, teach, and reflect on their teaching. Microteaching has several objectives, namely providing opportunities for teaching practice to prospective teachers (Albin & Shihomeka, 2017; Onal, 2019) and develop basic teaching skills (Apling & Haryani, 2019; Kimoro et al., 2021), provide opportunities to develop effective learning strategies (Ismail, 2011), and reflective practice (Suguna & Dongre, 2017), under control and simulate such conditions (Mahmud & Rawshon, 2013). Microteaching is a teacher training technique to instill teaching skills that contain self-assessment components through video screenings and peer guidance to improve their mastery of skills (Ramanathan et al., 2021). Through microteaching, prospective teachers can develop pedagogical skills, questioning skills, and communication skills, and build self-confidence (Zulfikar et al., 2020). Microteaching is a lecture activity to train prospective teachers to have experience with factual and technical readiness regarding the learning process before they go into the field (Dayu & Haura, 2016) or what is called educational field experience practice.

Educational field practice focuses on teaching technique practices (Curtner-smith, 1996). Educational field experience is an important part of preparing prospective teachers to become professional teachers. This educational field experience allows prospective teachers to observe various teaching methods and strategies, classroom management, teacher-student interactions, pedagogical techniques, teacher roles and responsibilities, classroom design, and student diversity. Educational field experience as a component to reflect on learning and as a means for prospective teachers to gain insight into leadership and teaching in the classroom (Akinde et al., 2017). Educational field experience is the culmination of all teacher education programs. Field experience is a program that requires the application and integration of all previous learning experiences into the actual teaching training program. Educational field experience influences the development of prospective teacher competencies and can support readiness to become a professional teacher (M. Mahmud, 2018). Educational field practice is important because they can practice basic teaching skills in real situations, pay attention to and assess each other's peer activities, and get guidance and assessment from mentor teachers in practicing basic teaching skills (Aradea & Hamzah, 2022). Through educational field experience, prospective teachers learn teaching management, teaching as a transmission of skills, and teaching as skills (Goodman, n.d.). During teaching practice, prospective teachers gain skills in using a variety of teaching methods, assessments, and building self-confidence (Abdullahi & Salisu, 2017).

Several studies on microteaching practices mention the benefits of implementing microteaching practices as one of the teacher education programs. Microteaching has a positive impact on the awareness and views of prospective teachers regarding communication competencies and developing effective learning strategies (Ismail, 2011; Undiyaundeye & Inakwu, n.d.). Microteaching as an effective pedagogical tool that improves teaching competence and confidence in certain conditions (Ralph, 2014). Microteaching influences the formation of positive attitudes of prospective teachers towards the teaching profession (Abakay et al., 2016; Kant,

2017), influence on teaching ability (Wang, 2021). Microteaching provides prospective teachers with conceptual understanding and practical teaching activities as well as the confidence needed before undertaking educational field practice (Hendrety & Nadya, 2017), provide teaching experience to prospective teachers, improve professional skills, and facilitate class management regarding the contribution of the education they receive in the development of microteaching to their professional lives (Hamidi & Kinay, 2021). Meanwhile, several studies on educational field experience influence the pedagogical potential of prospective teachers (M. Mahmud et al., 2019). Educational field experience can increase prospective teachers' self-efficacy regarding previous teaching experiences, reduce teaching anxiety, and increase professional self-confidence (Celik & Topkaya, 2017).

However, research that examines microteaching practices and educational field experiences as factors that influence the professionalism of prospective teachers has not been studied. This research is different from previous research that generally explains the benefits and advantages of microteaching practices and educational field experiences as the main teacher education program. The study aims to describe the influence of microteaching practices and educational field experiences both partially and simultaneously on the professionalism of prospective teachers. Furthermore, this research was conducted to answer three problem formulations namely (1) How does microteaching practice influence the professionalism of prospective teachers? (2) How does educational field practice experience influence the professionalism of prospective teachers? (3) How do microteaching practices and educational field experience influence the professionalism of prospective teachers?

2. METHODS

This research is quantitative research with the correlational method. The correlational method is used to determine how much influence microteaching practices and educational field practices have on the professionalism of prospective teachers. The population in this study were all teaching students at Universitas PGRI Sumatera Barat who had participated in microteaching classes and were carrying out educational field experience practices in secondary schools throughout West Sumatra Province and several provinces located around West Sumatra, namely: Jambi, Riau, and Riau Islands. The research population was spread across various study programs at the Universitas PGRI Sumatera Barat. The research sample consisted of 178 people who were selected randomly.

The instrument used in this study was a questionnaire. The questionnaire consisted of three parts, namely a questionnaire to collect data on microteaching practice experience, a questionnaire to collect data on educational field experience, and a questionnaire to collect data on the professionalism of prospective teachers. The questionnaire to measure microteaching practice was modified from the microteaching instrument for basic teaching skills in micro classes, namely learning planning skills, explaining skills, class management skills, asking questions, and skills in using learning media. The number of questionnaire items to collect microteaching practice data was 8 items. The questionnaire to measure educational field experience was modified from the 21st Century learning implementation instrument which consisted of several sub-indicators, namely learning opening skills, material explaining skills, media and learning resource use skills, asking questions, learning management skills, reinforcement skills, assessment skills, and closing learning skills in the context of real situations in the field (Rasmawan, 2021). The number of questionnaire items to collect data on educational field experience is 26 items. The questionnaire to measure the professionalism of prospective teachers

is modified from the teacher professional performance instrument namely mastery of teaching materials, understanding of student characteristics, mastery of classroom management, mastery of learning methods and strategies, mastery of learning evaluation, and personality (Suyud, 2005). The number of questionnaire items to collect the professional performance of prospective teachers was 87 items. The questionnaire instrument was tested for validity and reliability before being used in the study. Each questionnaire item used was declared valid and overall, the questionnaire used was reliable.

Data collection was conducted using Google Forms. The questionnaire was distributed to prospective teacher students in the last weeks of their educational field experience. The educational field experience practice was conducted for 6 months. The questionnaire was given in the sixth month of the implementation of the educational field experience practice. Data analysis was conducted using SPSS 23. Data analysis used simple regression tests and multiple regression tests. This regression test was conducted to predict and forecast the magnitude of the dependent variable value that is influenced by the independent variable (Fitri & Ramadhanti, 2019). In this study, there are two independent variables, namely: microteaching practices and educational field experience.

There is one dependent variable, namely: the professionalism of prospective teachers. Before conducting multiple regression tests, an analysis requirement test was first carried out. The analysis requirement tests carried out were normality tests, linearity tests, and multicollinearity tests. The results of the normality test indicate that the distribution of data on microteaching practices, educational field experience, and professionalism of prospective teachers is normally distributed. The results of the linearity test indicate that there is a significant linear relationship between microteaching practices and the professionalism of prospective teachers with a deviation form a linearity value of 0.068 which is greater than 0.05. There is a significant linear relationship between educational field experience and the professionalism of prospective teachers with a deviation form a linearity value of 0.30 which is greater than 0.05. The results of the multicollinearity test indicate that there is no multicollinearity in the regression model because the collinearity statistics VIF value of microteaching practices (X1) and educational field experience (X2) is 2.947 which is smaller than 10.00.

Furthermore, a multiple regression test was conducted to test the research hypothesis. There are three research hypotheses, namely: H1 = there is a significant influence of microteaching practices on the professionalism of prospective teachers. H2 = There is a significant influence of educational field experience on the professionalism of prospective teachers. H3 = There is a significant influence of microteaching practices and educational field experience on the professionalism of prospective teachers. The basis for considering the research hypothesis is accepted by comparing the significance value of the variables with a probability of 0.05. H1, H2, and H3 are accepted if the significance value of the variables is smaller than the probability of 0.05. Conversely, H1, H2, and H3 are rejected if the significance value of the variables is greater than the probability of 0.05.

3. RESULT AND DISCUSSION

Microteaching practices and educational field experiences are assumed to have an influence on the professionalism of prospective teachers. By using the percentage formula, the following information is obtained. The responses of prospective teachers through the questionnaire showed that prospective teachers felt a good experience during the implementation of microteaching practices with a percentage of 87.94%. Prospective teachers felt the experience of implementing

educational field practices with a percentage of 87.55%. With the existence of microteaching practices and educational field experiences, prospective teachers feel that they are professional teachers with a percentage of 87.09%. How significant the influence of microteaching practices and educational field experiences is on the professionalism of prospective teachers is presented in the summary table of multiple regression tests.

Table 1. Summary of Multiple Regression Tests

Variable	Coefficients of Regression	T	Sig.
Konstanta	24.181		
X1	-0.053	-0.866	0.388
X2	0.772	12.471	0.000
F	204.370		0.000
R-Square	0.700		

The summary of the output table of multiple regression analysis in Table 1 above provides some information. First, the R-Square value. The R-Square value or coefficient of determination value is 0.700 or equal to 70.0%. This value means that microteaching practices (X1) and educational field experience (X2) simultaneously (together) influence the professionalism of prospective teachers (Y) by 70.0%. While the remaining 30% is influenced by other factors outside the variables studied. Microteaching practices and educational field experience have a strong influence on the professionalism of prospective teachers because the coefficient of determination value is close to 1.

Second, the coefficients of regression value. The results of the partial t-test show that the t-value for the microteaching practice variable is -0.866 and the significance value is 0.388. While the t-value for the educational field experience variable is 12.471 and the significance value is 0.000. The significance value of the microteaching practice variable is less than 0.05, so H1 is rejected. This means that there is no significant influence of microteaching practice on the professionalism of prospective teachers. The significance value of the educational field experience variable is less than 0.05, so H2 is accepted. This means that there is a significant influence of educational field experience on the professionalism of prospective teachers.

Third, the F value. The results of the simultaneous t-test show that the F value is 204.370 and the significance value is 0.000. The significance value is less than 0.05, so H3 is accepted. This means that microteaching practice and educational field experience both have an influence on the professionalism of prospective teachers. Based on the calculation results, it is known that the effective contribution (SE) of the microteaching practice variable (X1) to the professionalism of prospective teachers (Y) is -4.0858%. While the effective contribution (SE) of the educational field experience variable (X2) to the professionalism of prospective teachers (Y) is 74.0696%. Thus, it can be concluded that variable X2 has a more dominant influence on variable Y than variable X1. For the total SE is 69.9838% or equal to the coefficient of determination (R-Square) of the regression analysis, which is 70.0%. Meanwhile, the relative contribution of the microteaching practice variable (X1) to the professionalism of prospective teachers is -0.058%. While the relative contribution of the educational field experience variable (X2) to the professionalism of prospective teachers (Y) is 1.058%. For the total SR is 0.996%.

The results of the data analysis show that microteaching practices and educational field experiences simultaneously affect the performance of professionalism of prospective teachers. Microteaching practices partially do not affect the professionalism of prospective teachers while educational field experiences partially affect the professionalism of prospective teachers. Student

responses to microteaching practices are very high, but this still does not have a significant influence on the professionalism of prospective teachers. This is in contrast to educational field experiences which partially affect the professionalism of prospective teachers.

Through microteaching practices, prospective teachers learn and are introduced to basic teaching skills. They practice basic teaching skills in a small class environment and within a limited time. Microteaching is essentially a form of training to build communication between prospective teachers and supervisors, collaborate with each other, and reflect on learning. Time constraints and limited class sizes are obstacles for prospective teachers (Hama & Osam, 2021) so they also lack classroom management skills. The implementation of teaching practices during the pandemic has created challenges for prospective teachers because they cannot experience real classroom situations and can only pay attention to video recordings (Perry et al., 2022). Microteaching which is also carried out online creates obstacles in checking student learning progress, student involvement, and collaboration, and unstable internet connections make microteaching practices ineffective (Tuyen, 2022). This is what the research participants felt so they were not very effective in applying basic teaching skills during microteaching practice.

In microteaching practice, prospective teachers need guidance and support from supervisors to be able to practice basic teaching skills well (Merc, 2015). In order for microteaching practices to have a positive impact on prospective teachers, supervisors must have good skills so that they can be role models for prospective teachers (Albin & Shihomeka, 2017). Strategies in microteaching practice include three things, namely peer observation, watching video recordings, and reflecting on one's own teaching (Nuzulia, 2016). Reflection on one's teaching provides benefits in terms of preparation, presentation, and student engagement in learning. The peer-observation stage will be effective in microteaching practice if the aspects of honesty, open-mindedness, objectivity, and courage are possessed by prospective teachers (Nuzulia, 2016). Prospective teachers must be able to provide honest and objective comments on their colleagues' performances, prospective teachers who display teaching in microteaching practices must have an open mind to their colleagues' comments and criticisms, and prospective teachers must have the courage to carry out learning. Readiness to appear in public is the main capital of prospective teachers.

Microteaching techniques enable prospective teachers to learn and internalize teaching skills in a controlled environment, master various teaching skills, and enable prospective teachers to be interested in becoming teachers (Sagban et al., 2021). Microteaching techniques integrated with video recording technology provide benefits in the feedback stage and improve prospective teachers' reflective skills (Onal, 2019). Through recording in microteaching practice, prospective teachers can watch themselves and their friends objectively, notice mistakes, and correct them (Dayu & Haura, 2016). Peer assessment through microteaching practices also plays a role in influencing the self-efficacy of prospective teachers (d'Alessio, 2018). In addition, prospective teachers can also watch recordings of various basic teaching skills via YouTube and can share their teaching videos on YouTube (Chih-Sun, 2014). The use of video tape recording has a significant influence on the results of microteaching training (Kpanja, 2001).

When implemented in a structured manner, microteaching practices will provide opportunities for prospective teachers to evaluate their strengths and weaknesses in teaching aspects. This practice will be able to build skills in planning, asking, assessing, managing student behavior, implementing teaching materials, and positive attitudes towards the profession during the teaching process (Elias, 2018). The implementation of microteaching practices will be more effective if a certain model is used, for example the learning center microteaching model (Nasar &

Kaleka, 2020). Through the learning center microteaching model, prospective teachers prepare, select content, prepare materials, compile learning plans, implement learning, observe learning, record learning implementation, and observe video recordings to see developments in implementing teaching skills. Project-based learning in microteaching practice can increase prospective teachers' confidence because practice is focused on a combination of observation of experience and experience in action (Galichkina, 2016).

In addition, prospective teachers also gain learning planning skills during microteaching practice. In preparing a learning plan, prospective teachers can use observing, imitation, and modification strategies (Ramadhanti & Yanda, 2021) and adapt learning to students' learning strategies (Putri et al., 2023). Prospective teachers are given examples of lesson plans, observe each part of the lesson plan, and imitate and modify the lesson plan according to the learning model and evaluation carried out. The preparation of quality lesson plans and the delivery of quality learning are also signs that a teacher is said to be a professional teacher (Dorovolomo et al., 2010). In addition, prospective teachers are also introduced to questioning skills to foster high-level thinking skills (Cinici et al., 2019). Prospective teachers need to have questioning skills because, in teaching and learning interactions, prospective teachers are involved in taking turns and interrupting, giving praise and reprimands, class domination, paying attention to students, and actively involving students in learning (Minasyan, 2017). Furthermore, prospective teachers can practice the basic teaching skills obtained in micro classes in the context of real classes in educational field experience practices. Educational field experience as a teacher education program contains some characteristics, namely: curriculum development and implementation, providing opportunities for reflection, the field being seen as a teaching laboratory, and personality. The personality in question is that in describing teaching innovations, educators tend to focus on the goals, structures, components, job descriptions, and activities related to the program provided.

Educational field practice can be integrated with technology. The ability to deliver and document field experiences through distance learning technology allows students to complete their education (Grable et al., n.d.). For educational field experiences to be meaningful to prospective teachers, they need to be provided with an understanding of the teacher perspective in program preparation, the components of field experiences, and the characteristics of field experiences to help prospective teachers achieve program goals (Goodman, 2006). To achieve the goals of the educational field experience program, prospective teachers create an approach to curriculum design, develop a set of educational and/or social principles as a basis for the approach, and describe their unit as an example of an approach that allows them to concretely understand the relationship between abstract ideals and social reality.

Teachers' beliefs play an important role in how they teach and meet the needs of their students. These beliefs develop as they gain experience during practical teaching. The strategies used by stakeholders also influence teachers' beliefs (Siposova & Svabova, 2022) and critical thinking of teachers in preparing for independent learning in the future (Otto & Lopez-Medina, 2021). Teachers who have critical thinking skills will be able to implement student-centered learning (Heydarnejad et al., 2021). Student-centered learning can be done by applying the principles of communicative language teaching, namely using many pair activities and/or group work and facilitating student autonomy and responsibility for their learning (Metruk, 2020).

A professional teacher is a teacher who properly and effectively carries out the following teaching activities, namely: (1) implementing learning that is by the lives, needs, concerns, goals, and interests of students, (2) providing opportunities for students to carry out meaningful

activities, (3) facilitating student responsibility and autonomy, (4) establishing class rules that can be understood and implemented by all students, (5) implementing paired learning and/or group work to foster collaboration between students, (6) supporting the idea that fluency is more important than accuracy, (7) being flexible, (8) having a neat and clean appearance, (9) showing interest in students by remembering their names, (10) being able to communicate well, (11) knowing the social and cultural background of students, and (12) being able to provide a variety of strategies in learning (Metruk, 2020). To become a professional teacher, prospective teachers must also be equipped with training in assessing the learning process and results of students (Işık, 2021). Both microteaching practices and educational field experiences influence the professional performance of prospective teachers.

4. CONCLUSION AND SUGGESTIONS

Professional teachers are essential in 21st-century learning. Microteaching practices and educational field experiences affect the professional performance of prospective teachers. Microteaching practices and educational field experiences are part of teacher education programs in teacher training institutions. Through microteaching practices, prospective teachers learn and are introduced to various basic teaching skills including preparing lesson plans to evaluation. Microteaching is the outlet of all courses taken in the teacher education program. Prospective teachers demonstrate basic teaching skills, are recorded, and reflect on teaching practices through videos. Prospective teachers receive assessments from peers and supervisors. Microteaching practices are sometimes ineffective due to time constraints and various other technical and non-technical constraints. As a result, during microteaching practices, prospective teachers only know basic teaching skills theoretically. This is what causes the microteaching practice in this study to partially not affect the professionalism of prospective teachers. Furthermore, the basic teaching skills that prospective teachers have learned in microteaching practice are applied in real terms in educational field experience practice. When practicing educational field experience, prospective teachers experience directly being a teacher. However, prospective teachers can carry out real teaching practices while carrying out educational field experience. Therefore, the results of this study state that partially educational field experience affects the professional performance of prospective teachers.

Microteaching practice and educational field experience are both the main programs in professional teacher education. Both are interrelated and support each other in an effort to form professional teachers. Therefore, the implementation of microteaching practice and educational field experience needs to be carried out in a planned and structured manner. Supervisors appointed to guide prospective teachers, both in microteaching practices and educational field experience practices, must also better understand the principles of teaching, be proficient in practicing basic skills, have a high concern for education, have high self-efficacy, and so on. If this is realized, then the cadre of professional teachers will continue to exist with the characteristics of mastering teaching materials, understanding student characteristics, mastering or being skilled at managing classes, mastering various learning methods and strategies, mastering learning evaluation, and having a personality that can be an example for students. In addition, professional teachers are teachers who have the following characteristics: "Ing Ngarsa Sung Tulada", "Ing Madya Mangun Karsa", and "Tut Wuri Handayani" as mandated by Ki Hajar Dewantara who is the father of Indonesian education. "Ing Ngarsa Sung Tulada" means that a teacher must be an example or role model for others around him when he is in front. "Ing Madya Mangun Karsa" means that a teacher must be able to arouse or build intentions, desires, and enthusiasm in the

people around him. "Tut Wuri Handayani" This means that a teacher must be able to provide enthusiasm and encouragement to his students.

More effective management of microteaching practices needs to be a concern because through microteaching prospective teachers theoretically and practically gain knowledge about basic teaching skills and skills in compiling learning devices. The knowledge gained during microteaching practices is used in real terms by prospective teachers during their educational field experiences. If both are implemented in a planned and structured manner, the regeneration of professional prospective teachers in the future will continue to exist.

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